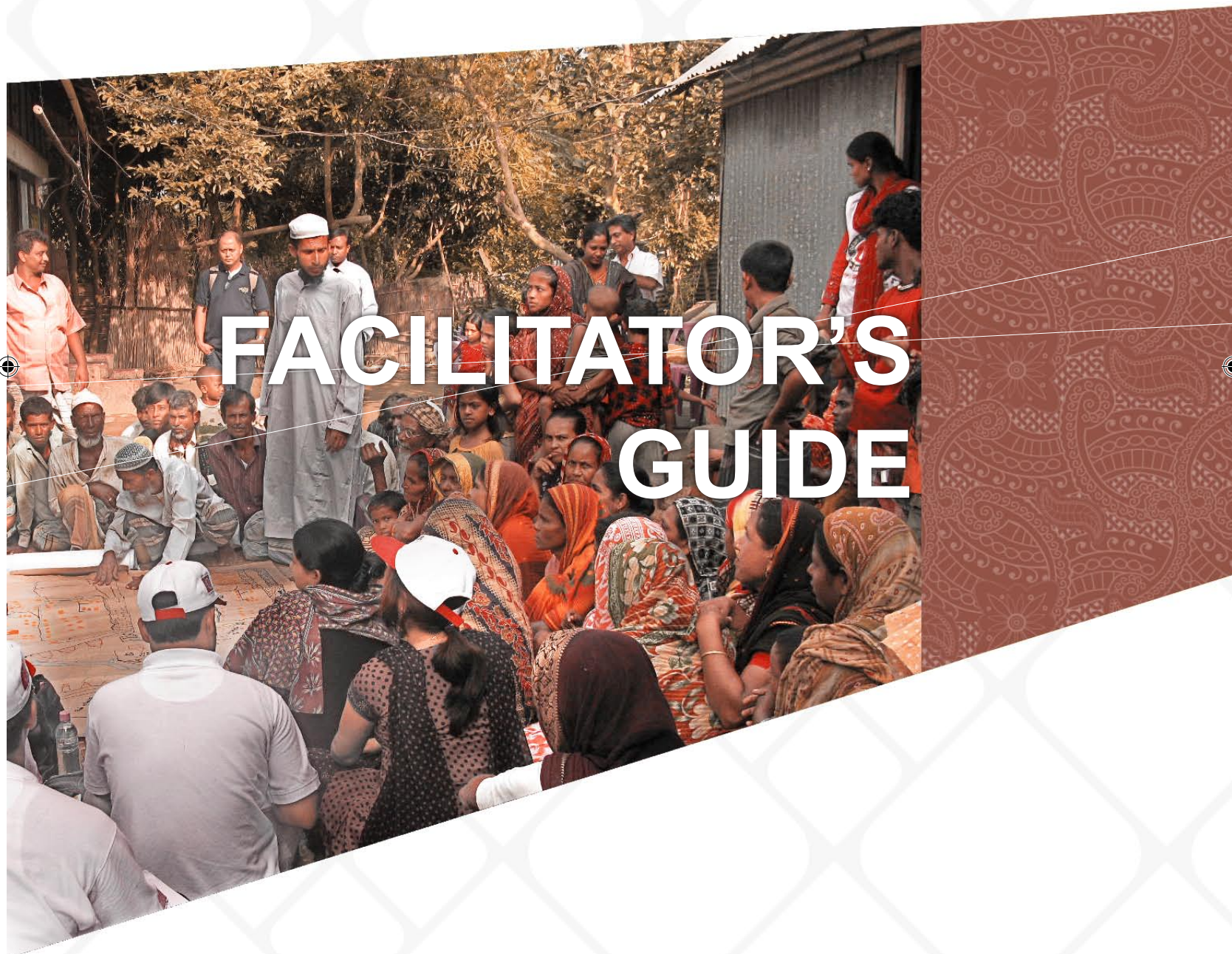


COMMUNITY-BASED DISASTER RISK REDUCTION
for Field Practitioners



 International Federation
of Red Cross and Red Crescent Societies

 SwedishRedCross

EUROPEAN COMMISSION

Humanitarian Aid

 DFID Department for
International
Development

 adpc







Foreword

South Asia remains one of the most disaster prone regions in the world. Annually millions of people are affected by natural disasters; from 1987 to 2006, 24% of people killed worldwide by disasters were in South Asia, according to data from the Centre for Research on the Epidemiology of Disasters. The frequency and magnitude of disasters in South Asia has increased over recent years and has demonstrated the need to reduce the underlying risk factors and to develop and improve disaster risk reduction strategies, particularly taking into consideration climate change, that aim to reduce disaster related risks, death, injury and adverse affects on livelihoods. Disasters obviously also have a negative impact on the achievement of the Millennium Development Goals and too on national development plans of countries in the region.

The International Federation of Red Cross and Red Crescent Societies is committed to the implementation of the Hyogo Framework for Action that set out a series of initiatives that governments, civil society, regional and international organisations and communities can carry out for promoting a strategic and systematic approach to reducing vulnerabilities, risks and hazards.

Red Cross and Red Crescent national societies in South Asia have for many years conducted Disaster Management / Disaster Risk Reduction training programmes at various levels. However, the training





terminology, curriculum, methodology, materials vary from one national society to another despite commonalities in the nature of the hazards that they face, their needs and challenges and increasingly the standardisation of Disaster Risk Reduction policy and strategy. Existing training curricula used by field practitioners also need to be updated to address the emerging threats faced in the region include new developments and good practices in Disaster Risk Reduction. More consistent and better quality Disaster Risk Reduction training programmes can produce the necessary human-resources within the national societies in order to transfer appropriate knowledge and skills to the local communities to face these new challenges.

This training material is significant in providing the first comprehensive attempt in South Asia to provide a standardised Disaster Risk Reduction training curriculum targeting field practitioners and community in order to improve the overall quality and impact of the Disaster Risk Reduction training programmes in South Asia undertaken by Red Cross and Red Crescent Society staff and volunteers working in disaster risk reduction. The book brings together material drawn from our own experiences within the Movement in dealing with the hazards that we face in this region but also from international non-government organisations and United Nations system agencies. Disaster risk reduction is most effective when it is undertaken in close cooperation and coordination with the government and other organisations.





Each national society has been assigned crucial roles and responsibilities under their respective Government's policies, legislation, strategies and plans, which this material will help us to undertake them more efficiently and effectively. This reference volume on community-based disaster risk reduction, I am sure, will benefit not just to those in the national societies in South Asia - both staff and volunteers - but also to others working in the region and for national societies and Federation delegations elsewhere, as well as those working for other organisations and in the governments.

We are particularly grateful for the financial support from DIPECHO and other Participating National Societies that has enabled the International Federation South Asia Regional Delegation to undertake this work.

I strongly encourage national society staff and volunteers to use this excellent resource in your efforts to ensure that we play our part to undertake the priorities under the Hyogo Framework for Action and contribute to the achievement of the Millennium Development Goals.

Head of International Federation
South Asia Regional Delegation

February 2009





Acknowledgement

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We are thankful to all the DIPECHO partner agencies specially Handicap International for reviewing the documents and giving inputs to make this disability inclusive.

This work would not have been possible without full participation and support from all the Red Cross Red Crescent national societies and country delegations in the region.

We would like to extend a special thanks to the members of technical working group on curriculum development : Abol Hasan Nazari, Afghan Red Crescent Society, Mohamed Yusef Sherzai, Afghanistan Delegation Nurul Amin, Bangladesh Red Crescent Society, Khaled Masud, Bangladesh Delegation, Mainak Mazumder, Indian Red Cross Society, Krishna KC, Nepal Red Cross Society, Kanwar Waseem, Pakistan Red Crescent Society, Shakeel Malik, Pakistan Delegation, Gothami Chandraratne, Sri Lanka Red Cross Society, Nandana Mohottige, Sri Lanka Delegation, Rita Savla, Focus International, Dr. Mel Capistrano, Asian Disaster Preparedness Centre, Arghya Sinha Roy, Asian Disaster Preparedness Centre, Adesh Tripathy, International Federation, South Asia Regional Delegation and Eilia Jafar International Federation, South Asia Regional Delegation.

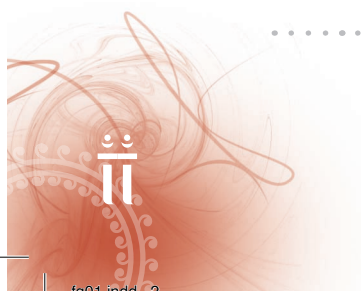
We are also thankful to Ms. Hai Minh Vu, International Federation, and South East Asia Delegation for providing support in technical review of document and to ensure that the curriculum can be of relevance for South East Asia also. Last but not the least we are thankful to all the participants of field testing training programmes, whose names we are not able to record here due to space constraint, for their constructive inputs.





CONTENTS

INTRODUCTION TO FACILITATORS GUIDE	1
.....
GUIDANCE ON TERMS USED IN THIS GUIDE	4
.....
GUIDANCE ON THE ROLES AND REQUIREMENTS FOR FACILITATORS	6
.....
THE CURRICULUM	8
.....
COURSE SCHEDULE	11
.....
PRE-COURSE ACTIVITIES	12
Opening Ceremony	14
Formation of Groups	14
Expectation Review	19
Course Overview	21
Pre-course Assessment	22
.....
MODULE 1: INTRODUCTION TO THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT	
SESSION 1 HISTORY AND ORIGIN OF THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT	28
SESSION 2 THE FUNDAMENTAL PRINCIPLES OF THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT	32
SESSION 3 COMPONENTS OF THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT	38
SESSION 4 VOLUNTEERING IN THE CONTEXT OF NATIONAL RED CROSS AND RED CRESCENT SOCIETIES	42
SESSION 5 THE CODE OF CONDUCT FOR THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT AND NON-GOVERNMENTAL ORGANISATIONS IN DISASTER RELIEF	47
.....



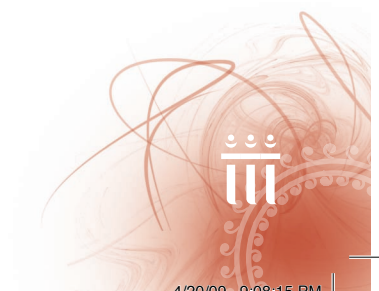


MODULE 2: COMMUNITY-BASED DISASTER RISK REDUCTION: A FRAMEWORK FOR REDUCING RISK

SESSION 1	BASIC TERMS AND CONCEPTS ON DISASTER RISK REDUCTION	55
SESSION 2	LINKING COMMUNITY-BASED DISASTER RISK REDUCTION WITH DEVELOPMENT	60
SESSION 3	CHARACTERISTICS OF A SAFER, MORE RESILIENT COMMUNITY	70
SESSION 4	THE ROLE OF THE INTERNATIONAL RED CROSS AND RED CRESCENT IN COMMUNITY-BASED DISASTER RISK REDUCTION	79
SESSION 5	INTRODUCING THE COMMUNITY-BASED DISASTER RISK REDUCTION PROCESS	83
SESSION 6	ADDRESSING SPECIAL NEEDS: ENSURING INCLUSION OF ALL VULNERABLE GROUPS	87

MODULE 3: THE COMMUNITY-BASED DISASTER RISK REDUCTION PROCESS

SESSION 1	STEP 1. INITIATING THE PROCESS OF WORKING WITH THE COMMUNITY ON COMMUNITY-BASED DISASTER RISK REDUCTION	97
SESSION 2	STEP 2. CONDUCT OF PARTICIPATORY VULNERABILITY AND CAPACITY ASSESSMENT	107
SESSION 3	STEP 3. COMMUNITY-BASED DISASTER RISK REDUCTION PLANNING	140
SESSION 4	STEP 4. COMMUNITY-BASED DISASTER RISK REDUCTION PLAN IMPLEMENTATION	155
SESSION 5	STEP 5. PARTICIPATORY COMMUNITY MONITORING AND EVALUATION	183





**MODULE 4: DOCUMENTING GOOD PRACTICE AND LESSONS
LEARNT IN COMMUNITY-BASED DISASTER RISK
REDUCTION**

SESSION 1	INTRODUCTION TO WRITING CASE STUDIES	196
SESSION 2	INFORMATION GATHERING METHODOLOGIES AND TECHNIQUES	200
SESSION 3	CASE STUDY DESIGN	203

**MODULE 5: ADVOCACY FOR SUSTAINING COMMUNITY-BASED
DISASTER RISK REDUCTION**

SESSION 1	ADVOCACY IN THE CONTEXT OF THE RED CROSS / RED CRESCENT MOVEMENT	212
SESSION 2	STEPS IN ADVOCACY: THEORY AND PRACTICE	217
SESSION 3	THE ROLE OF ADVOCATES	224

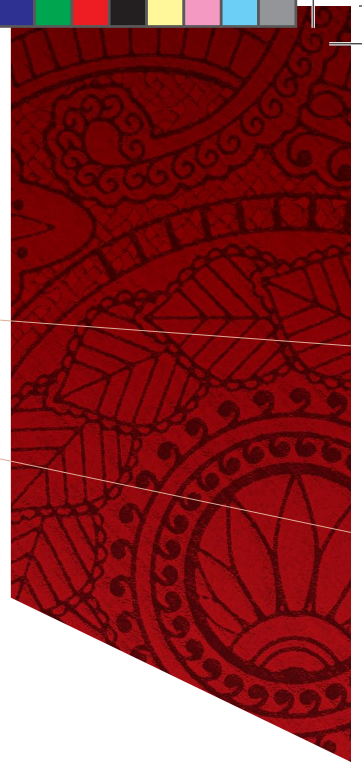
MODULE 6: NEXT STEPS

SESSION 1	ACTION PLANNING	230
SESSION 2	COURSE SUMMARY	230
SESSION 3	POST-COURSE ASSESSMENT	230
SESSION 4	COURSE EVALUATION	231
SESSION 5	INDIVIDUAL REFLECTION	231





INTRODUCTION TO THE FACILITATOR'S GUIDE



*I*t has long been recognised that people from local communities are the first to be affected and therefore the first to respond to a disaster. For this very reason, Red Cross and Red Crescent National Societies, conduct on-going programmes which focus on preparing at-risk communities for disaster, by reducing their vulnerabilities and strengthening their capacities to resist them. National Societies work closely with communities to reduce risk, mitigate the effects of, prepare to respond, respond to and recover from disasters. Disaster risk reduction can play a major role in building safer, more resilient communities.

The importance of disaster risk reduction was officially recognised by the Agenda for Humanitarian Action adopted during the 28th International Conference of the Red Cross and Red Crescent in December 2003. At this conference, the International Red Cross Red Crescent Movement and the states party to the Geneva Conventions committed to a plan of action that aims to reduce vulnerability to the risk and impact of natural disasters. This commitment has since been reiterated in the International Federation's Global Agenda (2006–2010), which explicitly calls for increased action with vulnerable communities to reduce disaster risk.

Also, the International Federation fully supports the conclusions of the United Nations World Conference on Disaster Reduction, held in Kobe, Japan in January 2005 and continues to work through its member National Societies and in partnership with the United Nations, governments, donors and civil society to meet the objectives of the Hyogo Framework for Action 2005–2015, which was the key outcome of that conference.





Community-Based Disaster Risk Reduction is also a key part of the International Federation's strategy of improving community safety and resilience. More information on this is available in the recently published, "Framework for Community Safety and Resilience".

In line with the International Federation's global strategy above, the National Societies in Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka and the International Federation Delegation in Maldives have been making, through various risk reduction programme initiatives, significant contributions in reducing the vulnerability of people living in some of the most hazard-prone areas of their respective countries.

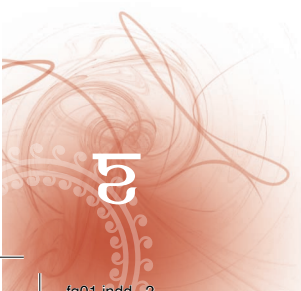
It was identified that there was a need to foster knowledge sharing on disaster risk reduction and develop a common approach with standardised materials and tools. As a response to this need, International Federation of Red Cross and Red Crescent Societies, South Asia Regional Delegation (IFRC SARD) with the support of DIPECHO, within the 'Building Safer Communities' initiative, launched a project to develop a standardised Community-Based Disaster Risk Reduction training curriculum targeted at field practitioners. The aim was to improve the overall quality and impact of disaster risk reduction training programme outputs in South Asia. It is intended that this curriculum will also be equally useful to other agencies working in the region.

To begin the process, IFRC SARD jointly with the Asian Disaster Preparedness Center conducted a training needs analysis. Results were presented during the Consultative Workshop on Community-Based Disaster Risk Reduction Curriculum Development which was held in New Delhi on April 2008. The summary of results and findings is given below:

❧ **Audience Analysis:** The target audience for this training are the National Societies' field practitioners of Community-Based Disaster Risk Reduction, who may either be regular staff or volunteers of the National Societies (or their respective provincial branches). The field practitioners are expected to perform the role of assisting at-risk communities implement their own Community-Based Disaster Risk Reduction programmes.

❧ **Task Analysis:** In order to perform the above role, there are seven major tasks of said field practitioners. These tasks are:

Task 1: Popularise the International Red Cross and Red Crescent Movement and promote the spirit of volunteerism





Task 2: Identify and select the communities for Community-Based Disaster Risk Reduction assistance


Task 3: Engage / interact with at risk communities and vulnerable groups for identifying community needs, interests and concerns for locally specific hazards, risks and vulnerabilities

Task 4: Identify types of disaster risk reduction activities through community participatory planning on disaster risk reduction activities, including planning for resource sharing and implementation

Task 5: Implement, jointly with the people, a community led risk reduction programme and activities

Task 6: Conduct participatory monitoring of project implementation and evaluation of project effectiveness


Task 7: Document lessons learnt and share knowledge within and outside the organisation

 **Required competencies:** The field practitioner should be competent in the following areas to execute the above mentioned tasks: oral and written communications, planning, programme management, problem solving, partnership building and co-operating with others, training, managing and utilising information, mobilisation of vulnerable groups, benchmarking and service delivery improvement on Community-Based Disaster Risk Reduction.

Based on the above findings, a course outline was drafted. Details of the course outline were presented for comments during the 6th Disaster Management Working Group in New Delhi in May 2008. Subsequently, further comments were solicited through telephone conference and e-mail exchanges with the members of the Technical Committee on the Curriculum Development. This group was formed during the above mentioned consultative workshop and was tasked to provide technical inputs in the design and implementation of the training curriculum.

The curriculum was then honed through a series of field tests in Islamabad, Pakistan, Wadduwa, Sri Lanka and Dhaka, Bangladesh. This participant's workbook is one of the results of this process.





GUIDANCE ON TERMS USED IN THIS GUIDE

The following explanatory note gives more detail on terms used in this guide to describe training methodologies:



Discussion

Discussion refers to a session, or part of a session, where the facilitator encourages the participants to share and listen to each other's views and reflections on good practice.



Presentation

Presentation refers to a session, or part of a session, where the facilitator (with the aid of visual aids or other media) provides information to the participants.

Presentation also refers to the presenting of information or conclusions from group activities by participants to the rest of the participants.



Activity, workshop, exercise

Activity, workshop or exercise refers to an interactive session, or part of a session, involving all the participants.

Group

When activity, workshop or exercise is preceded by the word Group it indicates an interactive session, or part of a session, where the participants work in their pre-arranged groups.



Note!

When this is used in the Facilitator's Guide it is to direct the facilitator to useful information to consider when conducting that part of the course.



Refer to Workbook!

When this is used in the Facilitator’s Guide it indicates where more information can be found in the participant’s workbook relevant to that session



Further Information!

When this is used in the Facilitator’s Guide it is highlight further information that may be useful.



Safety Warning!

When this is used in the Facilitator’s Guide it indicates that extra care needs to be taken during the activity.

The following explanatory notes concern commonly used terms used in the International Red Cross and Red Crescent Movement

International Federation Refers to the International Federation of Red Cross and Red Crescent Societies

National Society Refers to a National Red Cross or Red Crescent Society

the Movement Refers to the International Red Cross and Red Crescent Movement

the fundamental principles Refers to the Fundamental Principles of the International Red Cross and Red Crescent Movement

the code of conduct Refers to the Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief





GUIDANCE ON THE ROLES AND REQUIREMENTS FOR FACILITATORS

The facilitators for this training course are the persons who will help manage the process of learning and information exchange among participants. At the same time, while assisting on how the learning sessions are proceeding, the facilitators will also serve as experts whose role is to provide advice, particularly about the content of each of the module.

It is anticipated that the facilitators for this course will be familiar with the concepts of Community-Based Disaster Risk Reduction and have experience of implementing these measures as field practitioners. The facilitator should be knowledgeable in the areas covered by this training curriculum. It is also intended for facilitators of this course to have attended the training of trainers course associated with delivery of this curriculum.

The teaching methodologies used in this training are interactive and participatory so that course participants are encouraged to embrace more involvement and take active part in the experiential learning activities designed specifically for each of the different sessions of the modules. They will encourage others to engage into consultations and dialogues with colleagues while enhancing camaraderie and spirit of working together as a team.



Effective trainers for this course should possess the following competencies and characteristics:

A. Competencies

- Able to distinguish process from content
- Manages the participant's relationship with each other and with the facilitators
- Prepares lessons thoroughly
- Uses time and space intentionally
- Skilled in evoking participation and creativity
- Practiced in honouring the group and affirming its wisdom
- Capable of maintaining objectivity
- Skilled in reading the underlying dynamics of the group
- Releases blocks to the process
- Adapt to the changing situation
- Shares responsibility with the course participants
- Demonstrate professionalism, self-confidence and authenticity
- Maintains personal integrity

B. Characteristics.

- Asking rather than telling
- Paying personal compliments
- Willing to spend time in building relationships rather than always being task-oriented
- Initiating conversation rather than waiting for someone else to
- Asking for other's opinions rather than always having to offer their own
- Negotiating rather than dictating decision-making
- Listening without interrupting
- Emoting but able to be restrained when the situation requires it
- Have sufficient self-confidence that they can look someone in the eye when talking to them
- More persuasive than sequential
- More enthusiastic than systematic
- More outgoing than serious
- More like a coach than a scientist
- Can keep the big picture in mind while working on the nitty-gritty





THE CURRICULUM

The Community-Based Disaster Risk Reduction for Field Practitioners course provides the opportunity to learn essential knowledge and skills in Community-Based Disaster Risk Reduction to address implementation challenges in a systematic manner. The field practitioners will be provided with practical tools for design and implementation of programmes for reducing disaster risks and vulnerabilities and building of community capacity to promote a culture of safety.

At the end of the course, the field practitioners will be able to:

1. Explain the conceptual framework in reducing risk
2. Design and conduct community-based vulnerability and capacity assessment
3. Identify measures for hazard and vulnerability reduction and community capacity building
4. Prepare risk reduction plans and understand how to integrate them into development programmes
5. Analyse problems in the implementation of Community-Based Disaster Risk Reduction plans and their sustainability
6. Design and conduct participatory monitoring and evaluation in Community-Based Disaster Risk Reduction
7. Document best practices and lessons learnt in Community-Based Disaster Risk Reduction



The course is structured around the following modules:

Module 1: Introduction to the International Red Cross and Red Crescent Movement

The course starts with a review of the basic information about the Movement. This module contains the History of the Movement, the Fundamental Principles of the International Red Cross and Red Crescent Movement, different bodies within the organisational structure, role of volunteers and Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief.

Module 2: Community-Based Disaster Risk Reduction: A Framework for Reducing Risk

This module explains the place of Community-Based Disaster Risk Reduction in the overall disaster risk reduction context, definitions of terms and importance of community-based approach, the processes and elements of community level disaster risk reduction systems, the link of Community-Based Disaster Risk Reduction with development initiatives, roles of vulnerable groups in Community-Based Disaster Risk Reduction and characteristics of safer and resilient communities.

Module 3: The Community-Based Disaster Risk Reduction Process

This module discusses in detail the Community-Based Disaster Risk Reduction process, the role of field practitioners in each of the step, perceptions of risk, hazard, vulnerability and capacity assessment, orientation on Vulnerability and Capacity Assessment: Learning by Doing and practice the application of tools both in the classroom and in the field work.

The practice of Vulnerability and Capacity Assessment is followed with learning sessions on identification of risk reduction measures, prioritisation, preparation of community risk reduction plans, stakeholder analysis, organisational mechanisms to implement the plan, examples of integration of risk reduction into development activities and planning facilitation skills.

Also the module contains topical presentation and sessions on sharing on issues and problems and solutions related to implementation of Community-Based Disaster Risk Reduction projects (e.g. formation of community-based organisations, Community-Based Disaster Risk Reduction trainings, building partnerships for Community-Based Disaster Risk Reduction, program sustainability and replication).





This module also explains how communities can decide collectively in measuring progress and what actions need to be taken as a result of this analysis; principles of participatory monitoring and evaluation; and how to monitor and evaluate Community-Based Disaster Risk Reduction Programmes.

Module 4: Documenting Good Practice and Lessons Learnt in Community-Based Disaster Risk Reduction

This module focuses on skills acquisition on documenting best practices and lessons learnt in Community-Based Disaster Risk Reduction implementation, developing criteria, information gathering and methodologies and techniques, elements of a case study and practice writing of case studies.

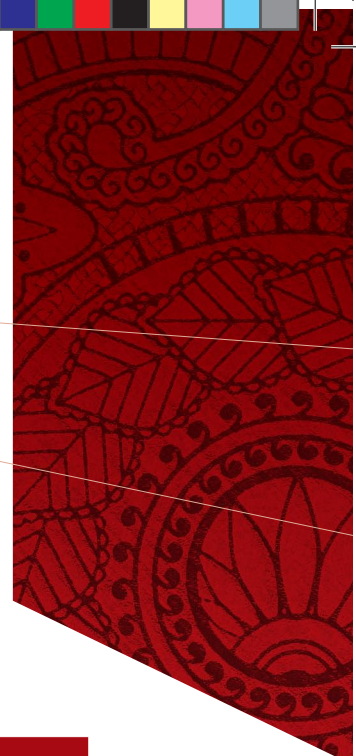
Module 5: Advocacy for Sustaining Community-Based Disaster Risk Reduction

In general, this module provides skills capacity enhancement on designing and implementing advocacy plans to support promotion of sustainability of Community-Based Disaster Risk Reduction programmes. Specifically, this cover the following topics: steps in advocacy, advocacy strategies, stakeholder analysis in the context of advocacy, building alliances, developing advocacy messages, advocacy tactics and planning for advocacy.

Module 6: Next Steps

This includes participant's self review, synthesis of learning log and planning for next steps particularly on the integration of Community-Based Disaster Risk Reduction into their organisation's plans and programmes.





COURSE SCHEDULE

The following schedule is recommended when conducting this course:

DAY	MODULE	
Day 0	Opening Ceremony	
Day 1	Pre-course Activities	
	Module 1	Introduction to the International Red Cross and Red Crescent Movement Sessions 1-5
	Module 2	Community-Based Disaster Risk Reduction: A Framework for Reducing Risk Sessions 1 – 2
Day 2	Module 2	Sessions 3 - 6
	Module 3	The Community-Based Disaster Risk Reduction Process Session 1
Day 3	Module 3	Sessions 2
Day 4	Field Visit	
Day 5	Field Visit	
Day 6	Module 3	Sessions 3 - 4
Day 7	Module 3	Sessions 5
	Module 4	Documenting Good Practice and Lessons Learnt in Community-Based Disaster Risk Reduction Session 1 - 3
	Module 5	Advocacy for Sustaining Community-Based Disaster Risk Reduction Sessions 1 – 3
	Module 6	Next Steps Sessions 1 – 5
	Closing Ceremony	





PRE-COURSE ACTIVITIES

Note!

The opening ceremony and, if possible, the other pre-course activities also, should ideally be undertaken in the afternoon or evening of the day prior to Day 1 of the course (see course schedule)

Total Time

3 hours

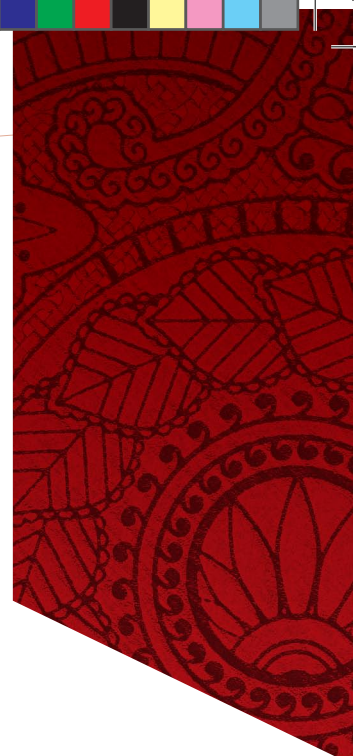
Description

The following are necessary pre-course activities:

- ✿ Opening Ceremony (including introduction of participants)
- ✿ Orientation
- ✿ Formation of Groups
- ✿ Expectation Review
- ✿ Course Overview
- ✿ Pre-course Assessment

Further Information!

- ✿ During the Opening Ceremony
Room layout: chairs in rows facing speaker's lectern during opening ceremony.
- ✿ After the Opening Ceremony
Room layout: Chairs are arranged around four tables (one table per group) in a square formation with a projector and screen linked to a personal computer at one end of the room for the rest of the course.



PROCEDURE

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
60 min	Opening Ceremony	To welcome the participants and officially open the course	Based on standard methodology of host National Society	
15 min	Formation of groups	To group participants as learning teams who will be working together during the whole duration of the course	Group activity or discussion	PowerPoint, LCD projector and laptop
50 min	Expectation review	To assess level of participants' expectations of the course	"Bus stop" methodology	Flipcharts (boards and papers) and markers
15 min	Course orientation	To give an overview of the course content	Presentation	Course schedule
20 min	Pre-course assessment	To measure participants' knowledge on Disaster Risk Reduction prior to course attendance	Self-assessment	Pre-course assessment papers (Multiple choice questions)





Opening Ceremony

Note!

The format used should follow the format of the standard opening ceremony used by the National Society hosting the training course.

Introduction of participants is included here.

This should be followed by a short tea break to enable the room layout to be altered.

Formation of Groups

Note!

Prior to participants' arrival at the course venue they should be sent a questionnaire, relating to their experience, to complete and return to the course organisers prior to the start of the course.

To facilitate learning, the groups should be made up of people with a spread of experiences and no one group should consist of people with significantly different skill levels to the rest. It is necessary to split the participants down into groups to ensure there is the opportunity for all to participate in the many group exercises that will make up a large portion of this course. It is advised that participants should be grouped accordingly prior to actual training.

The participants will remain in the groups they are separated into for the duration of the course.

A. Ask the participants to move to one side of the room, announce the members of each group (decided based on the information given above). Each group needs to sit at a different table.

B. Choose a name for each group.





Suggestion1

Display 100 related to disaster risk reduction words in ten boxes labelled A-J (shown below).

A	B	C	D	E
Participation	Humanitarian	Problem	Volcano	Training
Contribution	Gender	Solution	Hazard	Workshop
Sustainability	Facilitation	Issue	Storm	Seminar
Security	Organisation	Involvement	Fire	Meeting
Accountability	Environment	Challenge	Tsunami	Network
Capacity	Coordination	Money	Flood	Communication
Vulnerability	Distribution	Impact	Drought	Information
Advocacy	Development	Risk	Cyclone	Response
Strategy	Consultation	Safe	Earthquake	Tool
Onion	Theif	Finger	Sea	Night

F	G	H	I	J
House	Resource	Man	Disaster	Assessment
Rural	Water	Woman	Preparedness	Project
Hospital	Food	Children	Mitigation	Programme
School	Public Health	Family	Protection	Monitoring
Camp	Health	Community	Prevention	Evaluation
Urban	Shelter	Country	Rehabilitation	Implementation
Food Security	Reservoir	Donor	Reconstruction	Activity
Sanitation	Climate Change	Partner	Emergency	Power
Medicine	River	Government	Relief	Plan
Turtle	Fork	Singer	Egg	Teacher

Ask each group to agree on one word for the name of their group. Make sure they do not tell you or the other groups which word they have agreed on.

Show a second set of boxes where the words have been rearranged (see next page).





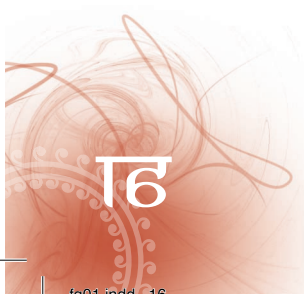
A	B	C	D	E
Accountability	Sustainability	Participation	Strategy	Vulnerability
Camp	Hospital	House	Medicine	Food Security
Environment	Facilitation	Humanitarian	Consultation	Distribution
Health	Food	Resource	River	Reservoir
Challenge	Issue	Problem	Safe	Impact
Community	Children	Man	Government	Donor
Tsunami	Storm	Volcano	Earthquake	Drought
Prevention	Mitigation	Disaster	Relief	Reconstruction
Network	Seminar	Training	Tool	Information
Evaluation	Programme	Assessment	Plan	Activity

F	G	H	I	J
Security	Contribution	Onion	Advocacy	Capacity
School	Rural	Turtle	Sanitation	Urban
Organisation	Gender	Theif	Development	Coordination
Public Health	Water	Fork	Climate Change	Shelter
Involvement	Solution	Finger	Risk	Money
Family	Woman	Singer	Partner	Country
Fire	Hazard	Sea	Cyclone	Flood
Protection	Preparedness	Egg	Emergency	Rehabilitation
Meeting	Workshop	Night	Response	Communication
Monitoring	Project	Teacher	Power	Implementation

Ask the groups to tell you the letter of the box where the word was first and the letter of the box where the word ended up. From this you can work out the name of the group.

Note!

In the second set of boxes no word appears in the same box as any of the words it was with, in the first set of boxes.





Example:

If a group tells you their word is originally in box H and this was moved to box A, then the word they chose is “Community” as this is the only word that appears in both boxes.

Note!

To help in facilitating the process of identifying the group name, the facilitator may bring, 10 sets of card, each card containing the information below:

Example:

Label: Card A

A	Moved to which Box in the second set of words.
Participation	C
Contribution	G
Sustainability	B
Security	F
Accountability	A
Capacity	J
Vulnerability	E
Advocacy	I
Strategy	D
Onion	H

Note!

The set of words originally in Box A are moved and distributed equally to Box A to J in the second set. Please notice that these words appear as the first word for each box.

Following the example above, the facilitator may continue working with identifying on which box are the words moved into the new location on the second set.

Note!

If the names of the groups are connected in any way you can quickly link the groups to each other as an ice breaker (especially if the linkages are humorous).





Suggestion 2

Display the 100 words related to disaster risk reduction in page 15. In their groups the participants can then discuss which word they feel is most suitable for their group. This will encourage initial dialogue among the members of each group. Give the groups ten minutes to discuss and then present to the other participants the name of their group, and why it was chosen.

C. Ask the groups to each decide their group leader. If necessary, the training organiser, jointly with the facilitator, can suggest a suitable candidate for each team who will act as the team leader. However, it is stressed that the selection of team leader should be the group's own decision.

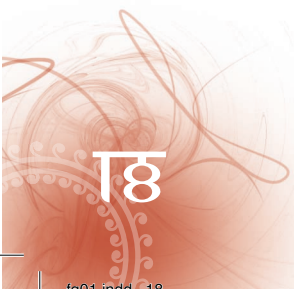
D. Share some key guidance with the participants for the course:

- ✿ Some will learn more, some will learn less, depending on the topic. Share your learning within your groups.
- ✿ It is important that each group has a discussion to review each day's learning.
- ✿ The teams will take it in turns, one per day, to play the role of host team. The responsibilities are as follows: Take care of and clean classroom (joke), time management, makes sure expectations are met, energisers, collect feedback from each team and report to facilitators, recommend improvements.
- ✿ The host team should have a meeting with the course facilitators each day to discuss any administrative issues during the course.

Note!

At this stage it is very useful to explain that the host team for the day is responsible for the time management (e.g. making sure sessions don't overrun, reminding facilitators of how much time they have left, ensuring participants are back from breaks on time etc). Some example cards should be provided to the host team for the day that say the following: "10 minutes left", "5 minutes left", "time is over" and if the facilitator still persists "Please stop now!", over the duration of the course it is likely the participants will draw their own "time-keeping" cards but it is useful to introduce this concept early on.

E. Introduce the use of parking lot, i.e. put a flipchart at the back of the class room for participants to write important questions but not directly related to the session and can be discussed later, out of class time.





Expectation Review

Note!

You should allow 30 minutes for the group exercise and a further 20 minutes to discuss the outputs.

- A. Arrange four flipcharts around the room. Each flipchart should feature a different question:

The questions for the groups are as follows:

- ☞ What do you expect to learn from this course?
- ☞ What factors can facilitate your learning?
- ☞ What could hinder your learning?
- ☞ What can you contribute to making this course successful?

- B. Explain to the participants that this session will be conducted through an activity known as the “Bus Stop” methodology.

Ask the groups to go to one flipchart each and spend 5-10 minutes writing their responses.

Once the time is over the groups should move to the next flip chart and repeat the process.

Repeat until each group has written on each flipchart.





Note!

Example responses may include:

- ☞ What do you expect to learn from this course?
 - Basic terminology
 - Data collection techniques
 - How to involve members of vulnerable groups more fully in Disaster Risk Reduction
 - Good practices, through networking with other participants

- ☞ What factors can facilitate your learning?
 - Group activities
 - Use of a variety of methodologies
 - Field visit
 - Use of icebreakers and energisers
 - Punctuality
 - Enthusiastic approach to learning by all participants
 - Sharing of experiences

- ☞ What could hinder your learning?
 - Lack of participation
 - Too much PowerPoint
 - Talking at same time as facilitator / other participants
 - Not respecting other participants opinions
 - Poor time management

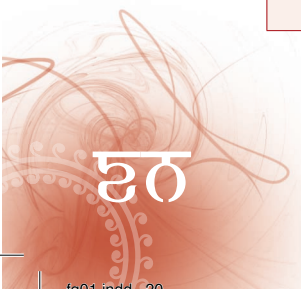
- ☞ What can you contribute to making this course successful?
 - Play an active role
 - Experience sharing
 - Ask a lot of questions
 - Helping other participants

C. Summarise the points raised by the participants.

Explain this information is used to tailor course to the participants' requirements.

Note!

The flipcharts featuring the participants' comments should be displayed on a wall so they can be easily reviewed. The same should be done with all the 'paperwork' produced during the course so that at the end of (and during) the course the participants can review their learning.





Course Overview

- A. Distribute the handout featuring the course schedule to each participant.
- B. Referring to the handout, guide the participants through how the course will proceed.

Further Information!

Key points to highlight include:

- ✿ The first module gives a brief overview of the International Red Cross Red Crescent Movement
- ✿ The second module introduces terms related to disaster risk reduction and concepts then focuses in on Community-Based Disaster Risk Reduction and why it is necessary
- ✿ The third module looks into each stage of the community-based disaster risk reduction process in more depth and also features a two day field visit to gain practical hands-on experience
- ✿ The fourth and fifth modules looks at the additional areas of compiling case studies and advocacy

Note!

You should draw attention to some of the methodologies that will be used and that there is a focus on group work, but you should not reveal what the activities that the participants will take part in will be.





Pre-course Assessment

A. Distribute a pre-course assessment paper to each participant.

Note!

The pre-course / post-course assessment paper is available on the following pages.

B. Explain to the participants that the pre-test is helpful to measure how much knowledge participants have about particular topics to be covered during the course and this will be taken into account by the facilitators (i.e. if a particular area requires more attention).

Note!

The pre-test will also be used as a basis for assessing how much knowledge was gained through attendance of the course by comparing the results of the pre-test with those of a post-test conducted towards the end of the training.

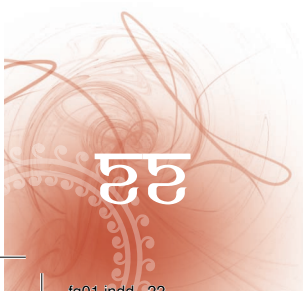
Read the instructions on the first page of the assessment paper to the participants.

Inform the participants they have *15 minutes* to answer the questions.

C. Collect the questionnaires after the 15 minutes have passed. Mention that the scores will be available at the end of the training.

Note!

The correct answers are as follows: 1. (a) 2. (b) 3. (c) 4, (c) 5. (a) 6 (c) 7. (c) 8. (c) 9.(c) and 10. (a)





Name

Date

Pre-course Assessment

Instructions

1. Please do not turn to next page until asked to do so.
2. There are 10 multiple choice questions. Answer the question by circling the letter next to the answer you think is correct.
3. Each question has only one correct answer.
4. Please answer by yourself rather than discussing in groups.
5. The total time for this course assessment is 20 minutes.

Pre-course Assessment

1. The component of the International Red Cross and Red Crescent Movement that is responsible for coordinating relief and development activities among member societies is the:

- | | |
|---------|---|
| a. IFRC | c. National Societies |
| b. ICRC | d. States Parties to the Geneva Conventions |

2. The definition, “a potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation” describes _____.

- | | |
|------------------|---------------|
| a. Vulnerability | c. Capacity |
| b. Hazard | d. Resilience |

3. The definition, “the conceptual framework of elements considered with the possibilities to minimise vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development” describes _____.

- | | |
|-----------------------------|----------------------------|
| a. Disaster | c. Disaster Risk Reduction |
| b. Disaster Risk Management | d. Sustainable Development |

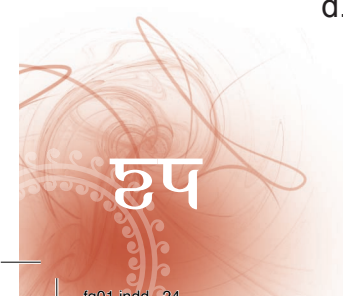




4. In January 2005, 168 Governments adopted a 10-year plan to make the world safer from natural hazards at the World Conference on Disaster Reduction. This 10 –year plan is called:
 - a. Yokohama Strategy and Plan of Action
 - b. International Strategy for Disaster Reduction
 - c. Hyogo Framework for Action
 - d. International Decade for Natural Disaster Reduction

5. Which of the below is the correct order in which to carry out Community-Based Disaster Risk Reduction activities?
 - a. Initiating the process of working with the at risk community (Selecting the Community and then Building Rapport & Understanding the Community), Vulnerability and Capacity Assessment, Participatory Risk Reduction Planning, Community Managed Implementation, Participatory Monitoring and Evaluation
 - b. Initiating the process of working with the at risk community (Building Rapport & Understanding the Community and then Selecting the Community), Vulnerability and Capacity Assessment, Participatory Risk Reduction Planning, Community Managed Implementation, Participatory Monitoring and Evaluation
 - c. Initiating the process of working with the at risk community (Building Rapport & Understanding the Community and then Selecting the Community), Participatory Monitoring and Evaluation., Vulnerability and Capacity Assessment, Community Managed Implementation, Participatory Risk Reduction Planning
 - d. Initiating the process of working with the community (Selecting the Community, And then Building Rapport & Understanding the Community), Participatory Risk Reduction Planning, Vulnerability and Capacity Assessment, Community Managed Implementation, Participatory Monitoring and Evaluation

6. In Community-Based Disaster Risk Reduction, who should lead the Disaster Risk Management Planning Process?
 - a. Local Business
 - b. Local Branch of National Society
 - c. The Community
 - d. National Disaster Management Authority





7. A key outcome of the Community-Based Disaster Risk Reduction process is the establishment of a Community Disaster Risk Reduction Fund. Who should make decisions on the use of the fund
 - a. Community-Based Disaster Risk Reduction Organisation without participation from, and on behalf of, vulnerable groups.
 - b. Local Government.
 - c. Community-Based Disaster Risk Reduction Organisation with full participation from all vulnerable groups
 - d. The local branch of the National society

8. Which of the following cannot be monitored using quantitative indicators?
 - a. Percentage of seeds germinated
 - b. Weight and age of children
 - c. Increase in knowledge
 - d. Increase of irrigation canal construction

9. Which of the following statements is not correct?
 - a. Vulnerability and Capacity Assessment involves combining both scientific data and indigenous knowledge
 - b. Vulnerability and Capacity Assessment unites the various stakeholders particularly within the community
 - c. Vulnerability and Capacity Assessment should be conducted using a top-down approach
 - d. Vulnerability and Capacity Assessment should be led by the community

10. The primary target of advocacy activities in sustaining the Community-Based Disaster Risk Reduction programs are:
 - a. the policy makers
 - b. the community at risk
 - c. Both a and b
 - d. None of the above



module

01

INTRODUCTION TO THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT

Description

Review of the basic information about the Red Cross and Red Crescent Movement which contains the History of the Movement, the Fundamental Principles of the International Red Cross and Red Crescent Movement, different bodies within the organisational structure, role of volunteers and Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief.

Additional Note!

This module is largely geared towards field practitioners from National Red Cross or Red Crescent Societies. If this course is being run externally to the Red Cross Red Crescent context it may not be necessary to cover all the sessions in Module 1. It is suggested however that time is still spent covering the Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief as this has relevance to the activities of many other actors in Community-Based Disaster Risk Reduction.



Learning Objectives

After completing this module, the participants will be able to describe the basic information about the International Red Cross and Red Crescent Movement. Specifically, they will be able to:

1. Discuss Henry Dunant’s original vision for the Red Cross and how it has developed to become what it is today
2. Explain the Fundamental Principles of the International Red Cross and Red Crescent Movement, how the principles influence the work of National Red Cross and Red Crescent Societies and are applied in Community-Based Disaster Risk Reduction
3. Identify the different bodies within the organisational structure of the Movement, and what their roles and responsibilities are
4. Discuss the role of volunteerism in how National Societies function and any special considerations that are needed when working alongside volunteers
5. Explain the content of the Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief and how it influences the activities of National Societies

Learning Sessions

The following topics will be covered in Module 1:

1. History and Origin of the International Red Cross and Red Crescent Movement
2. The Fundamental Principles of the International Red Cross and Red Crescent Movement
3. Components of the International Red Cross and Red Crescent Movement
4. Volunteering in the Context of National Red Cross and Red Crescent Societies
5. The Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief

.....
Total time

1 hour 40 minutes

Materials

PowerPoint presentation, LCD projector, laser pointer, lap top, short films (“Where the Streets Have No Name”, “The Story of an Idea” and “Helpman”), flip charts (boards and papers) and markers
.....



History and Origin of the International Red Cross and Red Crescent Movement

Suggested time

25 minutes

Note!

The amount of time needed may vary depending on the level of knowledge of the course participants for this session. The facilitator should use their discretion as to whether it would be useful to spend longer on this session (i.e. if the participants are new to the Movement) or less time (i.e. if the participants have been involved with the Movement for some time).

.....

Session Objective

By the end of this session, the participants will be able to:
Discuss Henry Dunant's original vision for the Red Cross and how it has developed to become what it is today.

.....

Methodology

Evocative discussion and showing of films

Materials

PowerPoint presentation, LCD projector, laser pointer, Short film ("Where the Streets Have No Name"), Short film ("The Story of an Idea"), flipcharts (boards and papers) and markers



Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Short Film, “Where the streets have no name”	To set an appropriate mood	Broadcast of video	Short Film – “Where the Streets Have No Name”, LCD projector and laptop
1 minute	Present Session Objective	To have a common understanding of the session objective	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers
14 minutes	Short Film, “The Story of an Idea”	To provide guidance on the origin and development of the Movement	Broadcast of video	Short Film – “The Story of an Idea”, LCD projector and laptop
5 minutes	Presentation, Information on the Movement	To provide further guidance on the origin and development of the Movement	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers





1. FILM, “WHERE THE STREETS HAVE NO NAME”

- A. Show the short film, “Where the Streets Have No Name” as the participants are first entering the training room (after the pre-course activities).



Further Information! The short film features a montage of footage that depicts the activities of the International Red Cross and Red Crescent Movement set to music. Showing this video gives a quick reminder of the role of the Red Cross and Red Crescent and is an effective tool to set the mood for the rest of the training.

- B. After viewing the film, ask participants for their feedback about what they saw.



Further Information! It is also effective to show this film during Module 6, prior to the gallery walk.

2. INTRODUCTION

- A. Present session objective.

3. SHORT FILM, “THE STORY OF AN IDEA”



- A. Ask the participants to consider the following questions during the film:
What was Henry Dunant’s original vision for the role of the Red Cross?
What were the key outcomes of Henry Dunant’s campaign?

- B. Show the participants the short film “The Story of an Idea”

- C. Ask the participants for their responses to the questions.



Note!

Possible answers could be:

- To set up relief societies that would care for the wounded in times of war
- To formalise a set of rules for the care of war wounded
- 1863 Geneva Committee
- The 1st Geneva Convention in 1864 and subsequent conventions
- The creation of National Societies
- Volunteerism (propagating the idea of voluntary service)





4. POWERPOINT PRESENTATION



A. Explain more about the origin of the Movement, using a short PowerPoint presentation.



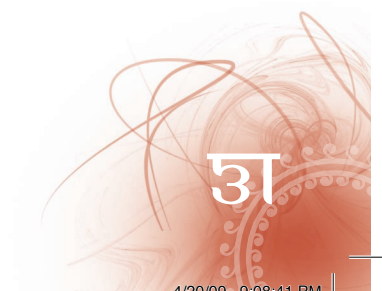
Note!

Key points to be provided to the participants are:

- Henry Dunant's activities in Solferino relate to Disaster Risk Reduction because war itself is a category of disaster.
- The "League of Red Cross Societies" paved the way to expand the international activities of the Red Cross movement beyond the strict mission of the International Committee of the Red Cross to include relief assistance in response to emergency situations which were not caused by war.
- To date, more than 40 national societies have worked with more than 22,000 volunteers to bring relief to the countless victims left without food and shelter and endangered by the risk of epidemics.



Refer to Workbook! For further details on the History of the International Red Cross and Red Crescent Movement refer participants to page 11 in the Participant's Workbook.





The Fundamental Principles of the International Red Cross and Red Crescent Movement

Suggested time

15 minutes

Note!
The amount of time needed may vary depending on the level of knowledge of the course participants for this session. The facilitator should use their discretion as to whether it would be useful to spend longer on this session (i.e. if the participants are new to the Movement) or less time (i.e. if the participants have been involved with the Movement for some time).



Session Objective

By the end of this session, the participants will be able to explain the Fundamental Principles of the International Red Cross and Red Crescent Movement, how the principles influence the work of National Red Cross and Red Crescent Societies and are applied in Community-Based Disaster Risk Reduction.

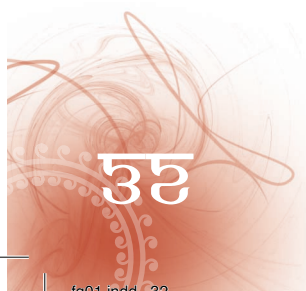


Methodology

Presentation, Discussion, Showing of a film

Materials

PowerPoint presentation, LCD projector, laser pointer, Short film (“Helpman”), flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers
4 minutes	Presentation with discussion, “The Fundamental Principles”	To provide guidance on the fundamental principles	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers
10 minutes	Short Film, “Helpman”	To reinforce learning on the fundamental principles	Showing of film	Short Film – “Helpman”, LCD projector and laptop





1. INTRODUCTION

A. Present session objective

2. PRESENTATION WITH DISCUSSION, “THE FUNDAMENTAL PRINCIPLES”



A. Ask the participants, “How many principles are there?” This can be followed up with, “Can you tell me what they are?”



Note!

After discussion is underway it is useful to display details of the principles and which parts of the Red Cross and Red Crescent Movement’s work they refer to.

Example:

Humanity and impartiality refer to the OBJECTIVES of the Movement.

Neutrality and independence refer to the MEANS of the Movement.

Voluntary service, unity and universality refer to the WORKING STYLE of the Movement.



Refer to Workbook! Also the participants should be referred to page 12 in the Participant’s Workbook for information on the fundamental principles.

B. Show more detail of each fundamental principle, using a PowerPoint presentation for example.

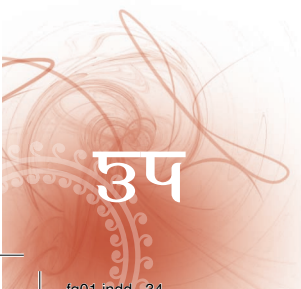


Note!

For clarity, each slide should include no more than one fundamental principle.

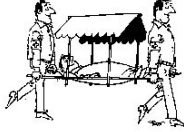
Refer to next page on example content for slides.

C. Ask a participant, from each group in turn to read out, each fundamental principle once you have displayed it.



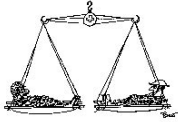


Humanity



The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality



It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality



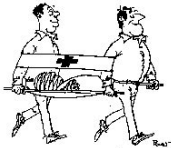
In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence



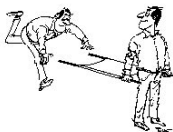
The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary Service



It is a voluntary relief movement not prompted in any manner by desire for gain

Unity



There can be only one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality



The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide



Note!

Discussion of the implications that each fundamental principle has on the Red Cross and Red Crescent Movement's work should be encouraged if it arises

Asking the participants to provide explanation of the illustrations, such as those mentioned in the previous page (also included in the Participant's Workbook), and how they illustrate that fundamental principle can be a good way to stimulate the discussion (although be aware of time constraints).

3. SHORT FILM, "HELPMAN"

Here are two suggestions how to conduct this part of the session:

Suggestion 1

A. Show the participants the short film featuring the character 'Helpman'.

Explain that they will need to think about the fundamental principles as they watch it.

B. Pause the film just before each fundamental principle appears on screen.

Ask participants which principle the animation refers to and why.

Restart the film, the participants will see if they were correct or not.



Note!

To do this, the facilitator needs to be very familiar with the "Helpman" video.



Further Information! The following is guidance for when to stop the film:

Scene: Helpman is waving

Timing: 1 minute 20 seconds

Principle: VOLUNTARY SERVICE





Scene: Closing ambulance door	Timing: 2 minutes 40 seconds Principle: IMPARTIALITY
Scene: Helicopter takes off	Timing: 3 minutes 40 seconds Principle: NEUTRALITY
Scene: Watering the grass	Timing: 4 minutes 50 seconds Principle: INDEPENDENCE
Scene: People jumping around	Timing: 5 minutes 55 seconds Principle: UNITY
Scene: Rocket taking off	Timing: 6 minutes 55 seconds Principle: UNIVERSALITY
Scene: Plane taking off	Timing: 8 minutes 5 seconds Principle: HUMANITY

Suggestion 2

A. Show the participants the short film featuring the character 'Helpman'.

Explain that they will need to think about the fundamental principles as they watch it.

B. Pause the film after each fundamental principle has been revealed on screen.

Ask the participants why the preceding animation referred to that principle.

Request examples from the participants on the application of each of the principle based on the field experience.



Note!

The 'Helpman' film is purely to enhance learning on the fundamental principles. It is acknowledged that representation of vulnerable groups is not as well realised as it could have been.





Components of the International Red Cross and Red Crescent Movement

Suggested time

10 minutes

Note!
The amount of time needed may vary depending on the level of knowledge of the course participants for this session. The facilitator should use their discretion as to whether it would be useful to spend longer on this session (i.e. if the participants are new to the Movement) or less time (i.e. if the participants have been involved with the Movement for some time).



Session Objective

By the end of this session, the participants will be able to identify the different bodies within the organisational structure of the Movement, and what their roles and responsibilities are.

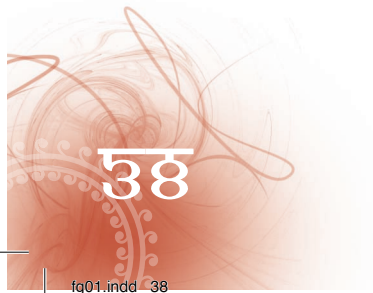


Methodology

Presentation, Short discussion

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers
9 minutes	Short Presentation and Discussion, "Components of the Movement"	To provide guidance on the role of the ICRC, National Societies, the International Federation and the meaning of the emblems	Presentation and discussion using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers





1. INTRODUCTION

A. Present session objective.

2. SHORT PRESENTATION AND DISCUSSION, “COMPONENTS OF THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT”

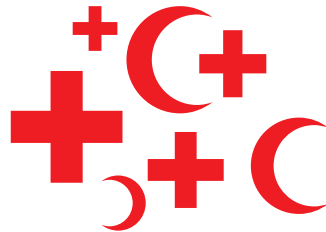


A. Show the participants the following diagram:

International Red Cross and Red Crescent Movement



International Committee
of the Red Cross



The National Societies



International Federation

B. Provide the participants with the following information:



The International Committee of the Red Cross:

- Provides assistance and protection for conflict victims
- Acts as the guardian of international humanitarian law.

(**Further Information!** More information is available at <http://www.icrc.org/ihl>)

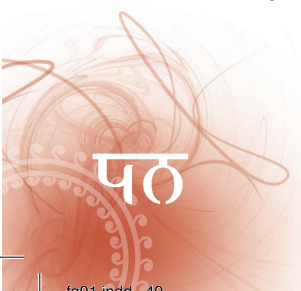
- Promotes national humanitarian law
- Officially recognises the National Societies

The National Societies

- Provides assistance to victims of conflict and disaster
- Undertakes activities in favour of the most vulnerable

The International Federation

- Promotes the National Societies' activities
- Conducts capacity building activities for institutional strengthening of the National Societies
- Coordinates the Movement's international assistance for victims of natural disasters





Note!

There may be room during this session to discuss some of the characteristics of the National Societies with the participants that may be unique to that particular National Society.

The Emblems



- The Red Cross (on a white background) was chosen as it is the inverse of the Swiss flag (the flag of Henry Dunant's country of origin)
- The Red Cross and the Red Crescent are two of the most recognised symbols in the world
- They may be indicative or protective
- The use of these emblems is enshrined in international humanitarian law.
- There is also a Red Crystal, adopted in 2005
- The different symbols exist because some national societies may not be comfortable wearing particular symbols but all three are recognised as having equal status





Volunteering in the Context of National Red Cross and Red Crescent Societies

Suggested time

30 minutes



Session Objective

By the end of this session, the participants will be able to discuss the role of volunteerism in how National Societies function and any special considerations that are needed when working alongside volunteers.



Methodology

Presentation, Discussion

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers
29 minutes (5-10 minutes per topic)	Discussion aided by Presentation, "Volunteerism"	To provide guidance on the role of volunteers within the Movement, with particular focus on Disaster Risk Reduction.	Presentation and discussion using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers





1. INTRODUCTION

A. Present session objective.

2. DISCUSSION AIDED BY PRESENTATION, “VOLUNTEERISM”



Refer to Workbook! Participants should be referred to page 16 in the Participant’s Workbook.



Note!

In order to promote group discussion you could ask participants to reflect on their own experiences working with volunteers or working as volunteers themselves.

A. Ask the participants why voluntary service is so important to the Movement?



Note!

Key points to include in the presentation are:

- It is the underlying theme that informs our mission and humanitarian actions
- The universal reach of our volunteer base is what makes us different from all other humanitarian organisations (whether national or global)
- It reinforces our value and ability to be able to provide assistance to all vulnerable people, whoever and wherever they may be, in times of crisis and distress

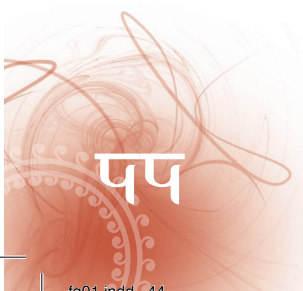
B. Ask the participants what they think volunteering is?



Note!

Key points to include in the presentation are:

- Volunteering in the National Society of the Red Cross and Red Crescent Movement is:
 - Motivated by the free will of the person volunteering, and not by a desire for material or financial gain or by external social, economic or political pressure.
 - Intended to benefit vulnerable people or their communities.
 - Organised by recognised representatives of a National Society.





C. Ask the participants what possible volunteer roles in the community can be?



Note!

Key points to include in the presentation are:

- Emergency relief distribution
- Formation of Disaster Preparedness committees/ task force at the village level
- Village Vulnerability and Capacity Assessment mapping and Community awareness
- First aid and Safety services
- Nursing
- Social work
- Trainings
- Blood Donation
- Youth activities
- Many other social activities as per local branch priorities

D. Ask which of the above measures are part of Disaster Risk Reduction, and how?



Note!

Possible answers could be:

- To form Community Disaster Preparedness Committees
- To carry out Vulnerability and Capacity Assessment mapping in the village with the help of Community Preparedness Committee members and outline Community Risk Reduction Plans
- Activities such as provision of First Aid and psychosocial support, conduct Training of Birth Attendants to help in childbirth, promote awareness in the community on general health and hygiene, provision of water and sanitation facilities, implementation of disaster preparedness and mitigation measures, community rescue and relief can increase capacity of communities in reducing disaster risk



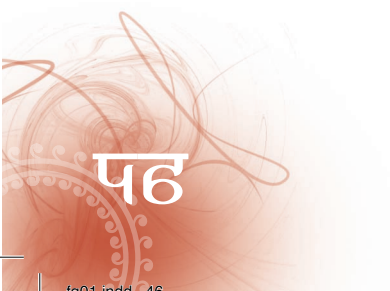
Refer to Workbook! There is more information available on this on page 17 in the Participant's Workbook.



**Note!**

Key points to include in the presentation are:

- To enhance existing or organise a functional village committee on disaster risk reduction
- To carry out vulnerability and capacity assessment mapping jointly with the village committee on disaster risk reduction and other stakeholders
- To assist the village committee on disaster risk reduction and other stakeholders in developing and implementing risk reduction plans based on the results of the vulnerability and capacity assessment
- To conduct trainings on Community-Based Disaster Risk Reduction to build capacities of the village committee on disaster risk reduction (together with other stakeholders). This will complement on-going trainings such as Community Based First Aid and Community Organising and Mobilisation
- To monitor and evaluate the implementation of the plan together with the village disaster risk reduction and other stakeholders
- To promote sustainability of disaster risk reduction programmes through advocacy





The Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief

Suggested time

15 minutes



Session Objective

By the end of this session, the participants will be able to explain the content of the Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief and how it influences the activities of National Societies.



Methodology

Presentation, Discussion

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers
14 minutes	Presentation, "The Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief"	To provide guidance on the role of the code of conduct in disaster relief	Presentation and discussion using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers





1. INTRODUCTION

A. Present session objective.

2. DISCUSSION AIDED BY PRESENTATION, “THE CODE OF CONDUCT FOR THE INTERNATIONAL RED CROSS AND RED CRESCENT MOVEMENT AND NON-GOVERNMENTAL ORGANISATIONS IN DISASTER RELIEF”



A. Ask the participants what they know about the Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief and what it is for?



Note!

Key points that should be reinforced during the presentation are:

- The code of conduct in disaster relief seeks to guard our standards of behaviour
- The code of conduct in disaster relief seeks to maintain the high standards of independence, effectiveness and impact to which we aspire
- It is a voluntary code of conduct, enforced by the will of the organisations accepting it



B. Ask the participants “*Why is there a code of conduct?*”



Note!

Key points that should be reinforced during the presentation are:

- There is a code of conduct to ensure proper behaviour by organisations and individuals engaged in disaster relief
- There is a code of conduct in disaster relief to prevent abuse - of power, of privilege and of access to vulnerable people (particularly children, women, people with special needs and older people)
- There is a code of conduct in disaster relief to acknowledge and respect the dignity and cultural sensitivities of disaster victims



Refer to Workbook! The Code of Conduct for the International Red Cross and Red Crescent and Non-Governmental Organisations in Disaster Relief is included in the Participant’s Workbook (see page 19) for further reading.





Further Information! The Code of Conduct for the International Red Cross and Red Crescent and Non-Governmental Organisations in Disaster Relief is also available in Annex 2 of the Sphere handbook.

C. Conduct a short presentation on the Code of Conduct for International Red Cross and Red Crescent Movement and Non-Governmental Organisations in Disaster Relief, to highlight key points.



Note!

This activity may be omitted, at the facilitator's discretion, based on the knowledge of the participants.



Note!

The example presentation given below could be delivered either using PowerPoint or written out on flipcharts



Example Presentation:

Each slide should only refer to one point from the code of conduct in disaster relief.

Ask a participant from each group in turn to read out the points shown.



The Humanitarian Imperative comes first.

The prime motivation of response to disaster is to alleviate human suffering amongst those least able to withstand the stress caused by disaster. The right to receive humanitarian assistance, and to offer it, is a fundamental humanitarian principle which should be enjoyed by all citizens of all countries.



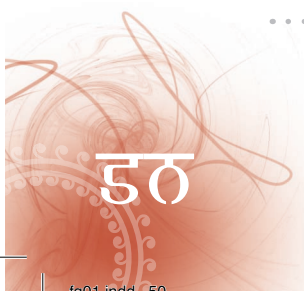
Aid is given regardless of the race, creed or nationality of the recipients and without adverse distinction of any kind. Aid priorities are calculated on the basis of need alone.

The provision of relief aid, wherever possible, should be based upon a thorough assessment of the needs of the disaster victims and the local capacities already in place to meet those needs. Ensure equitable relief and equal access to all disaster victims.



Aid will not be used to further a particular political or religious standpoint.

The delivery of humanitarian aid should not embrace or accept any particular political or religious creed.





4

We shall endeavour not to act as instruments of government foreign policy.

Implement government policies which coincides with RC/RC own independent policy.

Never knowingly – or through negligence – allow the RC/RC or its employees, to be used to gather information of a political, military or economically sensitive nature for governments or other bodies that may serve purposes other than those which are strictly humanitarian, nor act as instruments of foreign policy of donor governments.

5

We shall respect custom and culture.

Endeavour to respect the culture, structures and customs of the communities and countries we are working in.

6

We shall attempt to build disaster response on local capacities.

All people and communities – even in disaster – possess capacities as well as vulnerabilities. Where possible, strengthen these capacities by employing local staff, purchasing local materials and trading with local companies.

Place a high priority on the proper co-ordination of our emergency responses. Where possible, work through local Non-Government Humanitarian Agencies as partners in planning and implementation, and cooperate with local government structures and relevant UN bodies

7

Ways shall be found to involve programme beneficiaries in the management of relief aid.

Strive to achieve full community participation in relief and rehabilitation programmes Disaster response assistance should never be imposed upon the beneficiaries. Effective relief and lasting rehabilitation can best be achieved where the intended beneficiaries are involved in the design, management and implementation of the assistance programme.





8

Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs.

All relief actions affect the prospects for long-term development, either in a positive or a negative fashion. Recognising this, strive to implement relief programmes which actively reduce the beneficiaries' vulnerability to future disasters and help create sustainable lifestyles.

Pay particular attention to environmental concerns in the design and management of relief programmes. Endeavour to minimise the negative impact of humanitarian assistance, seeking to avoid long-term beneficiary dependence upon external aid.

9

We hold ourselves accountable to both those we seek to assist and those from whom we accept resources.

Act as an institutional link in the partnership between those who wish to assist and those who need assistance during disasters. Hold accountable to both constituencies.

All dealings with donors and beneficiaries should reflect an attitude of openness and transparency. (i.e. need to report on activities, both from a financial perspective and the perspective of effectiveness)

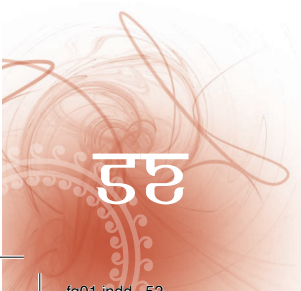
Ensure appropriate monitoring of aid distributions and to carry out regular assessments of the impact of disaster assistance. Seek to report, in an open fashion, upon the impact of our work, and the factors limiting or enhancing that impact.

10

In our information, publicity and advertising activities, we shall recognise disaster victims as dignified humans not hopeless objects.

Respect for the disaster victim as an equal partner in action should never be lost. In our public information, portray an objective image of the disaster situation where the capacities and aspirations of disaster victims are highlighted, and not just their vulnerabilities and fears.

Cooperate with the media in order to enhance public response



module

02

COMMUNITY-BASED DISASTER RISK REDUCTION: A FRAMEWORK FOR REDUCING RISK

Description

The place of Community-Based Disaster Risk Reduction in the overall disaster risk reduction context, definitions of terms and importance of community based approach, the processes and elements of community level disaster risk reduction systems, Community-Based Disaster Risk Reduction and its link with development initiatives, roles of vulnerable groups in Community-Based Disaster Risk Reduction and characteristics of safer and resilient communities.



Learning Objectives

After completing this module, the participants will be able to describe the basic information about the International Red Cross and Red Crescent Movement. Specifically, they will be able to:

1. Define basic terms and concepts used in disaster risk reduction
2. Define the conceptual relationship between disasters and development
3. Examine different measures that can be taken to make at risk communities safer and more resilient
4. Explain the role of the International Red Cross and Red Crescent Movement in Community-Based Disaster Risk Reduction
5. Describe, in general, the basic steps in the process of Community-Based Disaster Risk Reduction
6. Examine how to address the needs and utilise the skills and knowledge of all vulnerable groups

Learning Sessions

The following topics will be covered in Module 2:

1. Terms and Concepts in Disaster Risk Reduction
2. Linking Community-Based Disaster Risk Reduction with Development
3. Characteristics of a Safer, More Resilient Community
4. The Role of the International Red Cross Red Crescent Movement in Community-Based Disaster Risk Reduction
5. Introducing the Community-Based Disaster Risk Reduction Process
6. Addressing Special Needs: Ensuring Inclusion of All Vulnerable Groups

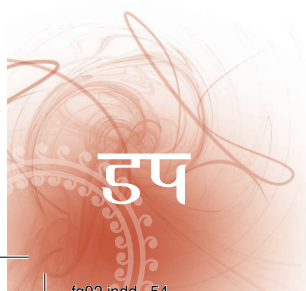


Total time

10 hours

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers





Terms and Concepts on Disaster Risk Reduction

Suggested time

60 minutes



Session Objective

By the end of this session, the participants will be able to define the basic terms and concepts used in disaster risk reduction.



Methodology

Group activity, Presentation, Discussion

Materials

Meta cards, PowerPoint presentation, LCD projector, laptop, laser pointer, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
45 minutes	Group Activity – Matching game on Terms and Concepts	To discuss the terms and concepts related to disaster risk reduction	Discussion in groups matching meta cards featuring terms or definitions to one another, as part of a game with a points scoring system	Meta Cards (one set of terms and one set of definitions per group)
45 minutes	Presentation – Terms and Concepts	To provide further guidance on terms and concepts (referring back to group activity)	Presentation using power point or flipchart, with opportunity for participants to discuss.	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
25 minutes	Group Activity on the application of key concepts	To apply terms and concepts in a simple life scenario	Discussion about the coconut tree	Handout of the story of the coconut tree





1. INTRODUCTION

A. Present session objective.

2. GROUP EXERCISE - BRAINSTORMING SESSION



A. Give each group two sets of cards (featuring definitions and terms).

Example:

Term	Definition
Disaster	A serious disruption of the functioning of a community causing widespread human, material or environmental losses which exceed the ability of the affected community to cope using its own resources.



Note!

For further guidance on definitions refer to this session in the Participant's Workbook (see page 29).

B. Explain that participants need to match the terms with the definitions.

Inform the group that after 15 minutes they need to put their answers up on the wall (or floor if there isn't enough room) so the rest of their group (and participants from the other groups) can see them.

Explain that each group will score 1 point for a correct answer and lose 1 point for a wrong answer.



Note!

Ensure the participants close their workbooks as information on terms and concepts is included.

During the exercise, the facilitator should interact with the groups to monitor how long the exercise is taking.





Terms and concept for the activity:

Disaster	Reconstruction
Hazard	Recovery
Risk	Prevention
Elements at Risk	Preparedness
Vulnerability	Disaster Management
Capacity	Disaster Risk Management
Response	Disaster Risk Reduction
Relief	Community-Based Disaster Risk Reduction
Rehabilitation	Sustainable Development

3. PRESENTATION ON TERMS AND CONCEPTS



A. Ask each group to select a representative to mark their group's answers.

B. Present disaster terms and concepts one by one and explain what the correct answers are.

You can ask the participants "Which ones did they get right?" If any participant disagrees with the 'answer' given, this also gives them an opportunity to discuss why.



Note!

The presentation should cover the points in the same order as given above to avoid confusion.

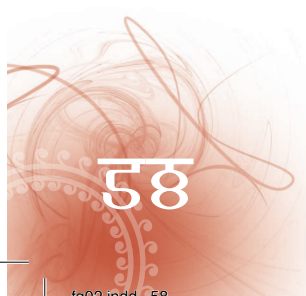


Refer to Workbook! There is also further guidance on the terms and concepts in the Participant's Workbook from page 29 onwards. The participants should be referred to this at the end of the exercise.

C. Ask the participants to add up their scores and tell the other participants and acknowledge the winner.

Example:

Applause and/or give them a bag of sweets.





4. GROUP EXERCISE



Refer to Workbook! Refer the participants to the box “The Coconut Tree” on page 34 of the workbook.



A. Ask each group to discuss the questions related to the story of the Coconut Tree for 15 minutes.

B. Ask each group to nominate a representative to present the results of their discussion to the rest of the participants.



Note!

The presentation could include the following information:

Example:

HAZARDS

Falling of the coconut fruit and dried coconut leaves

CAPACITIES

Father and son know how to drive; some stock of first aid medicines inside the car

VULNERABILITIES

The car and the houses under the coconut tree, the family living inside the house; children playing under the coconut tree

RISKS

Risk of getting injured due to the falling of the coconut tree, coconut and coconut dried leaves

Prevention activities

Regular cutting of dried leaves; enclosing fruit inside a net; cut the coconut tree down (usually unacceptable since the tree provides benefit to the family)

Mitigation activities

Structural - Strengthening the roof of the house; build a garage for the car

Non structural – prevent children from playing under the tree; move the car away from the tree

Preparedness activities

Hire a watcher to shout if the fruit is near to falling (like early warning); have the contact details for ambulance ready



Linking Disaster Risk Reduction with Development

Suggested time

60 minutes



Session Objective

By the end of this session, the participants will be able to define the conceptual relationship between disasters and development

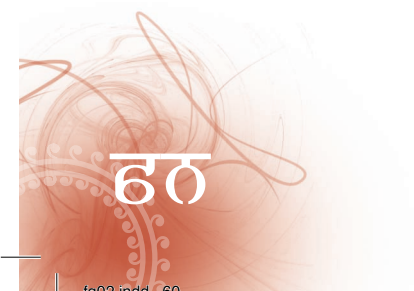


Methodology

Discussion, Group Activity

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or PowerPoint	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
30 minutes	Discussion –Linking Disaster Risk Reduction with development	To discuss the link between disaster risk reduction and development	The facilitator will use a presentation to supplement discussion	PowerPoint, LCD projector and laptop
30 minutes	Group Activity – “Realms of Disaster and Development”	To consider further the links between development and disaster.	Each group is provided with a set of cards that need to be attached to a flipchart under the appropriate heading	Meta Cards and flipcharts (boards and papers)
10 minutes	Discussion – Mainstreaming Disaster Risk Reduction into Development planning	To gain skills in mainstreaming disaster risk reduction into development planning	The facilitator will use a presentation to supplement discussion	PowerPoint, LCD projector and laptop
15 minutes	Group Activity - Mainstreaming Disaster Risk Reduction into Development planning	To further discuss mainstreaming disaster risk reduction into development planning	Participants will discuss an example of their own choice and note down their main points on a flipchart in order to present it to the group	Flipcharts (boards and papers) and markers





1. INTRODUCTION

A. Present session objective.

2. DISCUSSION – LINKING DISASTER RISK REDUCTION WITH DEVELOPMENT



A. Ask the participants, “*What is Development?*”

Encourage discussion.

Likely responses may include:

- “Improved construction”, better road networks

Summarise the good points raised by the participants.

(see relevant section in Participant’s Workbook for further guidance on this if required)

B. Ask the participants, “*What are the disasters in your country?*”

C. Ask the participants “*What is the link between disaster and development?*”

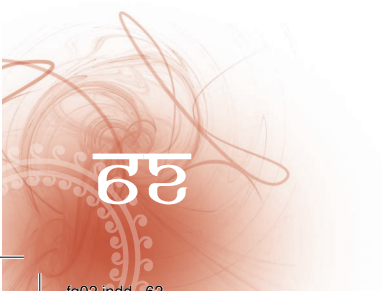
Illustrate the link between disaster and development using the graphs on the right.

A possible question to pose to participants is, “Based on the graphs (see next page) what is the relationship between Disaster and Development?”



Note!

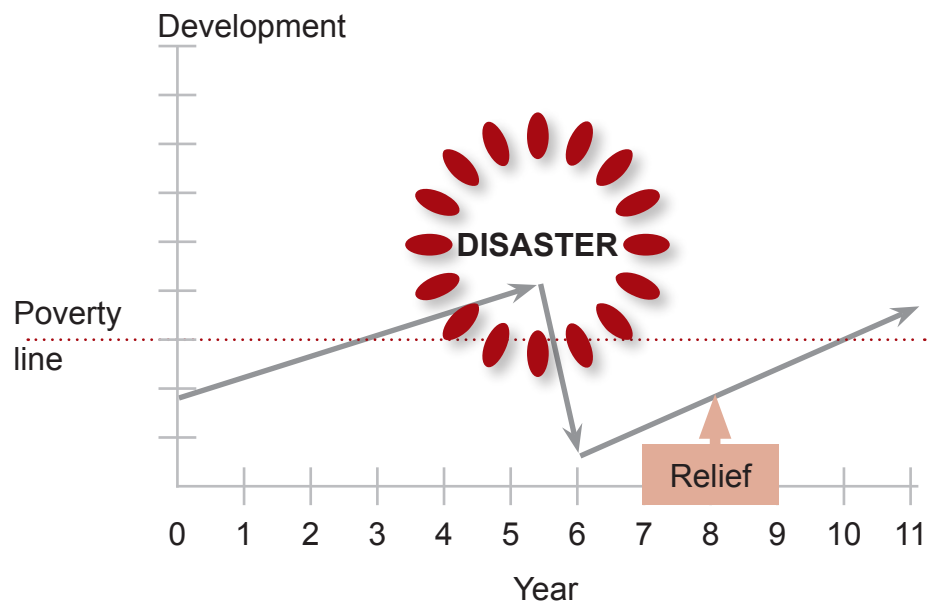
Participants may ask what Disaster Risk Reduction mainstreaming is. Advise the participants that this topic will be discussed later in the course.





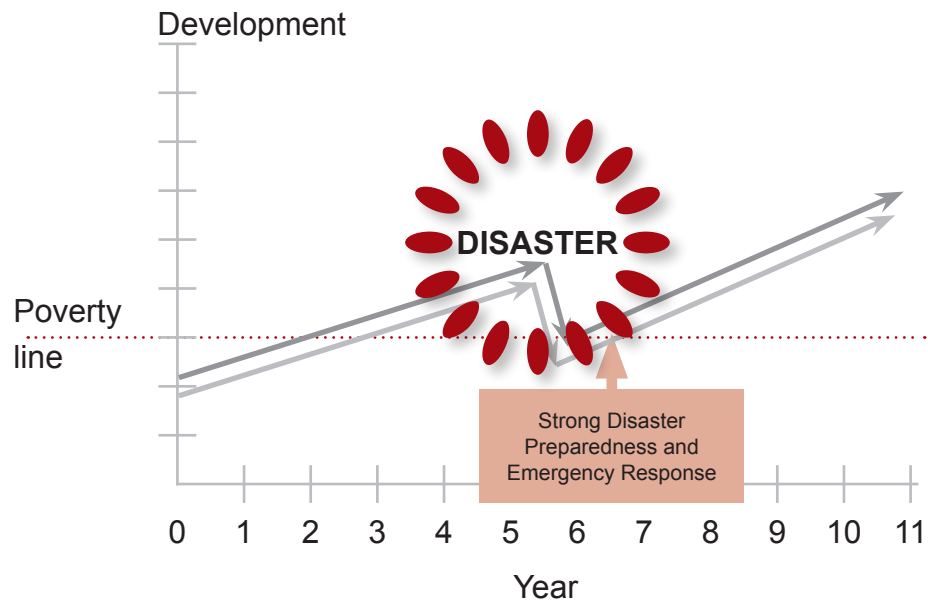
GRAPH 1

DEVELOPMENT PROGRAMME WITHOUT
DISASTER RISK REDUCTION



GRAPH 2

DEVELOPMENT PROGRAMME WITHOUT
DISASTER RISK REDUCTION



**Note!**

After hearing some answers, the following points should be covered by the facilitator:

- The first graph shows poverty reduction measures resulting in an improvement in development. When a disaster occurs however this improvement is cancelled out leaving the level of development at the same or a worse level than when the poverty reduction measures were introduced. Additional time then needs to be used returning to the same level of development as had been achieved previously.
- The second graph shows CBDRR activities taking place alongside poverty reduction. When disaster occurs this time the effect on development is reduced; this means it takes less time to recover to the pre-disaster level (than in graph 1).

**Note!**

It may also be useful to point out the following:

- If development activities start at the poverty line it is termed a development programme.
- If development activities start from below the poverty line it is termed a poverty reduction programme.

D. Hyogo Framework for Action (HFA) 2005-2015

Briefly introduce the five priorities to the participants.

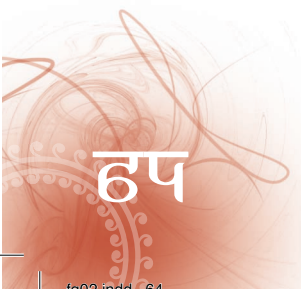


Refer to Workbook! Refer participants to page 37 in the Participant's Workbook.

E. Distribute handouts on Disaster Proofing the Millennium Development Goals**Note!**

This handout is available in the IEC Materials.

Discuss some goals and how disaster impacts on them. For example, how will education for all be achieved if schools are used as evacuation centres during disasters? This situation can prompt delays for classes resuming.





Note!

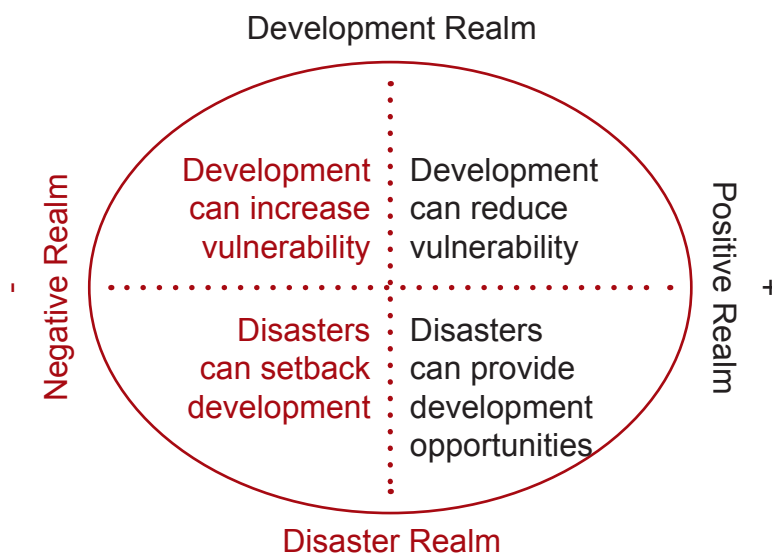
It is important to spend some time to look at this handout as it explains the purpose of integrating Disaster Risk Reduction and Development activities.

3. GROUP ACTIVITY - “REALMS OF DISASTER AND DEVELOPMENT”



A. Introduce the participants to the “Realms diagram” (see below).

QUADRANTS OF DISASTER AND DEVELOPMENT REALMS



Distribute the meta cards of development and disaster issues (see examples on page 66) for this exercise. Each card features one issue. There are two suggestions how to conduct this exercise.

Suggestion 1

Give each group one full set of cards.

Give each group a flipchart divided into quadrants as illustrated above. Using the adhesive tape they should attach their cards to the flipchart in the positions they feel are most appropriate.





Suggestion 2

Use only one set of cards. Give each participant one card only.

Tell the participants that each corner of the room represents a different quadrant of the realms diagram.

Ask the participants to group themselves together as to where they think their particular scenario belongs (e.g. participants will group together if they feel they all have scenarios where disaster has a positive effect on development).

B. Give a quick debrief on the exercise.

Indicate which cards belong where. Participants may wish to debate this and this debate should be encouraged (keeping in mind time considerations)

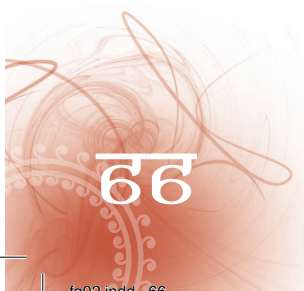


Note!

It is also good to ask the participants if they have any real-life examples and where they would go on the realms diagram. For example: “A large number of factories have been built on riversides in Bangladesh, this has led to higher rates of illness in affected areas. This is an example of development increasing vulnerability of communities.”

C. After the activity summarise these key points to the participants:

- The underlying causes of poverty, unsustainable development and disasters are related and all originate from factors that cause or increase the vulnerability of people
- Disasters can put development at risk and make it unsustainable, thereby reducing the already low development potential of the continent. Hence, effective disaster risk reduction contributes to sustainable development
- Development can cause or reduce disaster risks. Failed development contributes to poverty because development objectives are not realised and disaster reduction interventions also fail
- In contrast, sustainable development strengthens the security of populations so that disaster reduction interventions can effectively help them to alleviate or avoid disaster risks to themselves and the supporting physical, economic and social bases of their livelihoods





Example Materials:

Facilitator can use the following examples on the meta cards for the group exercise:

Examples for development initiatives which can increase vulnerability of communities:

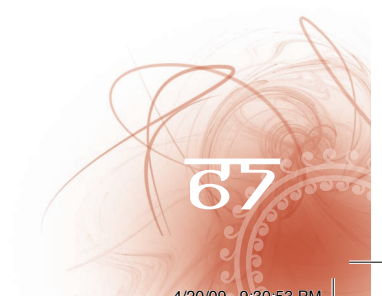
- Programmes designed to increase employment can increase density in high risk areas (e.g. marine and coastal zone development)
- New urban projects planned in hazard prone areas with high population densities, crowded housing and unsafe construction
- Dams can increase flood risk

Examples for development initiatives which can reduce vulnerability of communities:

- Strengthening and diversifying livelihoods
- Flood control measures
- Land use planning
- Encourage outside investment and job creation
- A flexible and participatory approach to urban planning
- Public awareness programmes
- Safe area development
- Earthquake or cyclone resistant buildings / housing
- Building social security, including access to health and education
- Incorporation of hazard and vulnerability analyses in development planning
- Enforcement of building and zoning codes
- Disaster risk reduction capacity for all concerned officials
- Agricultural and forestry campaigns
- Construction of health centres
- Improvement in transportation and communications
- Institutional development at community level to strengthen peoples livelihoods, organisational capability and coping mechanisms

Examples for disaster can set back development:

- Diversion of manpower and resources to rehabilitation and reconstruction
- Postponement or cancellation of development programmes
- Disruption of development (loss of resources, negative impact on investment climate)
- Undermining of incentives for development
- Political destabilisation





Examples for disaster can provide development opportunities:

- Promoting awareness of disaster threat
- Increasing additional aid
- Opportunity to start with new design by introducing mitigation measures that increase a country's capacity to cope with disasters
- Standard disaster impact studies for all development projects with increased emphasis on hazard mapping

4. DISCUSSION - MAINSTREAMING DISASTER RISK REDUCTION INTO DEVELOPMENT PROGRAMMING



Refer to Workbook! Direct the participants to more information on this on page 39 in the Participant's Workbook.



A. Ask the participants, "What is mainstreaming?"

After hearing some answers, highlight the following point in your presentation:

- Mainstreaming risk reduction describes a process to fully incorporate disaster risk reduction into relief and development policy and practice. It means radically expanding and enhancing disaster risk reduction so that it becomes normal practice, fully adopted in to an agency's relief and development agenda.

B. Ask the participants, "What is the purpose of mainstreaming Community-Based Disaster Risk Reduction in to development programming?"

After hearing some answers, highlight the following points in your presentation:

- Mainstreaming has three purposes:
 - To make certain that all the development programmes and projects that originate from or are funded by an agency are designed with evident consideration for potential disaster risks and to resist hazard impact.
 - To make certain that all the development programmes and projects that originate from or are funded by an agency do not inadvertently increase vulnerability to disaster in all sectors: social, physical, economic and environment.
 - To make certain that all the disaster relief and rehabilitation programmes and projects that originate from or are funded by an agency are designed to contribute to developmental aims and to reduce future disaster risk.





5. GROUP ACTIVITY - “MAINSTREAMING DISASTER RISK REDUCTION INTO DEVELOPMENT PLANNING”



A. Ask the participants to work in their groups.

Set each group the task to think of a development project that one or more of them are involved in implementing (or a development project being implemented that they know about).

Each group should select one development project for this exercise.

B. Guide the participants through the activity by asking the following questions, one at a time:

Give the groups around two minutes to answer each question (this should be made clear when each question is asked),

Ask the participants to record their answers to each of the questions on the flipchart paper provided so that one member from each group can present what they wrote to the other groups at the end of the activity.

- Q1. *Does your chosen project reduce or increase the impact of disaster?*
- Q2. *Why does the project have this effect?*
- Q3. *How does the project address the causes of disaster?*
- Q4. *Can the project implementing organisation address these causes alone, or does this organisation need to partner with others? If so, who?*
- Q5. *Does the project include an evaluation to find out if it reaches the most vulnerable, with key indicators of success?*
- Q6. *Can this present project lead to the development of other projects which could have more focus on disaster risk reduction?*



Note!

This allows the facilitator to steer the participants in the right direction (i.e. to think of development projects).





Characteristics of a Safer, More Resilient Community

Suggested time

80 minutes



Session Objective

By the end of this session, the participants will be able to identify the characteristics of a safer, resilient community



Methodology

Presentation, Discussion

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
5 minutes	Explane resilience using spring as an analogy	To illustrate the concept of resilience	Drawing on flipchart	Flipcharts (boards and papers) and markers
60 minutes	Group Activity – Building safer, more resilient communities	To encourage thought on how to improve community resilience.	Interactive workshop	Cut out shapes (more detail is provided)
20 minutes	Discussion – Nature of resilient communities	To provide further explanation on factors contributing to community resilience	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers





1. INTRODUCTION

A. Present session objective.

2. EXPLANATION OF RESILIENCE THROUGH THE SPRING ANALOGY

A. There are two suggestions for how to do this

Suggestion 1

To illustrate resilience simply, draw a number of springs on the flipchart.

A 10 cm spring grows to 20 cm when loaded then returns to normal. This spring is resilient enough to cope with this load; this is similar to community resilience. If the spring breaks under loading then it is not resilient enough.

Suggestion 2

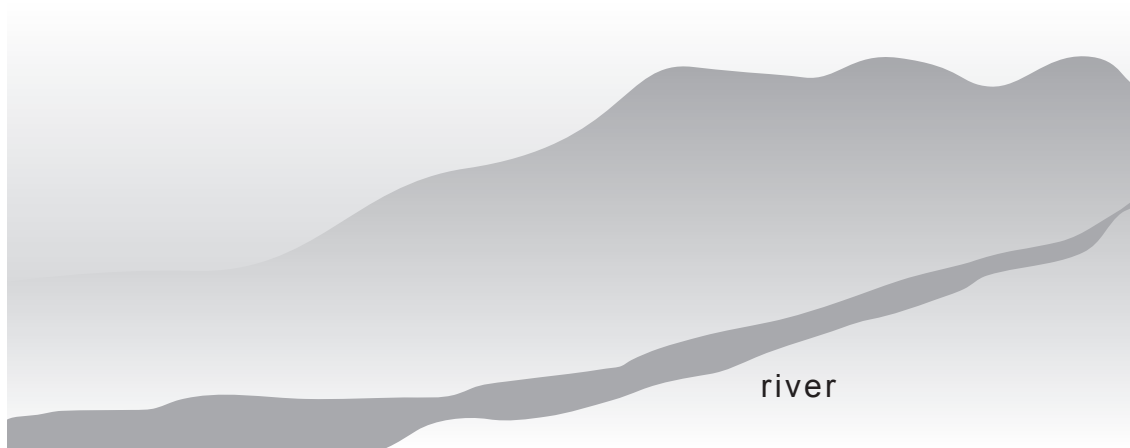
To illustrate resilience simply, apply a load to a spring. The spring will stretch. Unload the spring and it returns to its original length. This spring is resilient enough to cope with this load; this is similar to community resilience. If the spring breaks under loading then it is not resilient enough.

3. GROUP EXERCISE ON BUILDING SAFER, MORE RESILIENT COMMUNITIES



A. Give each group a sheet of flipchart paper showing the site of a vulnerable community.

Example:





B. Outline the situation of the community featured on the flipchart paper to the participants.

The following scenario can be used for this exercise:

A small rural remote village with 100 households and 500 people, has the following characteristics:

- Households are located near the river
- No history of previous disaster
- Continuous monsoon rains for 10 days
- River overflowed; submerged 20 houses, 3 days flooding
- Casualties: 10 deaths(3 children, 4 women, 3 elderly); 20 missing

Consider the following:

Through the possible assistance of National Society of the Red Cross and Red Crescent:

1. What steps could be taken by the community to prevent impact of disaster should the same situation happen?
2. What steps could be taken to build a safer community?

The objective of the activity is to make the community safer by purchasing elements of a safer community from the shop.

C. Ask the participants to work in their groups and use available resources only.



Note!

These elements should include the following:



Community organisation (e.g. disaster management committee) price: R 1000
Quantity: 3




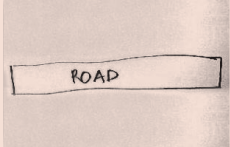

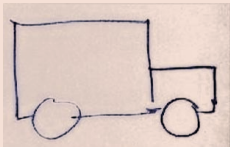


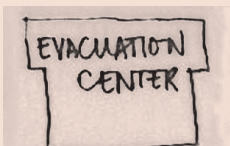
Disaster Risk Reduction Plan price: R 200
Quantity: 3



Small-scale local Early Warning System price: R 50
Quantity: 10

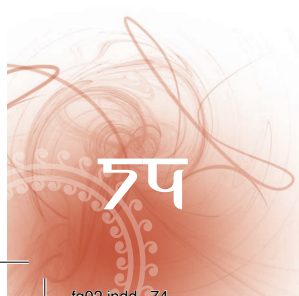




	Trained volunteers	price: R 100 Quantity: 20
	Roads	price: R 500 Quantity: 20
	Clinics / health centres	price: R 2000 Quantity: 3
	Ambulance	price: R 1000 Quantity: 3
	Safer houses to withstand local hazards (e.g. elevated house)	price: R 200 Quantity: 20
	Community disaster response Centre	price: R 2000 Quantity: 3
	Evacuation Centre	price: R 2000 Quantity: 3
paper to be cut into shape (different element not mentioned above) of participants choice	"Make your own item"	Price: R 2000 Quantity: 8

C. Tell the participants they need to buy these elements with their own personal belongings.

Each belonging has a corresponding price and each element as has a corresponding amount. The elements are limited in number so the groups need to buy as many elements as they can.





Example:

Jewelry e.g. rings, necklace, pair of earrings, bracelet	price: R 100	Camera	price: R 100
Wrist watch	price: R 100	Bag	price: R 50
Pair of shoes	price: R 300	Name tag	price: R 20
Pair of socks	price: R 200	Personal computer	price: R 200
Glasses (spectacles)	price: R 50	Mobile phone	price: R 50
Belt	price: R 200	Books / folders	price: R 20
T-shirts / polo shirts	price: R 1000	Other items	price: R 10
Pair of trousers	price: R 1500		

Allow 40 minutes for the exercise.

D. After the exercise, give the participants the opportunity to justify the choices they made to the other participants.

Ask the participants which group did the best job of improving community resilience and why.



Note!

This can be measured either by a show of hands or measuring the volume of claps.

E. Ask 2-3 participants why they felt the one they chose was the best



Note!

The facilitator could take this opportunity to share some of their own inputs on the measures each group chose to improve the resilience of their community.





Some examples of participant output from the exercise are shown below:



4. GROUP DISCUSSION AIDED PRESENTATION “NATURE OF RESILIENT COMMUNITIES”



A. Ask the participants “What is resilience?”



Note!

Example answers include:

- The ability to absorb and overcome the impact of shocks
- Ability to ‘bounce back’
- Ability to prevail and recover in the face of adverse circumstances

B. Present to the participants the following key point:

- Resilience can be improved at three phases: before, during and after a disaster.





C. Ask the participants *“What should we do before a disaster?”*

Record their responses on a flipchart.

D. Ask the participants *“What should we do during a disaster?”*

Record their responses on a flipchart.

E. Ask the participants *“What should we do after a disaster?”*

Record their responses on a flipchart.

F. Present the following key points to the participants:

- The aim of Community-Based Disaster Risk Reduction is to create resilient people living within safer and more resilient communities within safer and resilient environments within safer and resilient countries. This is achieved by reducing the:
 - Probability of failure through risk reduction measures;
 - Consequences of failure, in terms of fewer lives lost, fewer injuries and reduced direct and indirect damage;
 - Time needed for recovery;
 - Patterns of vulnerability that can develop during the process of reconstruction.

- A safer and resilient community is one that has certain capacities in three phases:
 - Phase 1. The ability to absorb the shocks of hazard impact, so that they do not become disasters (thus to reduce the probability of failure);
 - Phase 2. The capacity to bounce back during and after disaster (thus to reduce the consequences of failure);
 - Phase 3. The opportunity for change and adaptation following a disaster (thus to reduce the time needed for recovery as well as patterns of vulnerability).

G. Ask the participants what they feel are important elements of a functional community level disaster risk reduction system.

Discuss why they think this is the case.





Further Information! Below is a set of elements of a functional community level disaster risk reduction system to prompt discussion where necessary:

- A community organisation/ village committee for disaster risk reduction
- A Disaster risk reduction and disaster preparedness plan
- A Community Early Warning System
- Trained manpower, risk assessment, search and rescue, medical first aid, relief distribution, masons for safer house construction, fire fighting, etc
- Physical Connectivity: roads, electricity, telephone, clinics
- Relational connectivity with local authorities, Non-Government Organisations, etc
- Knowledge of risks and risk reduction actions
- A Community Disaster Reduction Fund to implement risk reduction activities
- Safer House to withstand local hazards
- Safe source/s of livelihoods



Refer to Workbook! Further detail on this is available for the participants on page 43 in the Participant's Workbook.



Note!

You can also direct the participants to the International Federation's "Framework for Community Safety and Resilience" for further reading on this subject.



The Role of the International Red Cross and Red Crescent Movement in Community-Based Disaster Risk Reduction

Suggested time

30 minutes

Note!

This session is largely geared towards field practitioners from National Red Cross and Red Crescent Societies. If this course is being run externally to the Movement, material more specific to the organisation, delivering the training, could easily be substituted for this material, using a similar format.

.....

Session Objective

By the end of the session, the participants will be able to explain the role of the International Red Cross and Red Crescent Movement in Community-Based Disaster Risk Reduction.

.....

Methodology

Presentation, Discussion

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers



Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
29 minutes	Presentation – the Red Cross Red Crescent in Community-Based Disaster Risk Reduction	To provide further explanation on the role of the International Red Cross Red Crescent in Community-Based Disaster Risk Reduction	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers





1. INTRODUCTION

A. Present session objective.

2. GROUP DISCUSSION ASSISTED BY SHORT PRESENTATION



Refer to Workbook! Refer the participants to pages 44 of the Participant's Workbook for further information on this topic.

A. Ask the participants what they know about the Red Cross Red Crescent's commitment to Disaster Risk Reduction.

Ask the participants to think what they can do to fulfil the Red Cross Red Crescent's commitment to Community-Based Disaster Risk Reduction while listening to the presentation.

Give the participants a presentation on the International Federation's commitment to Disaster Risk Reduction:



Note!

It is suggested that the following is included in the presentation:

- The chronology of the development of the International Red Cross Red Crescent Movement's commitment to Community-Based Disaster Risk Reduction.
- Goal 3.1 of The Agenda for Humanitarian Action
- The four Goals outlined in the Global Agenda

Ask the participants how they think these goals can be achieved.

- The International Federation's three main strategies to address disaster risk reduction.
- Particular strengths of the Movement



Refer to Workbook! The above information is available in the Participant's Workbook, Module 2, Session 4 (see page 44).





B. Refer the participants back to the Hyogo Framework for Action.

Share examples of how each Priority for Action (five in total) detailed in the Hyogo Framework for Action influences the work of the Red Cross Red Crescent, in the presentation.



Refer to Workbook! This information is available on pages 47-49 of the Participant's Workbook.

C. Close the presentation with the following key point:

- Volunteers and field practitioners play an important role in supporting the community for disaster risk reduction.





Introducing the Community-Based Disaster Risk Reduction Process

Suggested time

60 minutes



Session Objective

By the end of the session, the participants will be able to describe, in general, the basic steps in the process of Community-Based Disaster Risk Reduction.



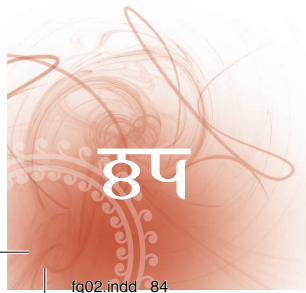
Methodology

Discussion

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
10 minutes	Discussion – Recap on role of community in Community-Based Disaster Risk Reduction	To summarise existing learning on Community-Based Disaster Risk Reduction	Discussion	Flipcharts (boards and papers) and markers
25 minutes	Presentation – the Essential Features of Community-Based Disaster Risk Reduction Programmes	To explain the essential features of Community-Based Disaster Risk Reduction Programmes	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
34 minutes	Discussion and presentation – The Community-Based Disaster Risk Reduction Process	To introduce the steps in Community-Based Disaster Risk reduction process	Discussion aided by Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers



1. INTRODUCTION

A. Present session objective.

2. DISCUSSION



A. Ask the participants the following questions:

“Who are the first to be affected by disasters?”

“Who are the first to respond to emergencies? Why?”

“Who understands the local situation?”

“Who can effectively plan for / prepare for / respond to disasters? Why?”

“How many Non-Governmental Organisations are there that can do Community-Based Disaster Risk Reduction work?”

Write down the answers on a flipchart.

Summarise the discussion



Note!

The key point that should arise from this short discussion is that the community have a key role to play in the above activities.

3. PRESENTATION - ESSENTIAL FEATURES OF COMMUNITY-BASED DISASTER RISK REDUCTION PROGRAMMES



Refer to Workbook! This content is available on page 50 of the Participant's Workbook.



A. Deliver a presentation on the essential features of Community-Based Disaster Risk Reduction programmes highlighting that it should feature the following: participatory process and content, be integrated, proactive, comprehensive, multi-sectoral and multi-disciplinary, empowering and developmental.



Note!

Key points to highlight on the above are available in the Participant's Workbook.





4. DISCUSSION – THE COMMUNITY-BASED DISASTER RISK REDUCTION PROCESS



A. Ask the participants, “Where does Community-Based Disaster Risk Reduction start and where does it end?”

Record their responses.

B. Introduce the five steps of the Community-Based Disaster Risk Reduction process shown below:

Step 1: Initiating the process to work with the community by identifying the community for Community-Based Disaster Risk Reduction and building rapport

Step 2: Conduct of Vulnerability and Capacity Assessment (VCA)

Step 3: Participatory Disaster Risk Reduction Planning (Action Planning)

Step 4: Community Managed Implementation

Step 5: Participatory Monitoring and Evaluation

Ask where the points they have raised fit in the process, can they think of any others.



Refer to Workbook! There is further information on this on pages 51-56 of the Participant’s Workbook.

C. Highlight the outcomes of the Community-Based Disaster Risk Reduction Process

Example:

- Community based organisation or village disaster management committees - To establish, strengthen and sustain an organisational mechanism at the community level to implement Community-Based Disaster Risk Reduction activities. This community based organisation will be comprised of local residents in the community.



Refer to Workbook! There are further examples detailed in the Participant’s Workbook, see pages 56-57.



Addressing Special Needs: Ensuring Inclusion of Vulnerable Groups

Suggested time

180 minutes

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Session Objectives

By the end of the session, the participants will be able to:

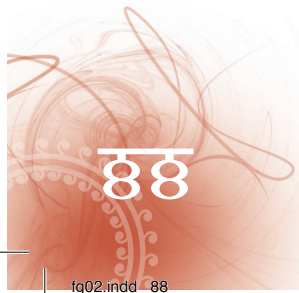
- Examine how to address the needs and utilise the skills and knowledge of all vulnerable groups; and
 - Identify strategies to make the Community-Based Disaster Risk Reduction process inclusive of all vulnerable groups.
-

Methodology

Discussion, Group activity

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers



Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
5 minutes	Discussion – Issues for vulnerable groups	To clarify what is meant by vulnerable groups	Discussion	Flipcharts (boards and papers) and markers
5 minutes	Short Presentation – Vulnerable Groups	To further clarify what is meant by vulnerable groups	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
40 minutes	Group Activity – Considering the needs of vulnerable groups	To consider particular skills and requirements of vulnerable groups	Discussion aided by Presentation using flipchart or power point	Flipcharts (boards and papers) and markers
30 minutes (5-6 minutes per presentation)	Presentations –inclusive Community-Based Disaster Risk Reduction	To consider issues specific to the elderly, people with disabilities, children and young people, gender roles	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
30 minutes	Activity – Personalising experience	To increase awareness of specific needs of vulnerable groups	Role play	Blindfolds, wheelchair, limb restraints and paper
5 minutes	Summary and introduction of checklist	To highlight main points in making Community-Based Disaster Risk Reduction inclusive of vulnerable groups	Presentation	Powerpoint, LCD projector and laptop





1. INTRODUCTION

A. Present session objective.

2. DISCUSSION AND GROUP DISCUSSION - ISSUES FOR VULNERABLE GROUPS



A. Ask the participants, *“Do you think different groups of people have different vulnerabilities and needs?”*



Note!

This is not likely to prompt too much discussion as most in group are likely to agree with this.

Ask the participants, *“Does this mean people receive needs-specific assistance in practice?”*

Ask the participants, *“Who are the most vulnerable groups?”*



Note!

Possible answers include: Women, Children, Disabled, Elderly, Minorities (although sometimes Minorities are less vulnerable than majority), unaccompanied minors and socially marginalised groups.

B. Assign each group a vulnerable group from the list above.

Ask each group to identify factors that make their vulnerable group, particularly vulnerable. Ask them to determine if the factors identified are due to a specific need, society or both?

Allow five minutes for discussion and then ask each group to share key points from their discussion with the other groups.



Note!

The purpose of this exercise is to recognise and appreciate that society plays a vital role in shaping a person's vulnerability.





Summarise the discussion and conclude with the following key point:

- Community-Based Disaster Risk Reduction is a process that should benefit the whole community. This means that vulnerable groups need to be included. Their needs should be understood and abilities recognised.

3. PRESENTATION - VULNERABLE GROUPS



Refer to Workbook! There is information on this in the Participant's Workbook from page 58 onwards.



Note!

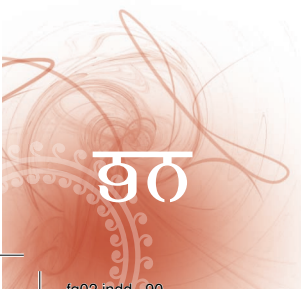
Key Points that should be provided to the participants are:

- In order to maximise the coping strategies of those affected by disasters, it is important to acknowledge the differing vulnerabilities, needs and capacities of affected groups. Specific factors, such as gender, age, disability and HIV/AIDS status, affect vulnerability and shape people's ability to cope and survive in a disaster context
- Failure to recognise the differing needs of vulnerable groups and the barriers they face in gaining equal access to appropriate services and support can result in them being further marginalised, or even denied vital assistance. It is essential to recognise specific vulnerable groups, to understand how they are affected in different disaster contexts, and to formulate a response accordingly. Special care must be taken to protect and provide for all affected groups in a non-discriminatory manner and according to their specific needs.
- However, disaster-affected populations must not be seen as helpless victims, and this includes members of vulnerable groups. They possess and acquire skills and capacities and have structures to cope with and respond to a disaster situation that need to be recognised and supported.

4. GROUP ACTIVITY - CONSIDERING VULNERABLE GROUPS



A. Ask each group to consider a particular group (for example: Group 1 - elderly, Group 2 - women, Group 3 - children, Group 4 - people with disabilities).





Allow 15 minutes for the groups to discuss and record (on flipchart paper) the *needs* and *abilities* of their particular group before, during and after disaster, using the following templates:

What < <i>insert group</i> > need		
Before	During	After

What < <i>insert group</i> > can do		
Before	During	After



Note!

If participants need further direction ask them to consider various sectors e.g. health, education, housing etc.

Ask the groups when they are finished to clip their pages up onto flipcharts. This lets the other groups know when they are finished.

B. After 15 minutes, ask each group in turn to present their results to the rest of the participants.

Ask other groups to tick off the needs / abilities that they have in common with the presenting group.



Note!

The objective of the exercise is to show that not all groups will have made the same points, i.e. different vulnerable groups have different needs / abilities.

C. Summarise the key points of the presentations (e.g. differing needs / abilities for each vulnerable group) and add any important points that participants may have missed.



Refer to Workbook! There is more information on the following topics in this session from page 58 onwards in the Participant's Workbook





5. PRESENTATION - INTRODUCTION TO ISSUES AFFECTING VULNERABLE GROUPS



- A. Deliver a short presentation on some of the specific issues that make the elderly vulnerable to disaster.
- B. Deliver a short presentation on some of the specific issues that make people with disabilities vulnerable to disaster.
- C. Deliver a short presentation on some of the specific issues that make children and young people vulnerable to disaster.
- D. Deliver a short presentation on some of the specific issues related to gender roles that make people vulnerable to disaster.



Note!

For all presentations ask the participants to consider how that particular group are affected in such situations and during the exercises that follow.



Refer to Workbook! Refer to the relevant passages in the Participant's Workbook for more information for the presentations (see page 58-70)

6. GROUP EXERCISE: "PERSONALISING EXPERIENCE"



- A. Explain to the participants that the objective of this activity is to:**
- Sensitise the participants to the barriers faced by vulnerable groups in disaster contexts.
 - To understand needs, problem and abilities of vulnerable groups.
 - To develop positive attitudes towards vulnerable groups

B. Ask the participants to gather together.

Arrange for some of the participants to play the following roles:

- Blind people (blindfolds can be used)
- Deaf people
- People who can't speak (explain that the participant cannot use speech to communicate with others)
- Movement impaired (e.g. restrain leg(s) or arm(s) or hand(s), or use a wheelchair)
- Elderly (who may not be able to move as quickly as others)
- Small children (ask participants to walk on their knees)
- Single mothers (give the participant a doll to look after)
- Pregnant women





C. Tell the group that they have recently experienced a disaster and are about to be provided with their relief packages.

The participants must get their relief packages by themselves.



Note!

Relief goods can be represented by balls of crumpled paper.

To begin the exercise, throw the 'relief goods' on to the ground. The relief goods and the participants are on the opposite end of the room.



D. After the exercise ask the following key questions:

"What was the experience like?"

"What did you learn about the challenges faced by different groups?"

"How could the situation have been improved?"



Note!

Highlight the following key points:

- All vulnerable groups have differing needs and capacities that require different responses. We need to ensure that these needs and capacities are included in Community-Based Disaster Risk Reduction processes.
- Inclusion of vulnerable groups is a cross cutting issue in Disaster Risk Reduction: this should be mainstreamed instead of developing specialised services wherever possible.
- All vulnerable groups need to be engaged in the community-based disaster risk reduction process.

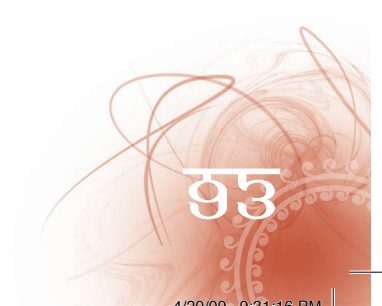


Refer to Workbook! Inform the participants that there are further tips related to inclusion of vulnerable groups contained in the Participant's Workbook.

7. CHECKLIST FOR INCLUSION OF VULNERABLE GROUPS IN COMMUNITY-BASED DISASTER RISK REDUCTION



Refer to Workbook! It is useful to briefly direct the participants' attention to the following table (available on pages 71-72 of the Participant's Workbook). It is useful as an aide memoire for ensuring that vulnerable groups are included in Community-Based Disaster Risk Reduction activities.



module

03

THE COMMUNITY-BASED DISASTER RISK REDUCTION PROCESS

Description

Details on the Community-Based Disaster Risk Reduction Process: The role of field practitioners, perceptions of risk, hazard, vulnerability and capacity assessment, orientation on Vulnerability and Capacity Assessment: Learning by Doing and practice application of tools both in the classroom and in the field work.

Identification of risk reduction measures, prioritisation, preparation of community risk reduction plan, stakeholders analysis, organisational mechanisms to implement the plan, examples of integration of risk reduction into development activities and planning facilitation skills.

Topical presentation and sharing on issues and problems related to implementation of Community-Based Disaster Risk Reduction projects (e.g. formation of community based organisations, Community-Based Disaster Risk Reduction trainings, building partnerships for Community-Based Disaster Risk Reduction, sustainability and replication)

Deciding together on how progress should be measured and what actions need to be taken as a result of this analysis; principles of participatory monitoring and evaluation, monitoring and evaluation.



Learning Objectives

After completing this module, the participants will be able to describe the basic information about the International Red Cross and Red Crescent Movement. Specifically, they will be able to:

1. Describe suitable selection criteria, for choosing an area for Community-Based Disaster Risk Reduction, how these criteria are applied in communities and how they differ at the national and local levels.
2. Design and conduct a participatory disaster risk assessment activity using essential tools in collecting, collating and analysing information related to hazards and communities' capacity and vulnerability
3. Develop Community-Based Disaster Risk Reduction plans based on the results of the vulnerability and capacity assessment
4. Address commonly encountered issues related to the implementation of community risk reduction plans.
5. Design and conduct participatory community monitoring and evaluation activities for Community-Based Disaster Risk Reduction.

Learning Sessions

The following topics will be covered in Module 3:

1. Step 1. Initiating the Process to Work With Community for Community-Based Disaster Risk Reduction
 - A. Identifying the Community
 - B. Building Rapport and Understanding the Community
2. Step 2. Conduct of Participatory Vulnerability and Capacity Assessment
 - A. Introduction to Vulnerability and Capacity Assessment: Learning by Doing
 - B. Vulnerability and Capacity Assessment Tools and their Application
 - C. Data Collection, Collation, Analysis and Presentation of the Results to the Community
 - D. Field Work Briefing
3. Step 3. Community-Based Disaster Risk Reduction Planning
 - A. Why and What to and Who Should Plan?
 - B. How to Plan
 - C. Drafting of a Community-Based Disaster Risk Reduction Plan



- 4. Step 4. Community-Based Disaster Risk Reduction Plan Implementation
 - A. Principles of Participatory Implementation Process
 - B. Forming and Utilising Community Based Organisations for Disaster Risk Reduction or Village Disaster Management Committees
 - C. Capacity Building and Training a Functional Community Based Organisation
 - D. Building and Sustaining Partnerships for Community-Based Disaster Risk Reduction
- 5. Step 5. Participatory Community Monitoring and Evaluation
 - A. Introduction to Participatory Monitoring and Evaluation
 - B. Tools for Community Monitoring and Evaluation
 - C. Tools for Monitoring and Evaluation
 - D. Indicators: How to Measure Progress and Changes



Total time

7 hours with additional 2 days for field visit

Materials for Practice of Vulnerability and Capacity Assessment Tools in classroom and during field visit:

Flipchart (boards and papers), Tracing paper (large sheets), handouts of case studies, markers, coloured pens, pencils, rulers, erasers, pencil sharpeners, staplers, masking tape, tape, coloured papers, scissors, dry beans (in a variety of sizes), glue, umbrellas, bed sheet and, broom





Step 1. Initiating the Process to Work with the Community for Community-Based Disaster Risk Reduction

Suggested time

90 minutes



Session Objective

By the end of the session, the participants will be able to describe suitable selection criteria, for choosing an area for Community-Based Disaster Risk Reduction, how these criteria are applied in communities and how they differ at the national and local levels.

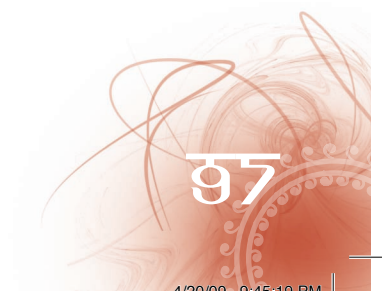


Methodology

Discussion, Group Activity (Role Play)

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers), markers, bed sheet and broom





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
15 minutes	Discussion on community selection criteria	To enumerate the major criteria for community selection for Community-Based Disaster Risk Reduction programme	Group discussion	Flipcharts (boards and papers) and markers
15 minutes	Group Activity - Initial Rapport Building with Community	To introduce participants to some examples of the daily lives in the community which can be used as possible entry points in initiating and building rapport	Perform some community activities using power of mime	Bed sheet and broom
44 minutes	Role play on Introduction into the Community	To provide participants an opportunity to experience a community meeting	Role play	Notes printed with information on village context and roles to be played
15 minutes	Discussion on good and bad practice in building rapport	To have more insight into building rapport	Discuss in four groups	Flipcharts (boards and papers) and markers



1. INTRODUCTION

A. Present session objective.

2. DISCUSSION ASSISTED BY PRESENTATION



Refer to Workbook! Refer participants to workbook to review aims and content.

A. **Ask the participants:** *“Who have been involved with Community-Based Disaster Risk Reduction programmes?”*

B **Ask the participants:** *“How did you select communities for your Community-Based Disaster Risk Reduction programmes?”*

Ask several participants to give their opinions.

Make a conclusion that criteria are necessary for community selection.

C **Ask the participants to discuss in their groups the question:** *“What are the criteria for identifying a community to undertake a Community-Based Disaster Risk Reduction programme?”*

Give them 10 minutes to discuss and write their opinions on flipcharts.

Select one group to present their discussion results, other groups add opinions that are not mentioned.

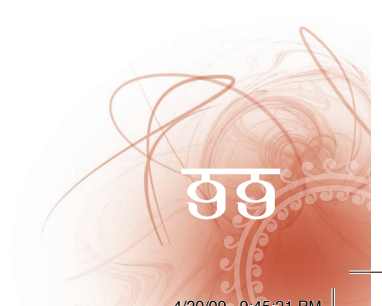


Note!

Example answers may include:

location, needs of the community, disaster history, historical background etc, cultural norms, resources / preparedness within community, presence / absence of stakeholders, existing community based organisations, qualitative data analysis, mandate of selecting organisation, media influence, security staff, accessibility of the community (this one may provoke additional debate as to what is meant by “accessibility”)

D. **Summarise the opinions and emphasise main selection criteria**





Note!

Key points to include are:

- Severity of community's exposure to risk or the most vulnerable community
- Number of population at risk who will benefit from the disaster risk reduction programme
- Readiness of community to engage in Disaster Risk Reduction (e.g. existing committee on disaster management)
- Community accessibility to services and resources (may refer to distance or poor delivery of services such as health care provision hence people do not go to village health centres, etc)
- Security of the staff who will undertake with the at risk community the disaster risk reduction program
- Capacity of the local National Society



E. Ask provocative questions: *“Is this a useful tool?” and “Why do we need community selection criteria?”*



Note!

The participants and facilitators may not agree on how suitable all of these selection criteria are in some local contexts; it is useful to ask participants to share any additional materials that they feel are relevant at this stage as different National Societies and other non-governmental organisations may have slightly different criteria to each other and it is a good opportunity to share information.

3. WORKSHOP: “INITIAL RAPPORT BUILDING - BED SHEET AND BROOM EXERCISE”



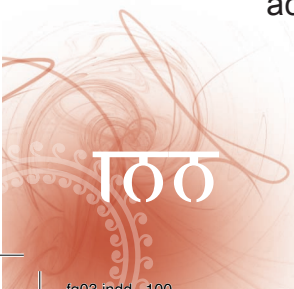
A. Ask the participants to move away from their tables to an area with more space.

B. When the participants have all moved:

Instruct the participants that they, acting as community members, need to depict aspects of daily community life using only the two props: a bed sheet and a broom.

Ask each group to perform at least two examples. One person from each group should demonstrate each activity without speaking.

Inform the participants they have two minutes to discuss, in their groups, what activity they will depict, using only the two props: a bed sheet and a broom.



**Note!**

Possible examples include cleaning, cooking, collecting fruit, ploughing fields, etc.



- C. After the two minutes has passed, ask for a volunteer to demonstrate their chosen activity.**

Ask the other participants (from other groups) to try and guess what the activity is.

The participants should call out their answers, until they get the right answer.

- D. Repeat the exercise until each group has ‘performed’ at least twice.**

**Note!**

The importance of this exercise is to gain understanding of communities. Understanding assists in building rapport and building rapport involves the building of trust, credibility and kin ship.

Emphasise that this is only one example that field practitioners can undertake with people in the community at initial stage to get to know each other and become friendlier, which is a part of building rapport with the community.

4. ACTIVITY: ROLE PLAY ON INTRODUCTION INTO THE COMMUNITY



- A. Explain that this exercise requires participants to role-play as either, one of a variety of community members or as representatives from the local branch of the National Society (or other non-governmental organisation) who are meeting to discuss the project on Community-Based Disaster Risk Reduction.**





The activity gives participants an opportunity to investigate the issues that arise during introduction into the community. The participants should try to make the village meeting as realistic as possible in line with the brief given. Distribute the following community context to all participants



Setting

The simulation is set in Namaste, a medium sized village of 30 families located in Multinesia, a South Asian country. It is located on the East Coast close to the sea fringed by mountains and is largely a traditional village, with a few non-traditional (western style) buildings. There has been a measure of development over the last 15 years under the leadership of the current village leader.

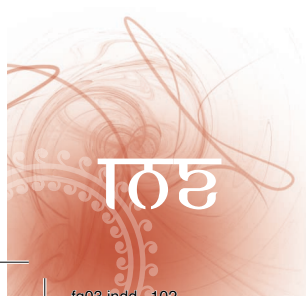
The major source of income for the village comes from fishing, and many families own a boat. Income is also obtained from a cooperative store in the village which sells basic household necessities. Apart from fishing and the store there are additional sources of income from growing vegetables and maize, craft activities and service work in the health, education and administration sectors.

There is a water supply which provides piped water to communal taps throughout the village though this is vulnerable to contamination during times of flooding. There is an intermittent electricity supply in the village. Some homes have generators providing electricity for lighting.

The village is subject to regular flooding and some minor landslides. There was an earthquake fifty years ago that flattened the village (it is thought that there was also an earthquake around 110 years ago).

A government officer from the capital city visited last week and met with the village leader and the village committee. He provided a lot of information about what would happen if there was a direct impact from a severe cyclone or tsunami, and highlighted that the village is in an area that would be particularly affected by these hazards (cyclones affect the village once every two years on average).

The village leader is concerned about these risks, as they are serious and could affect large numbers of people in the village. He has decided to call a meeting of those persons whom he thinks could contribute to the process of deciding what should be done.





The local branch of the National Society has also identified the village as somewhere where Community-Based Disaster Risk Reduction activities may be of particular benefit to the community. Since they were invited to attend and chair the meeting, the National Society would like to take this opportunity to meet the community and launch their upcoming project on Community-Based Disaster Risk Reduction. This project covers among others the at risk community of Namaste.



B. Ask the participants to pick one of the name tags written with the following roles:

- Village Leader
- Youth Sector Representative
- Women's Group Representative
- A local government official who is a member of the legislative council
- An indigenous community leader
- Traditional birth attendant
- Religious leader
- Representative of an Non-Governmental Organisation which is concerned about human rights
- Representative of an Non-Governmental Organisation which is concerned about children's participation
- Elderly
- Person with Disability
- Other roles: to be determined by the participants themselves as deemed necessary

Ask the participants to act out these roles based on what they "imagine" their roles to involve.

C. Ask the remaining participants to act as observers with the following tasks.

Distribute the following instruction to the observers.





Observers

A number of participants will be nominated to observe your meeting. Their role will be to observe the discussion. They will not take part directly in the village meeting, but will instead play an important role during the debriefing which will follow the meeting.

Observers will be asked to look for the following during the village meeting:

- The extent to which everyone is able to participate, if the participation is balanced, and everyone is involved
- The rapport building strategies undertaken by the facilitator
- The nature and extent of the influence exerted by the village leader, and whether this should, or could, be changed in any way
- Any aspects which were particularly successful, and should be highlighted
- Any process or aspect of the meeting which could be improved
- Anything else interesting to share with the group during debriefing



- D. Give the participants 20 minutes for the pre-meeting and ask them to prepare an agenda for the village meeting Explain that in this pre-meeting, the participants will discuss how the simulation will be run.**

As a result of this meeting everyone should be clear on the key characteristics of the village and the way in which the village meeting will be conducted. The meeting can start as soon as the pre-meeting is concluded.



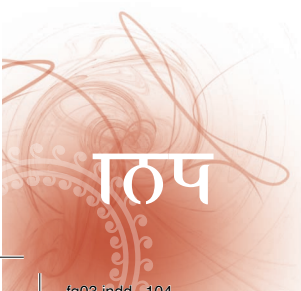
Note!

The pre-meeting is very important to ensure that maximum benefit is gained from the role-play itself.

- E. Ask the participants to sit in a circle.**

Give the following instructions:

The village meeting will be chaired by the field practitioner. He will facilitate the meeting which will be attended by representatives from various sectors in the community. Remind the participant that this is the first meeting between the field practitioner and the community at large.





F. Conduct a debriefing after the village meeting to identify outcomes and key lessons learned.

Ask one (or more depending on time) participants to report on the outcomes of the village meeting.

Ask several observers to give their reports on what they observed.

Ask the participants to contribute the key lessons they learnt from the exercise.

Summarise the key points.

5. GROUP DISCUSSION: EXAMPLES OF GOOD AND BAD PRACTICES WHEN BUILDING RAPPORT



A. Ask the participants to share, in their groups, any experiences, both good and bad, they, or someone they know, may have had when building rapport.

Give the groups five minutes to discuss this and note down their experiences on flipchart paper if required.

Once the five minutes is up, ask each group to present what they have recorded on their flipcharts to the other groups.



Note!

Examples may include: meeting leaders, official and unofficial. Cultural awareness such as removal of footwear upon entering a house, dressing how the community dresses on entry to the community, using locally appropriate polite greeting.



Further Information! The following are examples that can be used when discussing possible strategies for rapport building:

- Identify an activity that community members enjoy and work with the community to help organise the activity
- Establish meeting times and places based on community members' availability and local calendars





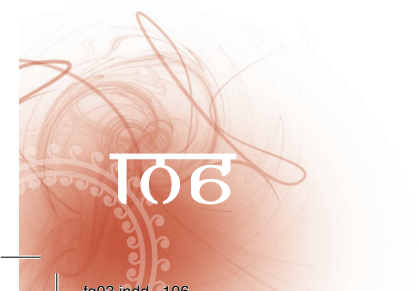
- B. Ask the question what do you need to do to make sure vulnerable groups can attend and participate in the initial phase of the programme?**

- C. Discuss tips for rapport building, such as the need to work with protocols identifying and communicating with the “right people” and the groups in the right order.**



Note!

A key point to share with the participants is that all vulnerable groups should be encouraged to participate in meetings.





STEP 2. CONDUCT OF PARTICIPATORY VULNERABILITY AND CAPACITY ASSESSMENT

Introduction to Vulnerability and Capacity Assessment: Learning by Doing

Suggested time

90 minutes



Session Objectives

By the end of the session, the participants will be able to:

- Define hazard, vulnerability and capacity assessment
- Explain the aims of disaster risk assessment

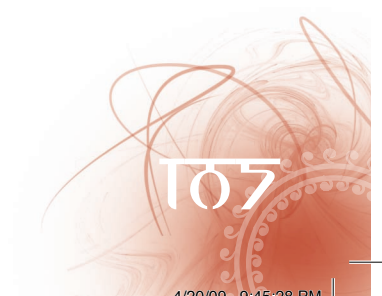


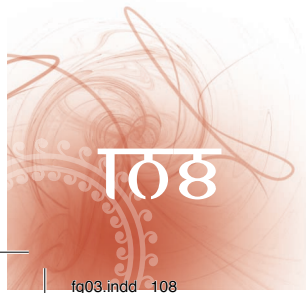
Methodology

Discussion, Group Activity

Materials

PowerPoint presentation, LCD projector, laser pointer, metacards, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or PowerPoint	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
20 minutes	Discussion, "Getting to know further the community through vulnerability and capacity assessment"	To explain the importance of Vulnerability and Capacity Assessment	Discussion	PowerPoint presentation, LCD Projector and laptop
45 minutes	Discussion and presentation, "What is Vulnerability and Capacity Assessment?"	To discuss the features of Vulnerability and Capacity Assessment	Discussion supplemented with presentation	flipchart, chart paper, markers, PowerPoint presentation, LCD Projector and laptop
20 minutes	Activity, "Getting Everybody's Views"	To examine how to ensure Vulnerability and Capacity Assessment is inclusive of all members of the community	Group activity in pairs	Meta cards





1. INTRODUCTION

A. Present session objective.

2. DISCUSSION, “GETTING TO KNOW FURTHER THE COMMUNITY”



A. Give the participants the following scenario:

Step 1 of the Community-Based Disaster Risk Reduction process is underway and a community has been selected. You have begun to establish rapport with the community, the next step is to understand more about the community, in terms of their vulnerabilities and capacities. This is necessary in order to prepare a Community-Based Disaster Risk Reduction plan.

B. Show an actual map of an at risk community. Ask the participants to think about what they need to know about the community in order to start developing a Community-Based Disaster Risk Reduction plan.

Ask the participants to brainstorm the following questions:

- What are the hazards that the community faces?
- What are physical, social and economic factors that make a community especially vulnerable to the effects of disaster?
- What are the strengths and resources that the community have to help respond and recover from disaster?
- How do you and the community find this information?

Develop the discussion based on the feedback for each question (ask each group for 1 point for question 1 with each group providing a new point. Keep rotating until all the points are covered in order to produce a master list. Proceed to question 2. Repeat.)

C. Summarise the exercise, including the following key points:

- Even though you regularly look at your community and feel you know it, when you have to describe it you may miss important aspects.
- The same applies to community. Community members may take it for granted that they know their community but there may be much they do not know.
- The same applies to Vulnerability and Capacity Assessment. You may know your own area but you will not know all the details about it. Vulnerability and Capacity Assessment is a step in the Community-Based Disaster Risk Reduction process where the field practitioners jointly with the communities discover more information related to strengths and weaknesses of the elements at risk.





- Vulnerability and capacity assessment is a process not a product
- In order to build a good Community-Based Disaster Risk Reduction plan you need information from a cross section of people in the community. The vulnerability and capacity assessment provides a participatory way of getting this information in order to develop a plan that is responsive to the priority needs of the community.

3. DISCUSSION AND PRESENTATION, “WHAT IS VULNERABILITY AND CAPACITY ASSESSMENT?”



A. Ask the participants the question, “What is an assessment?”



Note!

Possible answers may include:

Identification of need, situation analysis, analysis, data collection and analysis of vulnerabilities.

B. Ask if any of the participants can give a very short explanation of what Vulnerability and Capacity Assessment is.



Note!

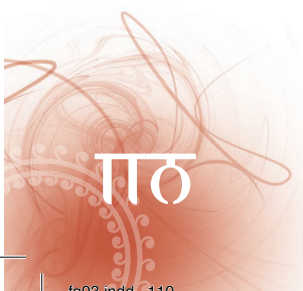
Possible answers will include:

- Assessment
- It considers vulnerabilities and capacities

Note!

A common question may arise as to what Vulnerability and Capacity Assessment (VCA) includes. For example in Sri Lanka it is often called Hazard, Vulnerability and Capacity Assessment (HVCA). The question may be does VCA include H, like HVCA?

The answer is that yes it does, VCA are conducted to assess the problems in the community, particularly those which are related to hazards.





C. Ask each group to discuss one of the following questions for 10 minutes.

- *What information should we look for in undertaking hazards assessment?*
- *What information should we look for in undertaking vulnerability assessment?*
- *What information should we look for in undertaking capacity assessment?*
- *How will the community members' perception of risk influence your approach to assessment?*

Ask each group to record their answers on flipchart paper.

When the 10 minutes has passed ask each group to provide a brief presentation of their conclusions (2 min each).

D. Summarise the discussion including the following key points.

Vulnerability and Capacity Assessment is concerned with:

- the nature and level of risks the community is facing
- where these risks come from
- What existing or latent hazards there are;
- who will be the worst affected or most vulnerable;
- What are the capacities;
- What initiatives can be undertaken to address the identified vulnerabilities.



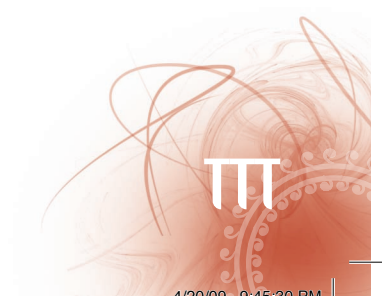
Refer to Workbook! Refer participants to page 84 onwards in the Participant's Workbook for more information on the components of Vulnerability and Capacity Assessment.



Further Information! There is more information on Vulnerability and Capacity Assessment in the International Federation's publications on VCA: Learning by Doing.



E. Give a short presentation outlining important information about Vulnerability and Capacity Assessment.



**Note!**

You should address the following questions / points:

- Why conduct Vulnerability and Capacity Assessment?
- What is Vulnerability and Capacity Assessment?
- What are the results of Vulnerability and Capacity Assessment used for?
- Who does the Vulnerability and Capacity Assessment?
- What Vulnerability and Capacity Assessment is not
- What influences choice of tools



Refer to Workbook! This information is available in the Participant's Workbook, see page 84.

4. ACTIVITY, "GETTING EVERYBODY'S VIEWS"



- A. Explain to the participants that the purpose of this activity is to explore strategies for making sure the Vulnerability and Capacity Assessment is participatory and inclusive of all groups / stakeholders.**

Group the participants together in pairs.

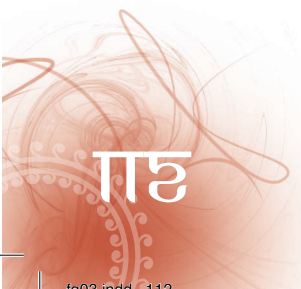
Give each pair of participants a card with a different stakeholder (village leader, government representatives, service representatives such as health, police, women's organisation, business, youth organisations, person(s) with disability, children, old person(s) etc) written on it.

**Note!**

Each card should contain the name of the stakeholder and a brief description of the person / their role.

Ask the participants to consider in their pairs, *"How do I make sure that this person is engaged in the Vulnerability and Capacity Assessment process?"*

Allow 10 minutes for discussion then ask each pair to provide 2-3 answers to the above question (this should take a further 10 minutes).



Vulnerability and Capacity Assessment Tools and their Application

Suggested time

4 hours 30 minutes

Note!

Further detail on timing is as follows

Approximately 15-20 minutes for participants to have an initial familiarisation with the case study, 45 minutes for Mapping exercise, 30 minutes each, for other tools to be practiced and 45 minutes in total to discuss the remaining tools which are less easy to replicate in a 'classroom' environment.

Session Objective

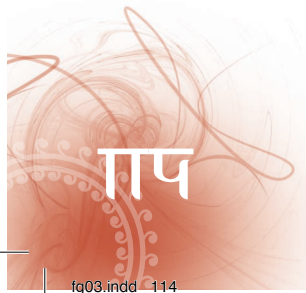
By the end of the session, the participants will be able to demonstrate how the available tools can be used in designing and conducting Vulnerability and Capacity Assessment.

Methodology

Discussion, Group exercises, Demonstration – Return Demonstration

Materials

PowerPoint presentation, LCD projector, laser pointer, examples of output from use of Vulnerability and Capacity Assessment tools, flipcharts (boards and papers), tracing paper (large sheets), handouts on the case studies, markers, coloured pens, pencils, rulers, erasers, pencil sharpeners, staplers, masking tape, tape, coloured paper, scissors, dry beans (in a variety of sizes) and glue



Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
15 minutes	Discussion, "Introduction to Vulnerability and Capacity Assessment tools"	To discuss the role of Vulnerability and Capacity Assessment further and why particular tools are used	Discussion	Flipchart, flipchart paper, marker pens, PowerPoint presentation, LCD Projector and laptop
4 hours 14 minutes	Exercises, "Practising of Vulnerability and Capacity Assessment tools"	To practice using the tools before the field visit	Presentations and group exercises	Flipcharts (boards and papers) marker pens, PowerPoint presentation, LCD Projector, laptop, case studies, Tracing paper (large sheets), coloured pens, pencils, rulers, erasers, pencil sharpeners, staplers, masking tape, tape, coloured paper, scissors, dry beans (in a variety of sizes) and glue



1. INTRODUCTION

A. Present session objective.

2. DISCUSSION “INTRODUCTION TO VULNERABILITY AND CAPACITY ASSESSMENT TOOLS”



Refer to Workbook! Advise participants that there is also additional information on tools in the Participant’s Workbook and the series of International Federation publications on Vulnerability and Capacity Assessment.

A. Ask are you aware of any Vulnerability and Capacity Assessment tools?

Show the participants a list of the tools for Vulnerability and Capacity Assessment.

Ask the group which tools they have used and any thoughts they have on this.



Note!

This is an important part of the session as it allows the facilitation team to gauge which of the tools need to be concentrated on more and which less.

B. Ask the participants, “What tools would you use to start undertaking a Vulnerability and Capacity Assessment?”



Note!

Be aware of timing as there will be debate on this. There isn’t necessarily a 100% correct answer, some participants will think tasks should be done in different orders to others, whereas others may say that certain tasks can be done at the same time. The facilitator can list the answers on a flipchart during this discussion.

Note!

A possible sequence that may be suggested is as follows:

- Secondary data
- Direct Observation
- Mapping
- Additional tools



C. If there is time, or if it is needed, you should ask the participants why tools should be used in the particular order they are suggesting.

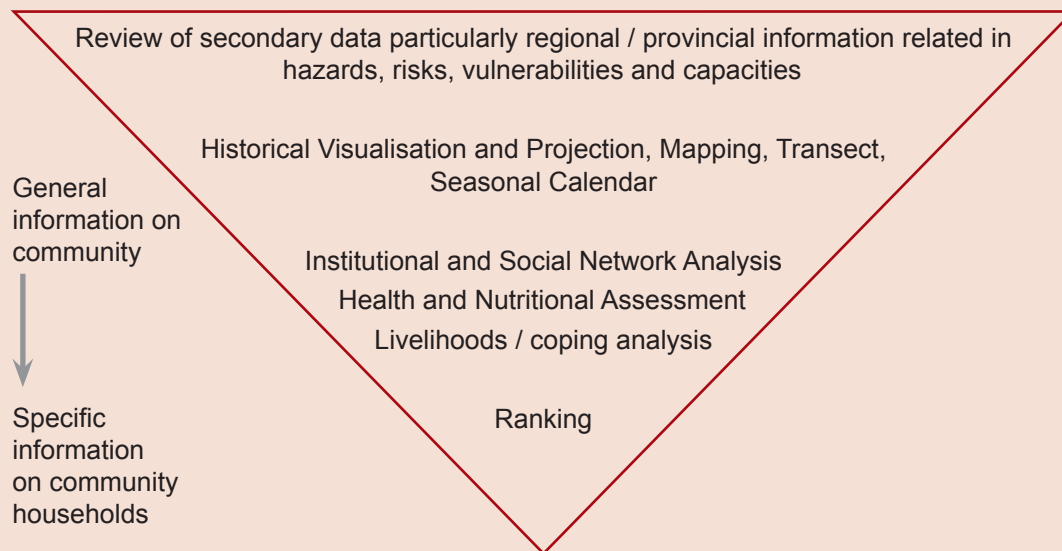


Note!

The following key point should be communicated to the participants:

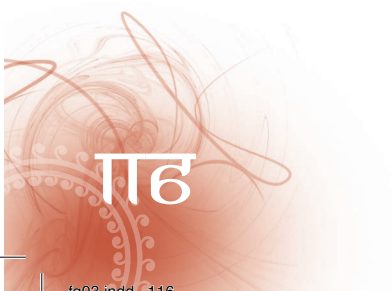
- When carrying out Vulnerability and Capacity Assessment you begin by first collecting a large amount of data and then narrowing the focus. The following diagram can be used to further illustrate this point:

GENERAL SEQUENCE OF TOOLS



Vulnerability and Capacity Assessment Results

This diagram should be referred back to when the participants are preparing for the field visit.





3. EXERCISES, “PRACTICING VULNERABILITY AND CAPACITY ASSESSMENT TOOLS”



A. Show the participants the following list of tools, explain these tools will be practiced during the following session:

Data Collection Tools (VCA tools):

- Risk Mapping
 - Hazard mapping
 - Social and physical vulnerability mapping
 - Resource and capacity mapping
- Transect walk
- Direct observation
- Seasonal calendar
- Venn diagram
- Semi-Structured Interviews / Focus Group Discussions
- Historical visualisation and projection

After data-collection (Analysis and pre-planning tools)

- Ranking
- Visioning
- CIT

B. Give each group one of the two case studies (see below).



Note!

The case studies are modified from actual examples.

Explain to the participants that they will use the information in the case study to practice the tools.

Explain that the session will be conducted by giving an introduction to the tool, why to use it, what information is required and how to get it via a presentation, followed by practice based on the case studies. This will be done for each tool in turn.

Ask the participants to spend 15-20 minutes to read and make notes on the case studies prior to considering the tools.



Note!

Alternatively, if the facilitator feels it is more suitable, the participants can be given the case study the night before and requested to read and make notes on it in their own time.





Village A

Village A is a village located in Kalutara D.S division which was affected by the Tsunami, December 2004. 1050 people died and 450 houses were completely destroyed. The village was established in 1965. Total population is 2000 families at present. The village is situated on low land and stretches from south to north (5 km X 8 km). However the temple is located on high elevated ground towards the northern edge of the village, which was not affected by the Tsunami. There is only one gravel road across the village from south to north which stretches parallel to the sea. Distance between the gravel road and sea is 0.2 km. The Kalu Ganga (river) (which flows in an east-west direction) reaches the sea at the middle of Village A. Severe floods were reported in 1978, where 250 people died and 500 houses were destroyed. Moreover, floods were reported in 1980, 1986, 1990, 1992, 1993, 1974, 1995, 1998, 1990, 2000, 2001, 2002, 2003, 2004, 2005, 2006, and 2007 and very recently, during the past month.

It is said that there will be an average of 10 deaths per year due to floods, while the number of families affected by the floods reaches 600 & number of houses damaged 50 per year. Floods normally occur in 2 sq.km areas around the river-sea mouth. There is a ferry boat across the river to connect the two sides of the gravel road in order to facilitate mobility between the north & south cells of the village. In 1975, Malaria caused severe hardships to the community resulting in 20 deaths with more than 1000 people affected. Since then, the village is affected by either malaria or dengue at least once or twice a year, especially during the monsoonal rain period which can be said to be from October - December.

The introduction of a health and sanitation promotion campaign in 1980 resulted in average deaths & number of persons affected by malaria and dengue going down drastically. It is reported that there are now only 1-2 deaths per outbreak while the number of persons affected has gone down to an average of 100 per outbreak. Floods reported in October – December occur at least once or twice per year. The Colombo-Matara railway track was built in 1990 and has caused more than 36 deaths, especially due to unsafe crossing with the gravel road at the north east cell of the village. Most of the accidents have been reported in June (Poson Poya) where additional trains are deployed from Matara to Anuradhapura to facilitate passengers during the festival period. However there is no regular timetable for these additional trains, rather they are scheduled on an ad-hoc basis. Under the “Tsunami Resettlement Programme” 100 widowers were relocated to land close to the railway track in the north east cell of the village. The northern boundary of this land is the Kalu



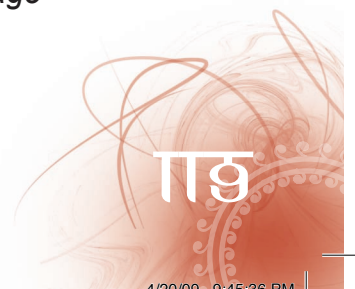
Ganga. There are 50 pre-school children and 100 widowers who lost their husbands to the Tsunami. 25 widowers have physical disabilities due to the Tsunami. It is said that people in southern part of village, close to the main Galle Road (east boundary of the village) are comparatively rich having secured livelihoods, especially businesses. The village is divided into four cells within the margins of the river and railway track. There are 500 families in each cell of the village. Land in both the Northwest and Southwest cells of the village do not have proper titles (deeds) and are considered to be illegal settlements. East boundary of the village is the Galle road while west boundary of the village is the Sea. There is a paddy field in the north east cell of the village next to the river. The railway line and gravel road cross over each other in the north-west cell of the village. There is 20 acres bare land (government land) situated nearby, which is 5 km into the country side, adjacent to this village.

Hon. Minister Sisira Kumara inaugurated an elderly house in Village A in January 2008 in a beautiful and isolated location which opens towards the beach in order to provide a peaceful environment to enjoy the later part of their lives. It is located in the south west cell of the village. The elderly people, who live in the house, come from various parts of the country such as Galle, Matara; Colombo etc. There are 100 elderly people in which 75 are females. With the funding from IFRC, Sri Lanka Red Cross (SLRC) built a two-storey high-rise building as a market place in between the temple and river in the north east cell. This market functions only on Sundays as an open floor market with traders coming from various parts of the country. It is said that the capacity of market is enough to accommodate 200 traders and 1500 buyers / customers. 1000 families along the shoreline are located in temporary houses with tin sheets. Their main livelihood is fishing and this buys their day-to-day commodities (including rice and breads) on a daily basis. However fishing is not possible from November to December due to Waarakan (rough season) season.

SLRC has its own volunteer centre at the middle of the village. There are 5 trained Red Cross volunteers on life serving, search & rescue and first aid. The rapport between the SLRC and the village is very strong and they

share challenges on a daily basis. UNDP does implement a project in Sapugaskanda where at least one representative of UNDP visits the village once or twice a month. The village has a village development society which acts as the central coordination body for most of the village level development activities and initiatives. For all administrative work, villages in the area interact with the D.S. Office but not on a very regular basis. The temple acts as the advisory body and all ceremonies, special

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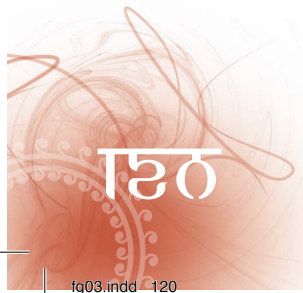
functions and gatherings are led by the priests. Other UN agencies and INGOs visit the villages in cases of major disaster and provide some relief goods. However NGOs are more interactive with communities than UN agencies. The SANASA Bank which is the nearest bank located in Kalutara town is 15 km from the village. Mr Sok, who is a money lender, gives loans with a 30% interest rate to the community members who are economically deprived. It is said to be that he gains maximum profit after a disaster with high levels of lending. 80% of the community is indebted to Mr. Sok at present. There is a private clinic owned by Dr Mel. Dr Mel is also a businessman, working in construction, and he owns 5 private vehicles (including earth-moving equipment) as well as a bakery next to the main Galle Road.



Village B

Village B is located in Ratnapura division which was affected by the floods in May 2003. 40 people died and 900 houses were completely destroyed. The village was established in 1978 under the Government Housing Programme. Total population is 3000 families at present. The village is situated on low land and stretches from south to north (10 km X 20 km). However there is a mountain in the northeast edge of the village. It is said that there are some cracks on the walls, irregular water flows from the floor of the houses in mountain areas. More importantly, trees of the mountain areas inclined towards peak of the mountain during last two years. There are 400 families in the mountain area. These are the families relocated in the aftermath of the floods in 2003. The secondary school is situated on high elevated ground in the south west cell of the village. Temple is situated on high elevated ground close to the secondary school.

There is only one gravel road across the village from south to north which stretches opposite to the Kalani River. However there is no proper road to the mountain area hence the community members use very irregular & private lanes. The Kelani Ganga (river) (which flows in an east-west direction) flows in the middle of village which is the only drinking water source to the village. Severe floods were reported in 1988, where 25 people died and 600 houses were destroyed. Moreover, floods were reported in 1994, 1998, 2001, 2002, 2004, 2005, 2006, 2007, January of 2008 and very recently, during the past month. It is said that there will be an average of 10 deaths per year due to floods, while the number of families affected by the floods reaches 600 per year. An average of 50 houses is destroyed per year in the floods. Floods normally occur in 1 km radius from



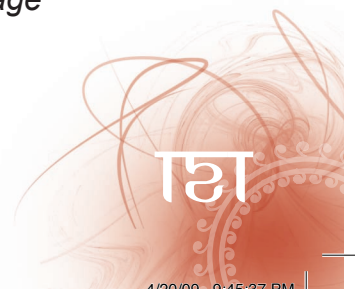


the river. There is a ferry boat across the river to connect the two sides of the gravel road in order to facilitate mobility between the north & south cells of the village. In 1988, Malaria caused severe hardships to the community resulting in 20 deaths with more than 1000 people affected. Since then, the village is affected by either malaria or dengue at least once a year, especially during the monsoonal rain period which can be said to be from October - December. The introduction of a health & sanitation promotion campaign in 1990 resulted in average deaths & number of persons affected by malaria and dengue going down drastically. It is reported that there are now only 1-2 deaths per outbreak while the number of persons affected has gone down to an average of 100 per outbreak. Floods reported in Oct – December occur at least once or twice per year.

The Ratnapura – Ambilipitiya high way was built in 2006 and has caused 8 deaths so far, due to road accidents. 6 of them are school children who cross the road while going to the schools. The highway is the west boundary of the village. Schools children tend to use the highway since there is not any proper road to the school which is situated in south west cell of the village. Under the “Api Wawamu, Rata Nagamu Programme”, 50 widowers from War-affected border villages were relocated to land close to the Kalani River bank in 2007. With the kind assistance from Hon. Minister Sisira Kumara, all 50 widowers were provided a 1 acre river bank land plot, water pump and Rs. 5000 micro credit to start vegetable cultivation. There are 25 pre-school children with these widowers. 5 widowers and 10 children are having physical disabilities due to the war & landmines. It is said that people in northern part of village, close to the highway (west boundary of the village) are comparatively rich having secured livelihoods. i.e. Tea plantations. The village is divided into four cells within the margins of the river and gravel road. There are 750 families in each cell of the village. None of the lands adjacent to the river have proper titles (deeds) and are considered to be illegal settlements. There is 50 acres bare land (government land) situated nearby, which is 10 km away from the river, adjacent to this village.

There was a need for establishing a pre-school (less than 5 years) to the village since its establishment. With the kind contribution from Hon. Minister Sisira Kumara, the village inaugurated the pre-school in January 2008 in a beautiful location situated in the top of the mountain in order to provide a peaceful environment to kids. There are 100 kids with three female teachers. With the funding from the International Federation, SLRC built a two-storey high-rise building as a market place to sell their tea leaves to the outside traders. This market is situated Northwest edge of the village. This market functions only from 7 – 9 am in each day as an open floor market with traders coming from various parts of the country.

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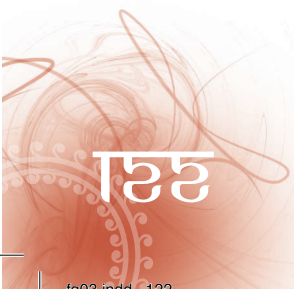
continuation

It is said that the capacity of the market is enough to accommodate 20 traders and 750 sellers. All the families along the river bank are located in temporary houses with wooden walls and tin sheets. Their main livelihood is vegetable cultivation and this buys their day-to-day commodities (including rice and breads) on a daily basis. 50% community along the river bank and the mountain areas is illiterate and does not have communication such as radios, televisions, telephones. The village does not have any form of connection or communications with other villages in the upper catchment of the Kelani river.

SLRC has its own volunteer centre at the middle of the village. There is only 1 trained Red Cross volunteer on life saving, search & rescue and first aid. The rapport between the SLRC volunteer center and the village is very strong and they share challenges on a daily basis. The Disaster Management Centre of the Government of Sri Lanka normally visits the village after a major disaster and distributes reliefs. They did one day awareness training about flood safety last year. However only 10 % of the population attended the awareness program where most of the attendees were elderly women. The village has a death benevolence society which acts as the central coordination body for most of the village level activities and initiatives.

For all administrative work, villages in the area interact with the D.S. Office but not on a very regular basis. The temple acts as the advisory body and all ceremonies, special functions and gatherings are led by the priests. UN agencies and INGOs do visit the villages even in case of a major disaster. The Sabaragamuwa Development Bank, the nearest bank located in Ratnapura town is 25 km away from the village. Mr. Sok, who is a money lender, gives loans with a 30% interest rate to the community members who are economically deprived. It is said to be that he gains maximum profit after a disaster with high levels of lending to restore the vegetable cultivation along the river banks. 50% of the community at the river bank is indebted to Mr. Sok at present due to recent floods in past month. Mr. Sok started a new business in last year. He is kind enough to buy vegetables from the communities members who are indebted to Mr. Sok and now he

is the main vegetable collector of the village. However it is said that communities are bound to sell their products to him in order to cover the loans obtained from Mr. Sok. Dr Mel is also a businessman, working in Gem Mining, and he owns 10 private vehicles (including earth-moving equipment) as well as a bakery next to the high way.





C. Deliver a presentation for each tool in turn. This should include information on what the tool is, why it is used, when to do it and how to do it.

After each tool the participants will practice the tool based on the case study.



Refer to Workbook! Further Information on the tools can be found on pages 87-104.

Refer to Workbook! There are also tips and strategies contained in the workbook for how to make the Vulnerability and Capacity Assessment inclusive of vulnerable groups, including a checklist and tips relating specifically to Vulnerability and Capacity Assessment tools.



Note!

For each presentation you deliver it is useful to have an example of output from using that tool to show to the participants.

After each short presentation by the facilitator a practical session based on the case study should be conducted.

Give a short debriefing on use of each tool after each practice session. Allow the participants to give feedback if they feel they have more information to add.

Information on each session on the tools follows:



D. Baseline data practice session

Deliver the presentation.

Refer the participants to the case study or to some sample baseline data taken from a community that a National Society is currently working in (or has worked in).

Ask the participants to consider the data and come up with a plan of what they would need to gather more information on if they were to conduct a Vulnerability and Capacity Assessment in that community.





E. Risk mapping practice session

Deliver the presentation.

Ask each group to draw a map of the village featured in their case study.

Ask each group to draw a different sort of map, for example:

Group 1 – Hazard mapping

Group 2 – Social vulnerability mapping

Group 3 – Physical vulnerability mapping

Group 4 – Resource and capacity mapping

Inform the groups they should spend around 30 minutes drawing their maps with the last 15 minutes allocated for group presentations.



Note!

Things that you should suggest the groups consider when designing their maps are: transport infrastructure, location of schools, hospitals / health centres, places of worship, communal areas, population distribution, location of people with special needs, sources of livelihoods and things that will be specific to the sort of map they are creating.

Note!

Practical information to give the participants, for when they are in the field:

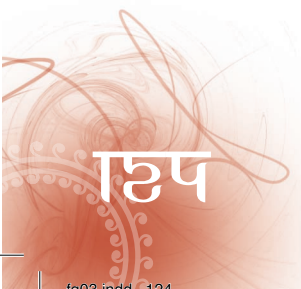
- tracing paper can be a useful tool as it can be used to develop a combined map (overlay different layers).
- Hazard Maps can be refined to show high, medium and low hazard areas.



F. Transect walk practice session

Deliver the presentation.

Use a flipchart and flipchart paper. Draw a rough cross section (or in other words, a transect) through a village (this doesn't have to reflect a real-life example but is just an illustrative tool to show what information can be gathered using a transect walk).





You can then demonstrate how to record the information. Information that should be included is:

- What hazards affect specific areas,
- What capacities are present in particular locations
- What and where the elements at risk are
- If any projects are already implemented and where they effect



Note!

Practical information to give the participants, for when they are in the field:

- In a small community if there is a nearby vantage point e.g. a mountain it can be useful to get an overview of the community from there.
- A matrix can be used to tabulate data from transect walk.



G. Direct observation

Deliver the presentation.



Note!

There is no practice session in the classroom.

H. Seasonal Calendar practice session

Using the directions listed below, demonstrate the basics of seasonal calendar (e.g. drawing the framework, examples of what should feature and how to fill in the framework (e.g. putting differing quantities of dry beans, stones etc, against the months in which that particular event occurs).



Note!

Directions for Seasonal Calendar:

- Use “blackboard” or craft paper. Mark off the months of the year on the horizontal axis. Ask people to list sources of livelihood, events, conditions, etc., and arrange these along the vertical axis.
- Ask people to enumerate all the work they do (e.g. ploughing, planting, weeding, etc.) for each source of livelihood / income by marking months and duration, adding gender and age
- Facilitate analysis by linking the different aspects of the calendar: how do disasters affect sources of livelihood? When is workload heaviest? Ask for seasonal food intake; period of food shortage, emigration, etc.

You can continue the discussion on coping strategies, change in gender roles and responsibilities during times of disasters, or other issues you think are relevant.





Suggestion 1

Ask each group to construct their own seasonal calendar, using the data in the case study.

Suggestion 2

Divide each group so that some group members can role-play the role of community members.

The other group members then role play as Vulnerability and Capacity Assessment field practitioners using this tool with the “community”.

I. Venn diagram practice session

Using the directions listed below, demonstrate the basics of Venn Diagram (e.g. what is represented by sizes of circles, how much they overlap, how far apart they are, groupings etc).



Note!

Directions for Venn Diagram:

- Become familiar in advance with the names of the organisations
- Ask people to determine criteria for the importance of an organisation and to rank them according to these criteria
- Ask people to what extent organisations are linked to each other; note the kind of relationship
- Draw circles to represent each organisation or group; size of circle indicates importance
- Continue focus group discussion on history of organisations; activities undertaken in community; how well do they function; how good is coordination; which organisations, groups, individuals are important in times of disasters, community level decision making mechanisms.

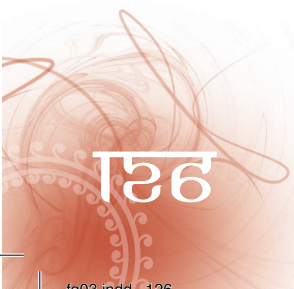
Suggestion 1

Ask each group to construct their own Venn diagrams, using the data in the case study.

Suggestion 2

Divide each group so that some group members can role-play the role of community members.

The other group members then role play as Vulnerability and Capacity Assessment field practitioners using this tool with the “community”.





J. Semi-structured interviews / focus group discussions

Deliver the presentation.



Note!

There is no practice session in the classroom.

K. Historical Visualisation and Projection practice session

Using the directions listed below, demonstrate the basics of historical visualisation and projection.



Note!

Directions for historical visualisation and projection:

- Plan a group discussion and ensure that key informants (old people, leaders, teachers) are present. Invite as many people as possible, especially the young ones, for them to hear the history of their community
- ask people if they can recall major events in the community, such as:
 - major hazards and their effects
 - changes in land use (crops, forest cover, etc.)
 - changes in land tenure
 - changes in food security and nutrition
 - changes in administration and organisation
 - major political events
 - changes in attitudes (e.g. toward people with disability and the elderly)
 - what will the impact of changes be in the near future
- the facilitator can write the stories down on a blackboard or craft paper in chronological order





Suggestion 1

Ask each group to construct their own historical profile, using the data in the case study.

Suggestion 2

Divide each group so that some group members can role-play the role of community members.

The other group members then role play as Vulnerability and Capacity Assessment field practitioners using this tool with the “community”.



L. Health and Nutrition Needs Assessment

Deliver the presentation.



Note!

There is no practice session in the classroom.

If any group feel the need to use this tool during the field visit it should be discussed with the facilitator.

M. Ranking practice session

Using the directions listed below, demonstrate the basics of ranking. Note!
Directions for ranking:

- criteria or characteristics for comparing items are listed by the community members
- Criteria used are put on one side of the matrix or table (y-axis)
- Items being compared are put on the x-axis
- Points are given by putting stones, seeds, in the relevant part of the table.

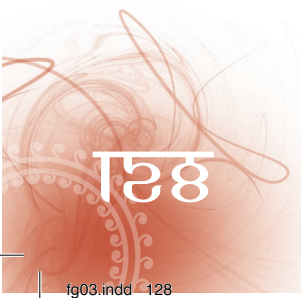
Suggestion 1

Ask each group to do their own ranking, using the data in the case study.

Suggestion 2

Divide each group so that some group members can role-play the role of community members.

The other group members then role play as Vulnerability and Capacity Assessment field practitioners using this tool with the “community”.





N. Visioning (for the next 5 years)

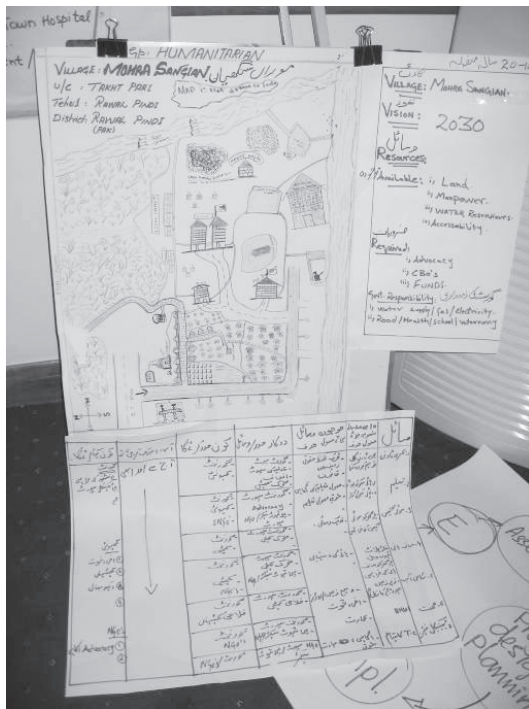
Deliver the presentation.



Note!

There is no practice session in the classroom.

Advise the participants that visioning needs to be done after the validation of findings during the second day of the field visit.



O. Change, Influence, Transformation (CIT)

Deliver the presentation.



Note!

There is no practice session in the classroom.

This tool will be practiced in the planning session.



Data Collection, Collation, Analysis and Presentation to the Community

Suggested time

50 min for discussion and 2 days for the field visit

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Session Objectives

By the end of the session, the participants will be able to:

- Design and conduct a participatory vulnerability and capacity assessment activity using essential tools in collecting, collating and analysing information related to hazards and communities' capacity and vulnerability for Community-Based Disaster Risk Reduction
- Introduce Vulnerability and Capacity Assessment concepts to community members
- Practice tools discussed in previous sessions in an actual community
- Organise and interpret data gathered in Vulnerability and Capacity Assessment
- Communicate findings of data analysis from the Vulnerability and Capacity Assessment back to the wider community
- Help the community draw their concept of a safer community based on the results of the Vulnerability and Capacity Assessment

.....

Methodology

Evocative discussion; Application of skills developed in the 'classroom'

Materials

PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers

Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
15 minutes	Presentation, "Guidance on Data Collection"	To discuss what is needed to collect data	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector and laptop
15 minutes	Presentation, "Data Collation and Analysis"	To discuss what is needed to collate and analyse data	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector and laptop
15 minutes	Presentation, "Communicating Results with the Community"	To discuss what should be considered when communicating results to the community	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers



1. INTRODUCTION



Note!

It may not be possible to introduce the learning objectives immediately prior to the field visit (unlike other sessions). In this situation you should direct the participants to the objectives listed in their workbooks or introduce them during the field work briefing

2. PRESENTATION, “GUIDANCE ON DATA COLLECTION”



A. Remind the participants of the following key point:

- The use of Vulnerability and Capacity Assessment tools involves the collection of data but it does not solely involve data collection. When entering a community it is important to build rapport and be aware of the local culture.
- Vulnerability and Capacity Assessment team formation
- Explain how to engage various groups in the conduct of Vulnerability and Capacity Assessment.



Refer to Workbook! Please refer to the Participant’s Workbook for details on the above points (see pages 105-107).



Note!

It is the facilitator’s role to offer guidance to the participants if required. It is up to the participants themselves which tools they actually use in the field, and in what order, based on their own initial assessments and planning.

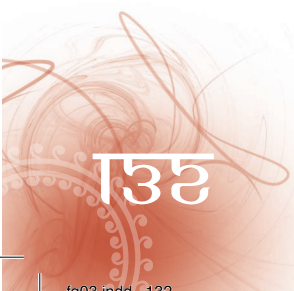
3. PRESENTATION, “DATA COLLATION AND ANALYSIS”



A. Give a short presentation on data collation and analysis, including the following key points:

Data collation and analysis should involve:

- Presentation of all findings from each of the tools used
- Comparison and cross checking of this data (a matrix may be useful for example)
- Preliminary discussion of what vulnerabilities and capacities are present and what measures can be taken
- If there is a need for more data, planning on how to collect this



**Note!**

It is the responsibility of the participants to organise their own time to collate and analyse the data. Facilitators should be available however if additional guidance is required.

Note!

It is necessary for participants to review and organise their data in the evening of the first day of the field visit. This is necessary as it influences what takes place on the second day of the field visit.

4. PRESENTATION, “COMMUNICATING RESULTS WITH THE COMMUNITIES”



- A. Inform the participants that it is important that results of the Vulnerability and Capacity Assessment conducted during the field visit (as in other Vulnerability and Capacity Assessments) are communicated back to the community as they have allowed people into their community and shared their time.**

If possible the groups should try and present the findings in conjunction with the community leader. If the community leader is not comfortable with this however the participants should conduct the presentation.

- B. Inform the participant's that their presentation to the community should include the following:**

- Summarising the data compiled. This allows the community to verify that this is correct
- Reflection on the hazards, vulnerabilities and capacities present
- Some practical suggestions from the community themselves on steps forward

**Note!**

Refer the participants to the relevant points in the box next page.





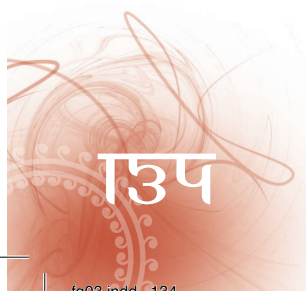
ORGANISING THE FIELD VISIT: GUIDELINES FOR WORKING WITH COMMUNITIES

Criteria for selecting the community for the field visit:

- ✿ With a starting program / on-going program being implemented by the national society
- ✿ In terms of distance, preferably near to the training venue
- ✿ Preferably 4 different communities, one community for each group

Before the field visit:

- ✿ From the beginning when working with, and in, the community, care needs to be taken not to raise expectations.
- ✿ It is important that communication to ensure expectations are not raised unrealistically is passed down to the whole community not just the village leaders.
- ✿ There needs to be ongoing dialogue with the community starting well in advance of the proposed field visit to explain what is going to be done and what is not going to be done.
- ✿ On some occasions it may be appropriate for some additional incentive to be offered to community members to participate. This could be information on how to create additional livelihoods or some first aid training for example. The process should be about empowering. It does not have to be a financial incentive.
- ✿ During preliminary visits to host communities it is important to learn about the culture and customs of the host community (this information should then be shared with the course participants prior to entry into the field). This will aid rapport building and minimise the chance of inadvertently causing offence during the field visit itself.
- ✿ If possible the field visit should take place in a community where the National Society of Red Cross and Red Crescent already works or where they are intending to begin work.
- ✿ If possible the community selected should be subject to some hazards.





During the field visit:

- ✂ During the field visit there needs to be a clearly identified point of contact for all participants and staff to deal with any issues that may arise.
- ✂ The distribution of participants should be compatible with the situation on the ground. As the participants are separated into four groups during the training they should ideally visit four separate villages (one group per village). If this is not possible then the participants should be divided accordingly (e.g. one village, one large group, two villages, two groups etc.). Make sure that vulnerable groups are adequately consulted.
- ✂ The field visit represents a good opportunity for participants to practice any tools that they are not very familiar with. With the assistance of the participants themselves the facilitators should try and ensure that those who have less experience in particular tools than others get to practice them.
- ✂ Ensure that the community can take the lead in the activities. Field practitioners conducting Vulnerability and Capacity Assessment are facilitators of the process. If required provide prompt questions such as “Do you know who lives near to the health centre?” (addressed to the community members)
- ✂ During the field visit, all visitors to the community (participants and facilitators) should behave in an acceptable way that will not offend local sensibilities and is in line with the National Society of Red Cross and Red Crescent policies (for example participants / facilitators should be advised not to smoke in front of community members if this is inappropriate).

After the field visit:

- ✂ It should be made clear to participants that if they need any further guidance on tools then they can approach the facilitators (or more experienced participants) for further advice.





Field Work Briefing

Suggested time

30 minutes



Session Objective

By the end of the activity, the participants will be able to apply the tools used in Vulnerability and Capacity Assessment in the community.



Methodology

Presentation, with opportunity for question and answer session

Materials

flipcharts (boards and papers), markers, vague map of field work area, handouts (summarising information from briefing and any secondary data (if available))





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
30 minutes	Field work briefing	To provide an orientation and important information about the community for the field visit	Presentation using flipchart	flipcharts (boards and papers) and markers, vague map of field work area and handouts
	Planning for field visit by participants	To prepare for field visit	Self-managed activity by participants in their groups	





1. FIELD WORK BRIEFING



A. Show the groups a vague (i.e. main roads and geographic spread / outline of villages) map of area where the host communities are.



Note!

The map must be vague so that groups still have to undertake mapping during the field visit.

Explain the content of the briefing is based on initial consultation with the community.

B. Provide the following information in both presentation and handout form

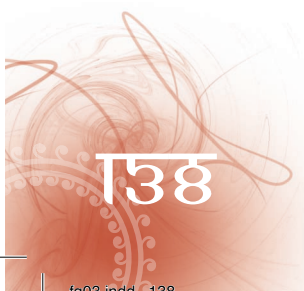
General

- Identity of main point of contact from National Society when in field
- Timetable for visit and other logistics (travel, lunch, etc)
- Ground rules and cultural considerations in the communities to be visited

Team responsibilities

- It is up to groups what tools they use
- Groups will present findings with suggested measures from villagers, and team, to villagers with involvement of villagers if the people from the village are comfortable doing this
- Leader leads each group
- There needs to be one observer in each group
- Note taker for each group
- Decide who will lead in Semi-structured Interviews (if used)
- Observers will present observations to whole group
- If you are good at something already give others opportunity to practice skills
- Support each other, work as a team
- Don't forget community participation, if they want to they could even present or jointly present presentation
- Team leaders to meet and plan presentation to the community

Allow the participants the opportunity to ask any questions they may have regarding the field visit at this stage.





Note!

Also include any possible secondary data about the community in the handout to participants.

2. PLANNING FOR FIELD VISIT BY PARTICIPANTS

A. Ask the participants to spend time in their groups planning for the field visit.

Inform them that some important things they should consider are:

- The main questions to ask different people in the community
- Tools that the group is going to use with estimated time
- Task assignment for each group member



Note!

Planning for the field visit is an independent activity for the participants. It is recommended it is conducted in the evening prior to the beginning of the field visit. Facilitators should however be available to offer advice if requested.





Step 3. Community-Based Disaster Risk Reduction Planning

Suggested time

120 minutes



Session Objective

By the end of the session, the participants will be able to develop Community Disaster Risk Reduction plans based on the results of the vulnerability and capacity assessment.

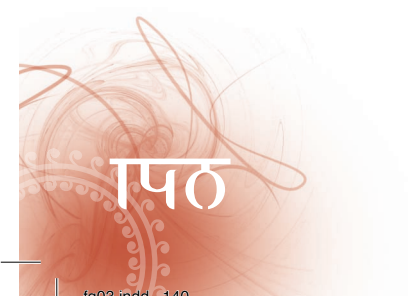


Methodology

Group exercise, Evocative discussion

Materials

PowerPoint presentation, LCD projector, laser pointer, chart paper, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
44 minutes	Activity, "Planning to protect your community from hazard"	To examine the purpose of coordination in planning	Role play	
75 minutes	Discussion aided by presentation, "Community-Based Disaster Risk Reduction Planning"	To discuss what should be the main contents of a Community-Based Disaster Risk Reduction plan	Discussion and presentation	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers





1. INTRODUCTION

A. Present session objective.

2. ACTIVITY “PLANNING TO PROTECT YOUR COMMUNITY FROM HAZARD”



A. Ask the participants to move away from their tables to an area with more space.



Safety warning! Be aware of possible hazards in the room as the exercise may involve some running.

B. Inform the participants that the purpose of the exercise is to provide a better understanding of the importance of planning and coordination to prepare for a disaster.

First, ask for volunteers to be observers to accommodate those who are not comfortable in taking part in the activity.

Secondly, ask for three volunteers to be the hazard group.

Ask participants to count from 1 to 3 to form 3 teams.

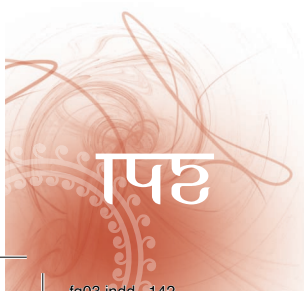
Ask the groups to pick a folded card featuring a role (as explained below)



Note!

Suggested names and roles for each team:

- Team 1: Community - Role of the Community Group is to prepare and plan to protect themselves from a hazard and try to reduce the impact of the disaster (Community planning). Each member of community will have a particular role to play such as:
 - one pregnant woman with a small child
 - one disabled man with one leg
 - one blind woman
 - one elderly woman
 - one man
 - one woman





- Team 2: International Non-Governmental Organisation (or donor) – The roles of the International Non-Governmental Organisation / donor is trying to provide possible support and work in partnership with the Local Non-Governmental Organisation to protect the community from the hazard and reduce community's vulnerabilities. A group of 3 to 4 members.
- Team 3: Local Non-Governmental Organisation (or partner) - The role of the Local Non-Governmental Organisation, similar to the role of the International Non-Governmental Organisation / donor, is trying to provide possible support and work in partnership with the Local Non-Governmental Organisation to protect the community from the hazard and reduce community's vulnerabilities. A group of 3 to 4 members.
- Team 4: Hazard – The role of the Hazard group is trying to destroy the community. Therefore, the group need to plan as well among their member on how to damage the community. The membership for the Hazard group should include two or three people at the most.

Note! If women are not comfortable participating as a hazard member they can be observers.

- Team 5: Observers - Their roles are to observe the whole play. They should focus their observations on the followings:
 - How each group organise themselves (management)
 - How they prepare to act (preparedness and planning)
 - How they act (Emergency response and coordination)
 - Who will be most vulnerable? why? (impact of the disaster as a result of preparedness and planning).

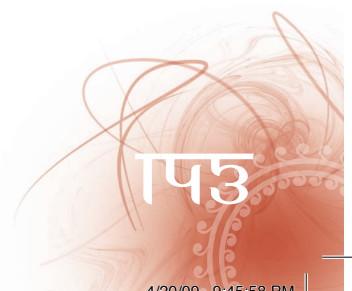
C. Explain the following rules:

- If a member from the group playing the hazard manages to touch a member of the group playing the community:
 - one touch = community member is injured
 - two to three touches = community member dies

D. After each team's role is made clear, allow each team five minutes planning.

Start the activity.

Allow 5 minutes for the activity (or until it has reached an obvious conclusion, if sooner)





- E. When the exercise is completed, ask the participants to return to their seats.**

Ask representatives from each team to share feedback on what they thought happened in the exercise.

Ask the observers to share their observations.

- F. Conclude the activity by explaining in summary the importance of planning, including support and coordination, as well as the impact on vulnerable groups.**



Note!

The key point of the exercise is to illustrate that all stakeholders need to make plans, and coordinate their plans with each other, to minimise hazard impact.

3. DISCUSSION AIDED BY PRESENTATION, “COMMUNITY-BASED DISASTER RISK REDUCTION PLANNING”



Note!

To facilitate this session it can be useful to include photos from the field visit in the presentation for this session. This further illustrates the link between what was done in the field and what will be done in the classroom. This visual aid can also stimulate discussion.



Why to plan?

- A. Ask the participants, “Why do Community-Based Disaster Risk Reduction plans need to be made?”**



**Note!**

Possible Answers may include:

- We need to prepare to cope with disaster
- To minimise disaster impact
- To get quality output to meet our objectives
- To know vulnerabilities and capacities to disaster
- To ensure needs of vulnerable groups are addressed
- We need to have a clear direction what we need to achieve
- To achieve goals, we plan
- To see what is good and what is bad
- To resolve any problem we need to plan.
- To resolve the problem step-by-step

The comments of the participants are likely to vary as to how specific they are, discussion of the points raised is likely.

**Note!**

Key points that should be included in the presentation are:

- Planning begins with the desire to change existing undesirable conditions. Disaster risk reduction planning starts with an aspiration for safety of the individual, the family and the community.
- Vulnerability and Capacity Assessment unites the community (and other stakeholders) in improving understanding of their disaster risk. The Community Disaster Risk Reduction Plan unites the community (and other stakeholders) in commitment to take action to reduce these risks.
- The principles of the Better Programming Initiative should be applied during the planning phase to ensure ongoing inclusion of all vulnerable groups in the planning process

What to plan?

B. Ask the participants *“Who has experience in planning?”*

Ask the participants, *“What sort of planning?”*



**Note!**

Example answers may include:

- Strategic planning
- Repatriation planning
- Community Development planning
- Disaster preparedness planning
- Disaster rehabilitation planning
- Emergency response planning
- Contingency planning

Note!

Tell the participants that this illustrates that all participants are familiar with and have regular experience of planning.

C. Inform the participants that the focus of this discussion is Community-Based Disaster Risk Reduction planning.

Introduce the groups to the phrase, “Fail to plan, plan to fail” and encourage discussion of what this means.

**D. Deliver a short presentation including the following key points:**

- Broadly speaking Disaster Risk Reduction consists of actions for prevention, preparedness and mitigation (as discussed in module 2).
- The above measures may be implemented over a short, medium or long period, dependent on access to and availability of resources and skills.
- The plan is the blueprint, road map or guide for changing the at-risk community into a disaster resilient community. The Community Disaster Risk Reduction Plan charts the course of the community’s progression towards safety, disaster resilience and sustainable development.
- The key aims of the plan are to enable the community to:
 - Avoid loss, rather than replace loss.
 - Avoid social dislocation
 - Protect assets, both personal and communal, including people and livelihoods (or ability to access / earn income)
 - Protect community ‘safety nets’ (e.g. family, health, food supply, fuel, business, education, culture) and equity of access to support
 - Ensure the needs of vulnerable people are adequately addressed
- Measures to increase community safety may be effective in the short term e.g. early warning systems or provide longer term security through measures that increase capacity such as diversifying livelihoods and structural measures.



E. Introduce Menu of Options for Disaster Risk Reduction, in the presentation.



Note!

A menu of options identified through the Vulnerability and Capacity Assessment can form the basis of measures that will be undertaken in CIT.

Note!

The key points to state are:

- When making decisions on what to plan it is useful to compile a Menu of Options. The following is an example of the sort of measures to be included in a Menu of Options:
- Examples of preparedness aims and activities to reduce vulnerabilities and increase capacities e.g.
 - Protecting lives
 - Protecting household assets
 - Preparing and maintaining safe areas.
 - Access to safe areas
 - Access to information, forecasts and early warning (note: early warning systems are only effective if the community understand the warning and know which measures to take in response to the warning).
- In order for early warnings to reach vulnerable groups timely and effectively special considerations may need to be made (for example, having alternative systems to warning sirens for people who are deaf)
 - Community organising
 - Family and community disaster preparedness planning
 - Planning for vulnerable groups
 - Strengthening communication and coordination with external agencies.
 - Providing emergency assistance
 - Improved access to health services
 - Minimising impact on education
- Specific measures for drought:
 - Reinforcing positive coping
 - Shallow tube wells
 - Rain water harvesting
 - Constructing water reservoirs and dams
 - Rehabilitation of existing canals
 - Managing water needs and protection from contamination
 - Managing food and fodder reserves





- Public Health and Safety
 - Safe Areas (Accessibility needs to be ensured for all in the community. Making doors wider and including ramps in the construction will improve access for wheelchair users for example). Also in order for this area to be safe the following need to be considered: Security (including from abuse and exploitation), privacy and equal access to provisions (health, food, water, sanitation)
 - Water and Sanitation
 - Hygiene Promotion
- Sustainable Livelihoods
 - Provision of micro credits
 - Alternative Agriculture
 - Food Security



Refer to Workbook! Direct the participants to this section in the Participant's Workbook where there is more information on menu of options, more information on livelihoods and key questions to consider for vulnerable groups. See pages 112-126.



Who to plan?

F. Ask the participants the question *"Who should write the Community-Based Disaster Risk Reduction plan?"*



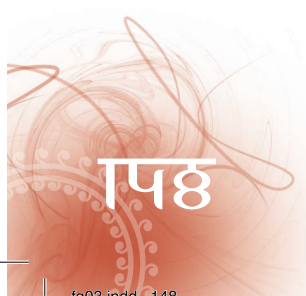
Note!

Example answers include:

- First and foremost, the community (including all groups within the community)
- Local branch of National Society
- Local government
- Local businesses

Summarise the discussion, including the following key points:

- Participatory is the key word in Participatory community disaster risk reduction planning.
- Disaster Risk Reduction practitioners can help communities to write up the plans but the community should be fully involved in the assessment and planning process.





How to Plan

Suggested time

30 minutes



Session Objectives

By the end of the session, the participants will be able to:

- Use the information gathered during the Vulnerability and Capacity Assessment for the development of a risk reduction and preparedness plan
- Practice and examine a variety of measures that can be taken in a community to mitigate disaster impact and prepare for disaster through analysis of existing practices
- Explain the process of formulating community risk reduction plan



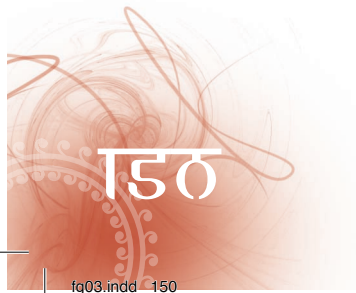
Methodology

Evocative discussion, Short presentation

Materials

PowerPoint presentation, LCD projector, laser pointer, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
25 minutes	Activity, "Brainstorming on How to Plan" and presentation	To introduce and examine the stages of Community-Based Disaster Risk Reduction planning	Brainstorming and presentation	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers





1. INTRODUCTION

A. Present session objective.

2. ACTIVITY, “BRAIN STORMING ON HOW TO PLAN” AND PRESENTATION



A. To recap, ask the participants the question “*How do you plan and where do you start?*”

Note down the responses and key points that arise from the discussion on a flip chart.

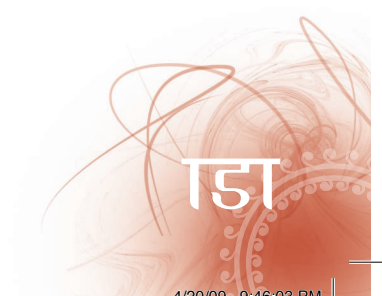
Summarise the discussion, including the following key points:

- The three basic steps of planning can be considered to be: Start with a dream (the dream is a safer community in the future), Discuss the dream, Translate the dream into a plan.
- In other words planning is transforming ideas into actions and results. The first stage listed above took place during the field visit (Visioning), the second was begun in the village and will continue during this module.

B. Deliver a presentation on Stages in formulating a Community Disaster Risk Reduction Plan.



Refer to Workbook! This information is available in the Participant’s Workbook on page 127-128.





Drafting of a Community-Based Disaster Risk Reduction Plan

Suggested time

90 minutes



Session Objective

By the end of the session, the participants will be able to develop community disaster risk reduction plans based on the results of the vulnerability and capacity assessment.

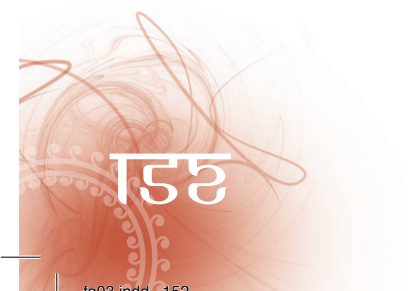


Methodology

Group exercise

Materials

PowerPoint presentation, LCD projector, laptop, flipchart (boards and papers), markers and output from field visit





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipchart (boards and papers) and markers
85 minutes	Practice drafting of a Community-Based Disaster Risk Reduction plan	To provide an opportunity for the participants to experience how to develop a Community-Based Disaster Risk Reduction plan	Group discussion and practise writing the plan	flipchart (boards and papers) and markers and output from field visit





1. INTRODUCTION

A. Present Session objective.

2. DRAFTING OF COMMUNITY-BASED DISASTER RISK REDUCTION PLAN



Refer to Workbook! Refer participants to page 129 in the Workbook.



Note!

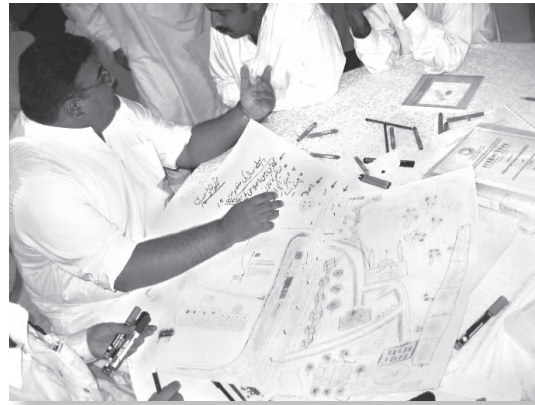
Before planning exercise, there should be time for analysing information collected from the field to identify hazards, vulnerabilities and activities to transform vulnerabilities into capacities and ranking to prioritise activities for the plan.

A. Ask the groups to copy the template form in the Participant's Workbook onto flipchart paper. You can hold up an example drawn on a page of flipchart paper so that this is clearer for the participants.

Tell the participants they have 45 minutes for group discussion and planning, using the table as a guide.

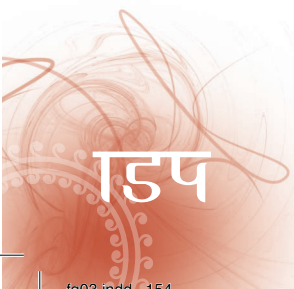
Ask the participants to use the results of the Vulnerability and Capacity Assessment and the visioning exercise in the community as the basis for development of their plan.

When the 45 minutes has elapsed ask each group to present their plans



Note!

Advise the participants that there is more information on this in the workbook.





Step 4. Community-Based Disaster Risk Reduction Plan Implementation

Principles of Participatory Implementation Process

Suggested time

45 minutes



Session Objective

By the end of the session, the participants will be able to explain the principles of Participatory Implementation Process.



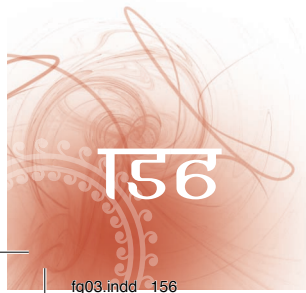
Methodology

Evocative discussion

Materials

PowerPoint presentation, LCD projector, laptop, meta cards, flipchart (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipchart (boards and papers) and markers
14 minutes	Presentation, "The Participatory Implementation Process"	To introduce the participatory principles of Community-Based Disaster Risk Reduction implementation	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipchart (boards and papers) and markers
30 minutes	Group exercise, "Application of Principles"	To explore how to approach Community-Based Disaster Risk Reduction plan implementation	Group discussion	Metacards





1. INTRODUCTION

A. Present Session objective.

2. PRESENTATION, “THE PARTICIPATORY IMPLEMENTATION PROCESS”



A. Give the participants a brief overview on the principles of Participatory Implementation Process.



Refer to Workbook! Information regarding this is available in the Participant’s Workbook on page 132.

Discuss each of the points with the participants with an example to clarify the principle.

Example:

1. Participation of all stakeholders- e.g. community drills, there should be active involvement of the organisations who were assigned to perform specific tasks during evacuation.
2. Dialogue among all stakeholders- e.g. consultation meetings with vulnerable groups
3. Ordered process – e.g. in community trainings on disaster risk reduction, design learning session plans from simple to complex or easy to difficult
4. The process is constantly monitored and reviewed by all participants e.g. assessment meetings which requires openness among stakeholders to accept areas for improvement
5. Cross-cultural sensitivity e.g. more visuals or pictures during training for community members who may have the opportunity to go to school to learn how to read
6. Transparency – regular reporting of funds collected and disbursed to the members of the community
7. Developing consensus and agreement on the best way forward- conduct of strategic planning to sustain community initiatives on disaster risk reduction

Summarise the presentation with the following key points:

- A participatory implementation process will integrate and ensure the participation of all stakeholders at community level.
- The strong involvement of all stakeholders is needed in developing and determining risk reduction measures and methods for their implementation.





3. GROUP EXERCISE, “APPLICATION OF PRINCIPLES”



- A. Introduce the participants, via a presentation, to four scenarios, each accompanied by a question.**

Give one scenario and accompanying question, printed on cards, to each group of participants

Tell the groups they have ten minutes to discuss the question relating to the scenario and will then have to present their answer to the rest of the groups

Summarise the answer.



Note!

The following examples can be used for this exercise:

Case 1

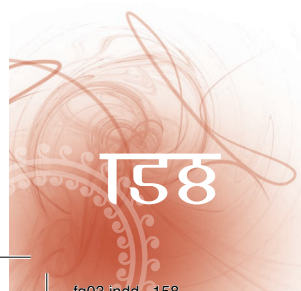
With funding support from the British Red Cross, a Red Cross National Society has identified a community to implement a Community-Based Disaster Risk Reduction project. There is no Village Disaster Management Committee yet in the identified community. The government who has the mandate to form Village Disaster Management Committee has been observed to be slow in creating such organisation. The Red Cross National Society wanted to facilitate the process of the Village Disaster Management Committee formation. Currently, there are 10 community based organisations in the said community. These community based organisations were formed by 10 different non-government organisations who had worked with the people in development related programs.

Question

What should be done? What principle should guide the Red Cross National Society in forming the village disaster management committee?

Possible answer

Conduct of consultative meetings and dialogue with concerned stakeholders (principle #2). Maximise the potentials of the organisations (principle #1) and identify their roles for orderly and smooth coordination, complementation and synergy (principle # 3)





Case 2

An urban community is experiencing an increasing number of deaths due to motor cycle related accidents for the last five years. In response to this problem, the Village Disaster Management Committee, through the support of the national society, launched its campaign for the use of helmets. One weekday, they distributed helmets to 2000 households. However, a staff from the national society had noticed that the same sets of helmets were sold in the local market on a weekend.

Question

What should be done? What principle should guide the village disaster management committee in preventing the repetition of the incident?

Possible answer

Before implementing the project, a dialogue (principle # 2) should have happen with the community to increase their awareness on the problem; if the community agreed to receive and use the helmets and this did not happen, conduct assessments as to why the helmets were sold in the local marker (principle # 4)

Case 3

The village disaster management committee, through the assistance of the Red Cross National Society is implementing a shelter program for the victims of tsunami. The village disaster management committee had selected the beneficiaries after a long process of community consultation. When it was about to start its program, a private company came to the same community to donate houses as part of their Corporate Social Responsibility. Without due consultation with other stakeholders, the private company built 5 houses, the sizes of which were bigger from the planned houses to be built by the village disaster management committee. There were five houses constructed in fifteen days and these were turned over to 5 families who were endorsed by the local government authority as beneficiaries. Having learned about this, affected community demanded the same thing from the village disaster management committee.

Question

What should be done? What principle should guide the village disaster management committee in dealing with this situation?

Possible answer

Conduct of consultative meetings and dialogue with other stakeholders (principle #2):



Case 4

Full of enthusiasm, a newly formed village disaster management committee is about to hold a community meeting on Disaster Risk Reduction. Community members were invited in 2 weeks in advance. During the date of the actual meeting, only 5 people came. One community member shared that people will only attend meetings and project activities if they will receive something from the organisation since during the tsunami, the same community had received tons and tons of relief goods without attending meetings.

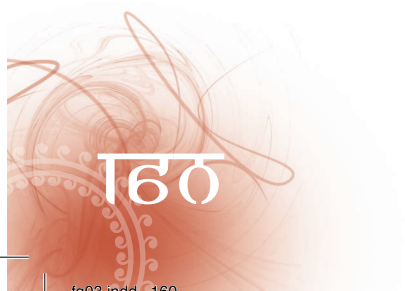
Question

What should be done? What principle should guide the village disaster management committee in dealing with this situation?

Possible answer

Conduct a dialogue with the community (principle #2 and inform politely the members of the community (cross cultural sensitivity , principle # 5) , that you are working for disaster risk reduction and the relief stage is already over (transparency , principle # 6).

B. Summarise the points raised.



Forming or Utilising Existing Community Based Organisations or Village Disaster Management Committees

Suggested time

105 minutes

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Session Objectives

By the end of the session, the participants will be able to:

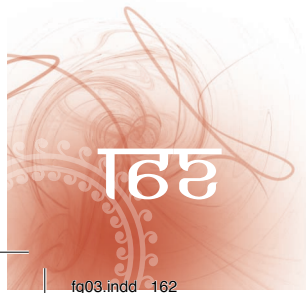
- Explain the need to organise new or utilise existing community based organisations or village committees for disaster risk reduction
 - Enumerate the steps in organising community based organisations or village committees for disaster risk reduction
 - Identify roles and functions of said organisations in Community-Based Disaster Risk Reduction
 - Share success stories from projects implemented by community based organisations or village committees in disaster risk reduction
-

Methodology

Discussion, Group activity, Video showing

Materials

Hand-outs (sample case studies), flipcharts (boards and papers), markers and film entitled, "The Winds of Change"



Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
15 minutes	Discussion "Community Based Organisations or Village Disaster Management Committees"	To discuss the role of the community based organisations or village disaster management committees	Discussion	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers
20 minutes	Activity, "Draw and Guess"	To examine the main disaster risk reduction activities organised by a community based organisations or village disaster management committees	Drawing, discussion and presentation	Metacards, flipcharts (boards and papers) and markers
45 minutes	Case study on Bangladesh Red Crescent Society Community-Based Disaster Risk Reduction programme	To examine features of a functioning community based organisations or village disaster management committees	Case study and group discussion	Handout featuring case study, flipcharts (boards and papers) and markers
20 minutes	Show the Film "The Winds of Change – a presentation about Flood preparedness / women's empowerment in Bangladesh"	To consider the advantages and disadvantages of using an existing community based organisations or village disaster management committees	Showing of film and group discussion	Film, laptop, LCD and projector



1. INTRODUCTION

A. Present session objective.

2. DISCUSSION “COMMUNITY BASED ORGANISATIONS OR VILLAGE DISASTER MANAGEMENT COMMITTEES”



A. Ask “*Whose role is it to manage a Community-Based Disaster Risk Reduction programme in the community?*”



Note!

The answer should be the community through a community based organisations or a village disaster management committee (existing or newly-established).

Ask the participants, “*What is a village disaster management committee?*”

Record their responses on a flipchart.

Summarise the comments and include the following key point:

- The village disaster management committee is a people’s committee not a Red Cross Red Crescent Committee.

B. Ask the participants, “*Does a village disaster management committee need to be formed if other community based organisations are already present?*”

Record their responses on a flipchart.

Summarise the comments and include the following key points:

- If there is no existing committee one should be encouraged to be formed
- If there is an existing committee efforts should be made to strengthen its capacity
- Community empowerment is the key aim of the process
- Decisions on formation of village committees for disaster risk reduction rest with the community and should be based on an understanding of what groups already exist within the community



C. Ask the participants, “When should village disaster management committee be formed, if they are necessary?”

Record their responses on a flipchart.

Summarise the comments and include the following key points:

- Situations will vary from case to case based on the above but a good practice is to form the village disaster management committee (if this is required) after the Vulnerability and Capacity Assessment and prior to the planning stage.
- If there is an existing committee that can play a role, it is best that it is involved from the beginning of the programme implementation process.

If time permits further discussion can be undertaken by asking the following questions:

“How are village disaster management committee formed, based on your experience in the field?”

“What are the steps undertaken in forming a community based organisation or village committee for disaster risk reduction?”

Examples:

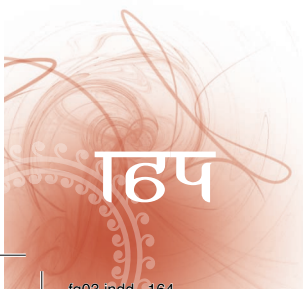
Below are some of the general steps in forming community based organisations or village disaster management committee. This may vary from country to country

- Facilitation of formation of core group (involving village leaders, official or otherwise) if there is not an existing committee already.
- Expansion of the committee by inviting new members from the community (ensure membership is representative of all groups in the community)
- Organisation of an ad hoc set of officers and committees
- Drafting of a constitution and bylaws for the group’s approval
- Election of officers
- Consolidation of the group thorough provision of training on organisational management and development and capacity building on disaster risk reduction

“What are the challenges in organising such committees?”

Examples:

- Internal conflicts within the community.
- Ensuring inclusion of marginalised groups.





“What can be done to build capacity of an existing committee to perform tasks required of a village disaster management committee?”

Examples:

- Study tours / visits to communities with successful Community-Based Disaster Risk Reduction programmes
- Conduct of trainings

3. ACTIVITY “DRAW AND GUESS”



A. Ask the participants to move away from their tables to an area with more space.



Note!

This will need to be around a flipchart.

B. When the participants have all moved give them the instructions for the workshop.

Tell the participants that a volunteer from each group will be shown a card with words relevant to Community-Based Disaster Risk Reduction on it. The other participants will not be able to see it.

Ask the volunteer to draw on the flipchart what is stated on the card.
All the participants need to try and guess what the volunteer is drawing.

Tell each group they need to select a short song to sing when they think they know the answer, so it is clear they want to try and answer the question.

The group that knows the answer first will sing their song to indicate that they want to give the answer.

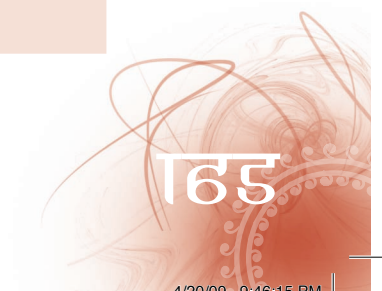
The first group to get the answer correctly is awarded a point. The group with the most points at the end of the activity is the winner.

Conduct the activity.



Note!

During the game there should be some distance between the participant doing the drawing and the rest of the participants to avoid the possibility of sharing the answer.





Introduce the cards in this order

Picture 1: Village Disaster Management Committee

Picture 2: Community Action Plan

- When this answer has been guessed correctly (you can tell the participants the answer if this doesn't look likely) ask the following questions:

“Why do we need a village disaster management committee?”

“Who should be the members of the village disaster management committee?”

Picture 3: Conduct Drills

Picture 4: First Aid Training

Picture 5: Evacuation

- When this answer has been guessed correctly (you can tell the participants the answer if this doesn't look likely) ask the following question:

“Based on your field experience, what are some examples of functions of the village disaster management committee related to disaster prevention, mitigation and preparedness”

Summarise the key points on community based organisations:



Refer to Workbook! This information is available in the Participant's Workbook on page 135 (prevention, mitigation and preparedness)

Picture 6: Search and Rescue Operations

Picture 7: Relief Operations

Picture 8: WATSAN

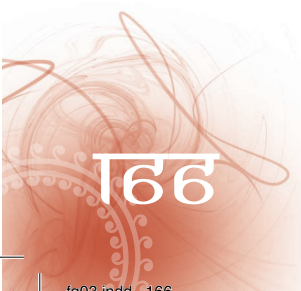
- When this answer has been guessed correctly (you can tell the participants the answer if this doesn't look likely) ask the following question:

“Based on your field experience, what are some examples of functions of the village disaster management committee related to Emergency Response?”

Summarise the key points on community based organisations.



Refer to Workbook! This information is available in the Participant's Workbook on pages 135-136 (emergency response).





Picture 9: Shelter Assistance

Picture 10: Livelihood

- When this answer has been guessed correctly (you can tell the participants the answer if this doesn't look likely) ask the following question:

"Based on your field experience, what are some examples of functions of the village disaster management committee related to Recovery Functions?"

Summarise the key points on community based organisations.

Refer to Workbook! This information is available in the Participant's Workbook on page 136 (Recovery functions)

4. GROUP EXERCISE "DISCUSSION OF A CASE STUDY"



A. Distribute the handouts (samples case studies from Bangladesh Red Crescent Society).

B. Give each group flipchart paper with the questions below written on them:

Question 1: After reading the case study, list 1 key outcome and/or lesson learned from the featured Community-Based Disaster Risk Reduction programme.

Question 2: Based on your experience in the field share two characteristics of a functional community based organisation or village committee on disaster management

Ask each group to discuss and record their answers on flipcharts then share their answers.

Inform the groups they have 30 minutes for the discussion and five minutes each for the presentations.

After the presentations, summarise the points shared by each group.





5. BROADCAST OF SHORT FILM “THE WINDS OF CHANGE – A PRESENTATION ABOUT FLOOD PREPAREDNESS / WOMEN’S EMPOWERMENT IN BANGLADESH”



Note!

The focus of this short film is how establishing women’s associations in remote rural areas can improve preparedness for disaster.

A. Ask the participants to consider the following questions while watching the film:

“What can you learn from the film? Can you share similar success stories of how volunteers became agents of change in communities you have worked with?”

“In your experience in the field, what are the advantages and disadvantages of organising a new community based organisations with that of tapping existing organisations?”

B. After the film discuss the questions with the participants.

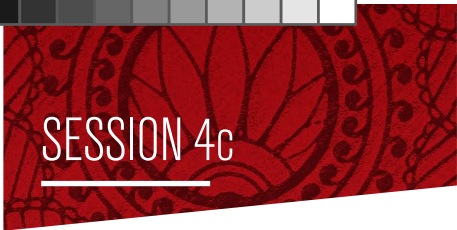


Refer to Workbook! Further information is available in the Participant’s Workbook on page 137 (advantages of using existing groups).

C. End the session with a poetry about working with the community which was written by Lao Tsu:

*“GO
to the People;
Live among them;
Love them;
Learn from them;
Start from where they are;
Work with them;
Build on what they have.
But of the best leaders,
When the task is accomplished,
The work completed,
The people all remark:
“We have done it ourselves”*





Capacity Building and Training a Functional Community Based Organisation or Village Disaster Management Committee

Suggested time

60 minutes



Session Objectives

By the end of the session, the participants will be able to:

- Identify activities to enhance community capacity on Community-Based Disaster Risk Reduction
- Discuss the role of training in improving the delivery of actions based on community disaster risk reduction plans

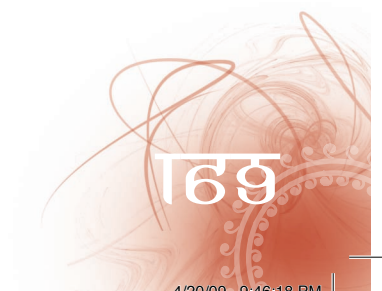


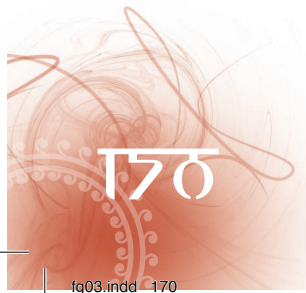
Methodology

Evocative Discussion

Materials

PowerPoint presentation, LCD projector, Laser pointer, flipcharts (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minute	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
55 minutes	Discussion, "Building capacity of community based organisations or village disaster management committees on disaster risk reductions"	To discuss the steps involved in training community based organisations or village disaster management committees to build their capacity on disaster risk reduction.	Discussion assisted by presentation	PowerPoint presentation, LCD Projector and laptop





1. INTRODUCTION

A. Present session objective.

2. DISCUSSION, “BUILDING CAPACITY OF COMMUNITY BASED ORGANISATIONS OR VILLAGE DISASTER MANAGEMENT COMMITTEES



A. Ask the participants the following question to begin the discussion, “*What should we do after formation of community based organisations or village disaster management committees?*”



Note!

Example answers include:

- Provide training to increase capacity
- Increase capacity to manage finances, write reports, organise meetings and meet donors
- Ensure continued inclusion of all vulnerable groups and avoid reinforcing inequality

B. Ask the participants, “*Who has experience of designing training?*”

Get participants to raise their hands if they do.

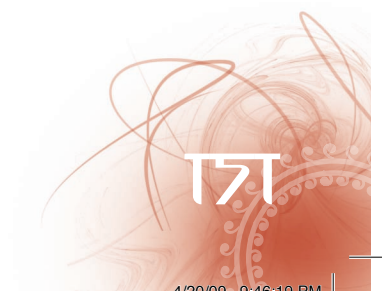
Get participants who raised hands to share insight into how they design training and what the steps are in designing training e.g. training needs assessment, finding facilitators, designing training materials, conducting the training, evaluating the training, revising the training.



Note!

Key point to summarise on training community based organisations or village disaster management committees:

- There are two main areas for training:
 - Community-Based Disaster Risk Reduction (why, what, how)
 - Organisational management and development. (how to manage the committee)





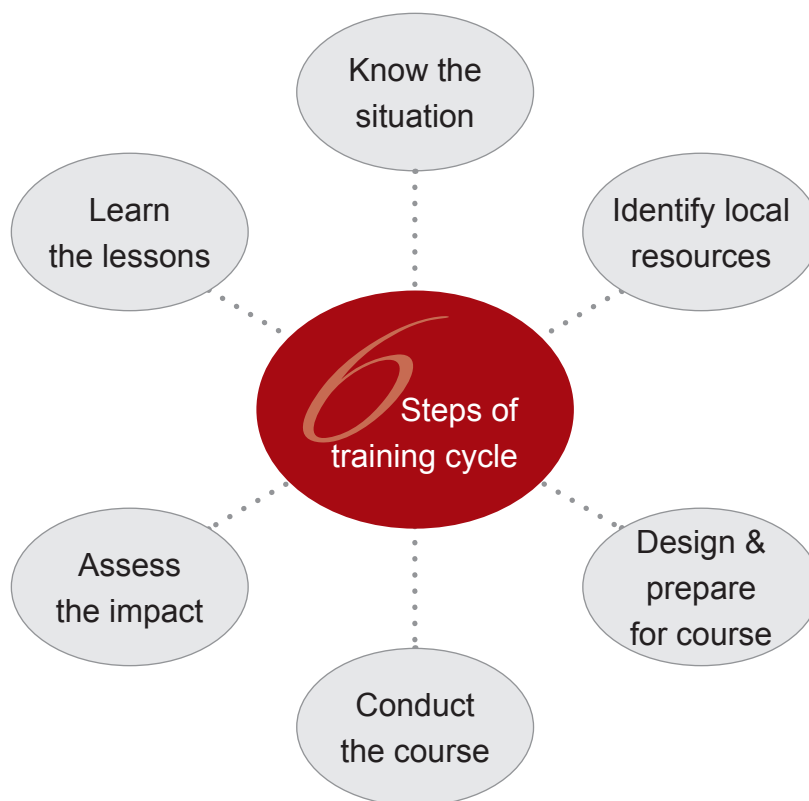
C. Introduce the participants to the training cycle.

The following diagram is a useful visual aid to illustrate the stages of training in the community:

.....

STAGES OF TRAINING IN THE COMMUNITY

.....



Provide further information of what is involved at each stage of this process:



Refer to Workbook! More information can be found on this on pages 139-141 of the Participant's Workbook.

Invite participants to share any experiences of their own, relating to these stages, with the rest of the group during the discussion.





SESSION 4d

Building and Sustaining Partnerships for Community-Based Disaster Risk Reduction

Suggested time

60 minutes



Session Objective

By the end of the session, the participants will be able to identify stakeholders to cultivate, nurture and sustain partnerships to help reduce disaster risks.



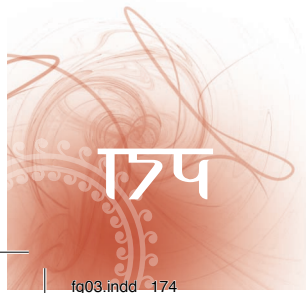
Methodology

Group activity (including evocative discussion)

Materials

Puzzle cut outs, flipcharts (boards and papers), markers and case study handouts





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
25 minutes	Activity, "Finding partners"	To examine criteria and considerations in establishing partnerships	Matching game using puzzle pieces	Puzzle Cards (more information is given in the relevant part of the session)
20 minutes	Discussion, "Partnerships for Community-Based Disaster Risk Reduction"	To consider partnerships important for Community-Based Disaster Risk Reduction	Discussion	Flipcharts (boards and papers) and markers
14 minutes	Presentation, "Case Study on Partnerships"	To identify some of the main factors that help develop and sustain partnerships for Community-Based Disaster Risk Reduction	Case study, presentation, plenary discussion	PowerPoint presentation, LCD Projector, laptop, flipcharts, chart papers, markers and pens and case study handouts





1. INTRODUCTION

A. Present session objective.

2. ACTIVITY “FINDING PARTNERS”



A. Ask the participants to move away from their tables to an area with more space.

When the participants have all moved give them the instructions for the workshop.



Note!

This activity is divided into three main parts.

Part 1



Note!

For this part of the activity you need the following training aids: Set of cards; each set is composed of 4 pieces of card cut into shapes (e.g. star, crescent, circle, flower, diamond); all cards should be the same colour.

B. Hand out one card to each participant.

Tell the participants they need to find other people with the same shaped piece of card as themselves.

C Request that when the participants have found each other that they offer a quick introduction to each other as to why they are interested in partnerships.

Once everyone has found their partners, ask the participants how they found the activity.



Note!

The answer should be that it was quite easy.

D. Summarise to the participants that it was easy to find partners as the only criteria for partnership was a common shape.



**Note!**

This can be referred to as wide-eyed partnership. Example of this is partnerships of parents and teachers for school activities.

Part 2**Note!**

For this part of the activity you need the following training aids: A selection of 2-piece puzzles (two shapes fit together to make one shape); All pieces should be the same colour. Text should be written on each piece (see below for some ideas).

Puzzle 1, Piece 1: Information and Education Chief seeking private sector financial partners to match federal funds for Community-Based Disaster Risk Reduction education program.

Puzzle 1, Piece 2: University President seeking operating funds to hire staff for new CBDRR research programme

Puzzle 2, Piece 1: The government is failing to recognise the importance of hazard and vulnerability to national development

Puzzle 2, Piece 2: An Non-Governmental Organisation with expertise on capacity building who is seeking participants from government agencies for Community-Based Disaster Risk Reduction Learning Workshop

Puzzle 3, Piece 1: Chief Executive Officer of SMART Communications Company seeking ways to participate in innovative programme on early warning system at the community level

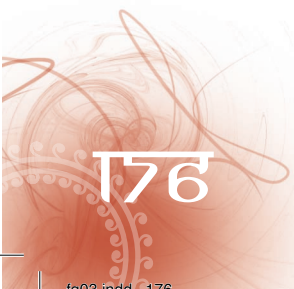
Puzzle 3, Piece 2: A People's Organisation seeking organisations who can help the community develop an early warning system using indigenous knowledge.

Puzzle 4, Piece 1: Non-Governmental Organisation needs transport to facilitate the delivery of water and sanitation supply and equipment in a community who are victims of armed conflict.

Puzzle 4, Piece 2: The military announced through the national broadcast media the availability of C130 planes re: relief operations for Non-Governmental Organisation.

Puzzle 5, Piece 1: A funding institution is seeking for an Non-Governmental Organisation who can develop a project proposal on sustainable development program.

Puzzle 5, Piece 2: A humanitarian Non-Governmental Organisation is looking for donors to fund their disaster mitigation programs





Puzzle 6, Piece 1: It has been a month since the major flash flood had happened in a remote community called Namaste, the government consistently reported relatively low number of deaths.

Puzzle 6, Piece 2: A member of an opposition-controlled congress reports that the number who have been killed due to the flash flood is 5 times more than the earlier report of the government.

Puzzle 7, Piece 1: Trade union organisation that is very active in promoting health and safety in the workplace.

Puzzle 7, Piece 2: The government organisation will soon launch its programme on healthy and safe workplaces.

Puzzle 8, Piece 1: Central government has limited financial resources to undertake Disaster Risk Reduction activities.

Puzzle 8, Piece 2: Local government is taking the lead on managing disaster with very limited funds.

Puzzle 9, Piece 1: The Department of Education in the Philippines had recently completed the successful implementation for a pilot project on School Based Disaster Risk Reduction.

Puzzle 9, Piece 2: ADPC plans to organise a regional forum on Mainstreaming Disaster Risk Reduction into government plans and programmes.

E. Hand out one puzzle piece to each participant

Ask that they do not read the text on the puzzle piece.

When all participants have a puzzle piece, explain that the card you have just given them is part of a two-part puzzle.

F. Ask the participants to find the person with the other half of their puzzle.

Once all the participants have found the participant with the other part of their puzzle ask them to read out the text on the cards to the rest of the participants. Ask the participants reading the cards if they think a productive partnership was formed.

Ask the participants how they found the activity.



**Note!**

The answer should be that it was harder than in Part 1.

- G. Summarise to the participants that now there are two factors, the shape and the statement. This is more complex than before. The result may or may not be a good partnership.**

Part 3**Note!**

For this part of the activity you need the following training aids: A selection of 4-piece puzzles (four shapes fit together to make one shape); All pieces should be the same colour. Text should be written on each piece (see below for some ideas):

All complete puzzles should be rectangular and of the same measurement for length and width. This should not be shared with the participants.

Puzzle 1, Piece 1: Local divers' club seeks funding to produce a pamphlet to educate the public about protecting the coral reef as part of its Community-Based Disaster Risk Reduction for Coastal Communities Project.

Puzzle 1, Piece 2: Glass bottom boat concessionaire seeks to partner with groups interested in educating people about the coral reef.

Puzzle 1, Piece 3: World renowned coral reef expert will volunteer his knowledge of the coral reef to educate the public.

Puzzle 1, Piece 4: Federal agency has grant money to support Community-Based Disaster Risk Reduction projects related to coral reef education.

Puzzle 2, Piece 1: Federal agency interested in funding water education project for adults at the regional level (3-9 states).

Puzzle 2, Piece 2: Regional water education group interested in adult water education.

Puzzle 2, Piece 3: Private foundation interested in regional water education.

Puzzle 2, Piece 4: Citizen group interested in learning about water.

Puzzle 3, Piece 1: University professor seeking funding in order to explore options for reducing air pollution from automobiles.

Puzzle 3, Piece 2: Federal agency wants to fund program for exploring alternative sources of energy for transportation.

Puzzle 3, Piece 3: School technology class desires funding to construct a solar vehicle.

Puzzle 3, Piece 4: Major vehicle company requests proposals from local education groups for alternate transportation projects.





Puzzle 4, Piece 1: Local Non-Governmental Organisation wants to produce a booklet as to where you can see dolphins.

Puzzle 4, Piece 2: Citizen's group desires funding to produce sign for waterways. SLOW DOWN DOLPHIN ZONE.

Puzzle 4, Piece 3: Federal agency interested in funding projects concerning endangered species.

Puzzle 4, Piece 4: Major boat manufacturer wishes to launch a "Save the Dolphin" campaign.

Puzzle 5, Piece 1: Local organisation wants to do a wildlife project.

Puzzle 5, Piece 2: Fish and Wildlife Service Watchable Wildlife Coordinator has - funds needed to fund a programme.

Puzzle 5, Piece 3: City service group interested in providing funds to a wildlife programme.

Puzzle 5, Piece 4: Teachers want to construct a wildlife walk (trail at school site).

Puzzle 6, Piece 1: Federal agency interested in funding water education project for adults at the regional level (3 to 9 states).

Puzzle 6, Piece 2: Regional water education group interested in adult water education.

Puzzle 6, Piece 3: Private foundation interested in regional water education.

Puzzle 6, Piece 4: Citizen's group interested in learning about water.

Puzzle 7, Piece 1: University professor seeking funding in order to explore options for reducing air pollution from automobiles.

Puzzle 7, Piece 2: Federal agency wants to fund program for exploring alternative sources of energy for transportation.

Puzzle 7, Piece 3: School technology class desires funding to construct a solar vehicle.

Puzzle 7, Piece 4: Major vehicle company requests proposals from local education groups for alternate transportation projects.

H. Hand out one puzzle piece to each participant

Ask that they do not read the text on the puzzle piece.

When all participants have a puzzle piece, explain that the card you have just given them is part of a four-part puzzle.





Ask the participants to find the people with the other three parts of their puzzle.

Once all the participants have found the participants with the other parts of their puzzle ask them to read out the text on the cards to the rest of the participants.

I. Ask the participants reading the cards, if they think a productive partnership was formed.

Ask the participants how they found the activity.



Note!

The answer should be that, again, the exercise was even harder.

J. Summarise to the participants that when there are many potential partners (more factors to consider) it is more difficult. This is more like what real partnerships are like.

Some factors to consider when exploring potential partnerships are: common interests, same target recipients etc.



3. DISCUSSION, “PARTNERSHIPS FOR COMMUNITY-BASED DISASTER RISK REDUCTION”



A. Ask the participants who the stakeholders are in Community-Based Disaster Risk Reduction?

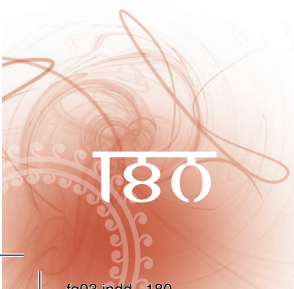
Record their answers on a flipchart



Note!

Possible answers from participants could include:

Government (national and local) , Non-Governmental Organisations, International Non-Governmental Organisations, community based organisations, National Red Cross and Red Crescent Societies, sectoral representatives in the community (women, youth, elderly, farmers, fisher folk, etc), private sector, police, religious leaders, media, academics, donor community and military.





B. Ask the participants why community based organisations would enter into partnerships with the example organisations (recorded on the flipchart) and what the benefits of these partnerships would be.



Note!

Possible answers from participants (these will provide points for discussion):

- To avoid duplication/ share resources
- To make things easier/ to avoid conflict
- Do not have capacity individually
- Non-Governmental Organisations often come from outside the community; community based organisations come from within the community and need local knowledge and access to local networks
- Be cautious with the media. Note, the media are a private organisation not a charitable one. The media prefer the dramatic this is why they're more prominent during response than preparedness
- Need to be careful when talking to the media as they have their own agenda which isn't necessarily the same as your own. This is true of other partnerships also
- It is easier to engage local rather than national governments in developing policies for sustaining Community-Based Disaster Risk Reduction initiatives
- Private sector can be tapped as part of their corporate social responsibility programmes
- Generally partnerships are entered into because they are beneficial but you should be aware of potential pitfalls



Refer to Workbook! See Participant's Workbook pages 142-143 for guidance on partnership arrangements which can be fostered between various stakeholders.

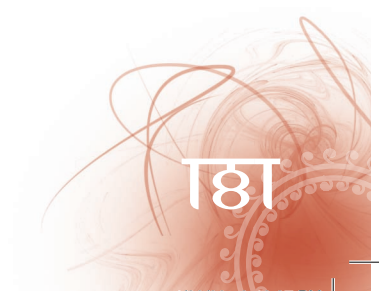
C. Summarise the main points from the discussion.

4. PRESENTATION, "CASE STUDY ON PARTNERSHIPS"



A. Distribute the case study handout to participants.

B. Inform the participants that the presentation is about Sustaining Partnerships by linking community based organisations or village disaster management committee plans with local government programmes, including facilitating resource mobilisation.



**Note!**

This case study discusses why and how to link community based organisations and their programmes to other organisations, particularly local authorities, since this will help facilitate synergies with ongoing development and disaster risk reduction programmes in the community.

C. Ask the participants why they think there is a need to link community based organisations and their activities with the existing plans and programmes of local authorities?**Note!**

Possible example answers include:

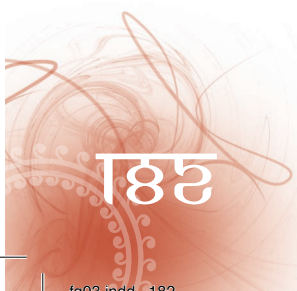
- To avoid overlapping activities
- To integrate into national and local plans

D. Present an analysis of a case study on what can be achieved by linking CBOs and their activities with existing plans and programmes of local authorities.

Refer to Workbook! There is an example in the Participant's Workbook, from the Philippines, on page 147, that can be used for this part of the session:

E. Summarise the following key points:

- Engaging local disaster and development government officials jointly in the community disaster preparedness planning process is often best done before local budget hearings, so that funding has not already been allocated.
- When you do Vulnerability and Capacity Assessment invite representatives from the local authority, this will result in more commitment and support (rather than showing them the plan once it has already been developed). Remember however that in Community-Based Disaster Risk Reduction the community drives the process.
- It may sometimes be the case that the local authority representative may not understand the concepts. Interaction with local authorities should be treated on a case by case basis. Persistence may be needed. Government involvement will occur at some stage so it is best to engage them early.
- Non-Governmental Organisations are small compared to governments; government can make big change if they are willing to. Engaging them in the initial stage of project development and mobilising them during the project implementation stage are important processes in helping local government sustain these initiatives.



Step 5. Participatory Community Monitoring and Evaluation

Introduction to Participatory Monitoring and Evaluation

Suggested time

30 minutes

Session Objectives

By the end of the session, the participants will be able to:

- Discuss the role of monitoring, how it can be done and areas where the outputs of the plan can be monitored
- Discuss the process of evaluation and the role that evaluation plays in improving future policies and practices
- Discuss the roles of participation, learning, negotiating and effect monitoring in participatory monitoring and evaluation

Methodology

Evocative discussion

Materials

Power Point presentation, LCD projector, Laser pointer, flipchart (boards and papers) and markers



Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or power point	PowerPoint presentation, LCD Projector, laptop, flipchart (boards and papers) and markers
25 minutes	Discussion and presentation, "What is monitoring? What is evaluation?"	To discuss the main purposes of monitoring and evaluation	Discussion aided by presentation	PowerPoint presentation, LCD Projector and laptop





1. INTRODUCTION

A. Present session objective.

2. DISCUSSION AND PRESENTATION, “WHAT IS MONITORING? WHAT IS EVALUATION?”



A. Ask the participants what the difference is between monitoring and evaluation?



Note!

This question is to gauge initial knowledge and stimulate thought on monitoring and evaluation.

Summarise the discussion with the following key point:

- Monitoring is an ongoing activity undertaken during project implementation, evaluation tends to be done at the end of a project (unless mid-term evaluation). Both can be conducted internally or externally.



B Ask the participants what their understanding of monitoring is.

Give a short presentation on “*What is monitoring and why is it necessary?*”



Note!

Include the following key points:

- Monitoring is a continuous or periodic review to ensure that input deliveries, work schedules, target outputs and other required actions are proceeding according to plan
- Monitoring provides timely, accurate and complete information on the effectiveness of the input being used to provide the desired results
- Monitoring should be done frequently, throughout the project



Refer to Workbook! Advise the participants that more information is available on this on Page 148 in their handbook.

C. Ask the participants why they think monitoring is necessary.



**Note!**

Possible answers may include:

- To see if we are on track
- To see if we are achieving our objectives
- To see how we are achieving our objectives
- To look at strengths and weaknesses
- To make changes if we have to before it is too late
- To make sure we are not wasting money or our limited resources
- To make sure the community is involved and the process is documented
- To help identify areas for staff and community training

D. Share an example with the participants to illustrate the point.

Example:

Annual action plans. These should plan for a 12 month period. During this time activities are scheduled. Indicators show when actions are done. This can be monitored using a project monitoring sheet based on the annual plan.

E. Ask the participants what their understanding of evaluation is.

Give a short presentation on “*What is evaluation and why is it necessary?*”

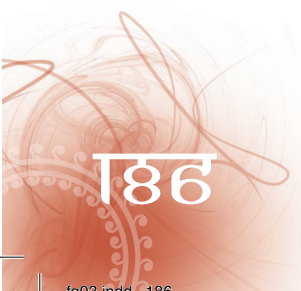
**Note!**

Include the following key points:

- Evaluation is an assessment of the results and effects of the project
- Evaluations focus on outputs, outcomes and impacts and to what extent objectives have been met
- Evaluation is a more analytical impact assessment, and concerned with long-term result
- Evaluation is infrequent. It is usual to have evaluation at the end of a phase or towards the end of the plan or project implementation

**F. Give a short presentation on “*Principles of Participatory Monitoring and Evaluation*”**

Refer to Workbook! More information on what to include in this presentation can be found in the section on Principles of Participatory Monitoring and Evaluation on page 149 in the Participant’s Workbook.





Tools for Monitoring and Evaluation in the Community

Suggested time

30 minutes



Session Objective

By the end of the session, the participants will be able to identify and use suitable tools for participatory monitoring and evaluation.



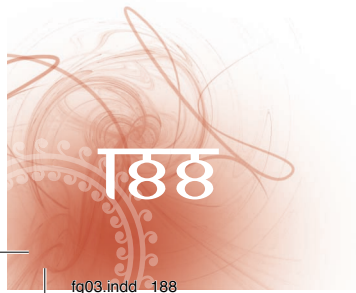
Methodology

Discussion

Materials

Power Point presentation, LCD projector, Laser pointer, flipchart (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipchart (boards and papers) and markers
29 minutes	Discussion and Presentation, "Tools for monitoring and evaluation"	To identify appropriate tools for Monitoring and Evaluation	Discussion aided by presentation	PowerPoint presentation, LCD Projector and laptop



1. INTRODUCTION

A. Present session objective.

2. DISCUSSION AND PRESENTATION “TOOLS FOR MONITORING AND EVALUATION”



A. Explain to the participants that monitoring and evaluation involves comparing conditions, at various stages during a programme, with the baseline data obtained during the initial Vulnerability and Capacity Assessment.

B. Ask the participants which Vulnerability and Capacity Assessment tools, they have learned, can be used for monitoring and evaluation? then ask which other tools can be used.



Note!

Some tools will be more suitable than others depending on what is being monitored or evaluated.

C Outline, to the participants, the most commonly used tools:

- Semi-structured interviews / Focus group discussions
- Surveys / Gathering new data
- Direct observation
- Case studies

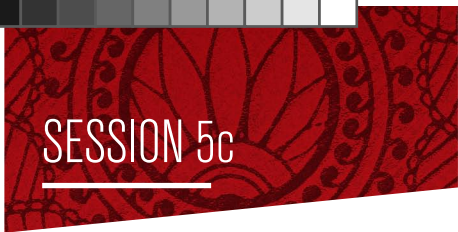


Deliver a presentation for how each of these tools can be used for monitoring and evaluation.



Refer to Workbook! Further Information on the tools can be found on page 151 of the Participant's Workbook.





Indicators: How to Measure Progress and Changes

Suggested time

60 minutes



Session Objectives

By the end of the session, the participants will be able to:

- Identify and formulate suitable indicators for use in monitoring and evaluation
- Design and conduct participatory community monitoring and evaluation activities for Community-Based Disaster Risk Reduction



Methodology

Discussion, Group activities

Materials

Power Point presentation, LCD projector, Laser pointer, flipchart (boards and papers), markers and meta cards





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipchart (boards and papers) and markers
10 minutes	Discussion, "Indicators for monitoring and evaluation"	To gain understanding about indicators	Brainstorming	PowerPoint presentation, LCD Projector, laptop, flipchart (boards and papers) and markers
15 minutes	Group Activity, "Classification of indicators"	To acquire knowledge on how to classify different types of indicators	Sorting game	Meta Cards (featuring qualitative or quantitative indicators)
30 minutes	Group Activity, "Formulation of indicators workshop"	To provide an opportunity for participants to practise developing indicators	Group discussion	Flipcharts, (boards and papers), markers, Community-Based Disaster Risk Reduction plans from earlier sessions





1. INTRODUCTION

A. Present session objective.

2. DISCUSSION “INDICATORS”



A. Ask the participants the following questions:

“What are indicators?”

“What are good indicators, and why?”

“How are indicators produced?”

Summarise the discussion.



Refer to Workbook! For key information on indicators, see page 152.

B. Give a short presentation featuring examples of actual indicators and their use.



Refer to Workbook! For some examples of indicators that can be used for this session, see pages 153-154.

3. GROUP ACTIVITY “CLASSIFICATION OF INDICATORS”



A. Give each group a set of meta cards featuring examples of indicators (one per card).



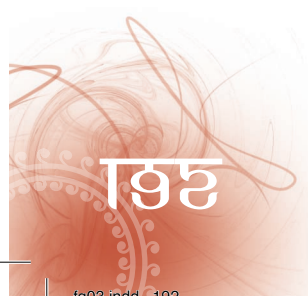
Note!

Examples of Quantitative Indicators include:

- number of participants
- volume of potable water
- meters of irrigation canal constructed
- percentage of seeds germinated
- yield in kilograms of rice
- weight and age of children

Examples of Qualitative Indicators include:

- Quality of drinking water
- Quality of decision making
- Level of commitment
- Improvement in quality of life
- How knowledge is applied (increase in knowledge)





Ask the participants to decide in their groups which of the indicators are quantitative and which are qualitative and why.

B. Summarise the discussion including the following key points:

- Quantitative Indicators show changes which can be monitored numerically
- Qualitative Indicators show changes which cannot be measured numerically, but must be described. e.g. change in behaviour
- In disaster risk reduction planning (or in a disaster risk reduction project), the Vulnerability and Capacity Assessment should provide the base line data for setting plan targets and indicators. The progress in the achievement of these targets and indicators can then be monitored and evaluated based on this data.

4. GROUP ACTIVITY “FORMULATION OF INDICATORS WORKSHOP”



A. Ask the participants to refer to the community risk reduction plan which was developed during Module 3 Session 3.

Ask the participants to work in their groups to develop appropriate indicators that would be suitable for monitoring and evaluating the measures set out in their plans.

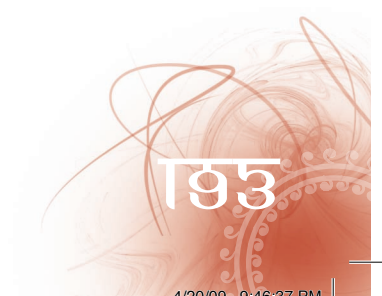
Ask the participants to record their ideas on flipcharts.

Ask the participants to consider the following during the exercise:

- How to monitor each particular indicator
- Frequency of monitoring activities for each particular indicator
- Qualitative and Quantitative measures

Inform the groups they have 20 minutes for this exercise and then they will need to present their answers to the other participants.

B. Summarise the presentations.



module

04

DOCUMENTING GOOD PRACTICES AND LESSONS LEARNT IN COMMUNITY-BASED DISASTER RISK REDUCTION

.....

Description

Skills acquisition on documenting best practices and lessons learnt in Community-Based Disaster Risk Reduction implementation, developing criteria, information gathering and methodologies and techniques, elements of a case study and practice writing of case studies.

.....



Learning Objectives

After completing this module, the participants will be able to describe the basic information about the International Red Cross and Red Crescent Movement. Specifically, they will be able to:

1. Identify, using the results of participatory monitoring and evaluation, where improvements have been made since implementation of the Disaster Risk Management Plan and where recommendations can be made for future improvement of programmes.
2. Identify methods and sources for obtaining information in the community for case studies.
3. Practice and develop skills for writing case studies.

Learning Sessions

The following topics will be covered in Module 4:

1. Introduction to Writing Case Studies
2. Information Gathering Methodologies and Techniques
3. Case Study Design

.....
Total time

1 hour and 30 minutes

Materials:

PowerPoint presentation, LCD projector, Laser pointer, flipcharts (boards and papers), markers, examples of case studies and results of Vulnerability and Capacity Assessment (optional)
.....





Introduction to Writing Case Studies

Suggested time

15 minutes



Session Objective

By the end of the session, the participants will be able to identify, using the results of participatory monitoring and evaluation, where improvements have been made since implementation of the Disaster Risk Reduction Plan and where recommendations can be made for future improvement of programmes.



Methodology

Evocative discussion, Short presentation, Group activity

Materials

PowerPoint presentation, LCD projector, Laser pointer, flipcharts (boards and papers), markers and examples of case studies





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
14 minutes	Discussion, "Developing Criteria for Case Analysis"	To acquire knowledge on case studies and developing criteria for case analysis	Discussion assisted by Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers





1. INTRODUCTION

A. Present session objective.

2. DISCUSSION, “INTRODUCTION TO WRITING CASE STUDIES”



A. Ask the participants how many of them have experience of writing case studies.



Note!

Some of the participants may have experience of writing case studies but others may find the term quite intimidating. Through asking this question their concerns can be addressed. A further question could be, “Who has written an article for the Red Cross and Red Crescent newsletter (or another newsletter / similar publication)?” Many more participants may have done this.

B. Ask the participants what they understand a case study to be.

Summarise their answers and include the following key points in a short presentation:

- Case studies provide a means to document good practices and lessons learnt in Community-Based Disaster Risk Reduction (based on actual events)
- Case studies document community-centred activities based on topics that demonstrate theoretical concepts in an applied community setting.



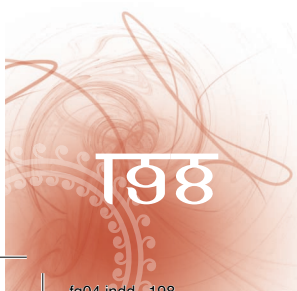
Note!

The above definition is useful as there are many definitions for case studies, many of which are quite academic in nature. It is important to provide a concise, simple definition of what a case study is, relevant to Community-Based Disaster Risk Reduction.

C. Ask the participants why it is useful to write case studies?

Summarise their answers and include the following key points in a short presentation:

- Case studies for Community-Based Disaster Risk Reduction are usually used to communicate the success or failure of a programme, or component of a programme, so that lessons can be learnt / improvements can be made for future practice.





- Case studies can be used when approaching donors.
- Case studies can be used to help explain to a community that change is possible.



Refer to Workbook! Direct the participants to page 161 in the Participant's Workbook for more information on the criteria that case studies can investigate. You should refer to these in the presentation.

D Explain that the group activity that follows in this session involves the production of a paper-based case study.

Ask the participants what forms a case study can take?



Note!

Possible answers include: film, a play, a photo exhibition, comic strip.





Information Gathering Methodologies and Techniques

Suggested time

10 minutes



Session Objective

By the end of the session, the participants will be able to identify methods and sources for obtaining information in the community for case studies.



Methodology

Evocative discussion, Short presentation, Group activity

Materials

PowerPoint presentation, LCD projector, Laser pointer, flipcharts (boards and papers), markers and examples of case studies





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
9 minutes	Presentation, "information gathering methodologies and techniques"	To provide further information on what case studies for Community-Based Disaster Risk Reduction should consider	Discussion assisted by Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector and laptop





1. INTRODUCTION

A. Present session objective.

2. PRESENTATION, “INFORMATION GATHERING METHODOLOGIES AND TECHNIQUES”



A. Deliver a short presentation on information gathering methodologies and techniques.



Note!

Include the following key points in the presentation:

- Information needs to be gathered to provide a basis for the writer of the case study's claims (accurate information adds credibility)
- In order for the case study to be as accurate as possible, information should be gathered from a variety of sources
- There are two scenarios in which case studies on Community-Based Disaster Risk Reduction programmes may be written.
 - One is that it is a project the writer works on and is familiar with. In this case data collection can be ongoing.
 - The other is that the writer does not have experience of the implementation of the particular project and has to gather data upon arrival in that community.
- Vulnerability and Capacity Assessment tools can be used to gather data for case studies but the purpose of the investigation needs to be kept in mind.

B. Ask the participants if they think there are any tools they think would be useful for gathering information for case studies and why?

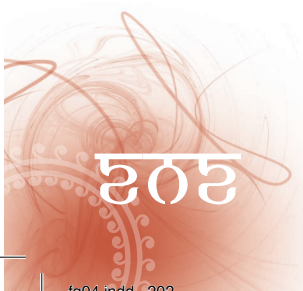


Note!

Possible answers should include:

- Semi-structured interviews.
- Historical profiling (so the impact of the given project can be assessed)
- Direct observation.

Briefly summarise the participants' responses.





Guide to Writing Case Studies

Suggested time

65 minutes



Session Objective

By the end of the session, the participants will be able to practice and develop skills for writing case studies.



Methodology

Evocative discussion, Short presentation, Group activity

Materials

PowerPoint presentation, LCD projector, Laser pointer, flipcharts (boards and papers), markers and examples of case studies





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipcharts (boards and papers) and markers
15 minutes	Presentation, "How to write case studies"	To provide information on how to structure a case study	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipcharts (boards and papers) and markers
49 minutes	Workshop, "Writing a case study"	To practice writing case studies using the knowledge acquired during this module	Group work	Flipchart, chart paper, markers, Vulnerability and Capacity Assessment and planning materials from Module 3 Session 3





1. INTRODUCTION

A. Present session objective.

2. PRESENTATION, “CASE STUDY DESIGN”



A. Using a presentation, introduce the participants to the framework for writing a case study

Explain that this framework will also be used for the group exercise.



Refer to Workbook! Ask the participants to refer to the six-step framework on page 163 in the Participant’s Workbook during this presentation.



Note!

Highlight the following key points in the presentation:

- Further explanation of why to use this structure is that if the case study is well-written it should be possible for someone who was not previously familiar with the particular subject to understand the points or arguments the author is trying to make.
- A well written case study should help someone who was not previously familiar with the particular subject to understand the points or arguments the author is trying to make. The six-step framework provides clear guidance in writing a good case study.
- A good case study should direct the readers’ attention to the most important information and have a clear message. This framework provides a structure to clearly get the points of the study across.
- It should also be made clear that this is not the only way to write a case study, it is just one that has been found to be effective.

B. Ask the group if they can think of any other ways to make a case study more readable / useful.



**Note!**

Some examples are to include:

- Quotations – Make sure that you have captured some messages from the community; document the name and place (district etc.). These quotations will support the results of the project.
- Pictures – Make sure you do include pictures to illustrate the case study, as a good picture might say as much as a full paragraph.
- Words – The number of words for a case study should be between 1200 and 1500. Make sure you use a straight forward language so that it will be easy to translate.
- Contact – Make sure you include the full contact details of the person who undertook the project. This is in the case someone is would like more information in order to replicate the project

3. GROUP WORKSHOP, “WRITING A CASE STUDY”

**A Give the participants the following instructions for the group workshop.**

There are two suggestions for this activity:

Suggestion 1

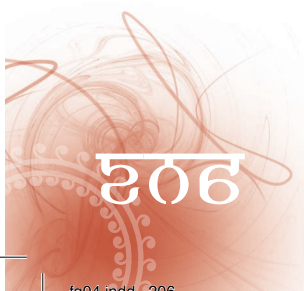
Based on the field visit and subsequent planning exercise, imagine it is 5-10 years from now. Write a case study about the impact of one of the hazards, and the measures that were taken to mitigate for it, identified by the community on their village:

Example hazards/ vulnerabilities that may have been identified could be lack of education, clean water supply, power supply etc.

Two group members should role play as members of the community, the others should write the key points to include in the case study based on the criteria in previous slides.

**Note!**

This allows the group to practice research and interviewing skills.





Suggestion 2

Based on your own (the participants) experiences of a Community-Based Disaster Risk Reduction project, write a case study about it (the hazards present, their impacts, and the measures that were taken to mitigate for them and how successful they were)

Example hazards/ vulnerabilities that may have been identified could be lack of education, clean water supply, power supply etc.

Two group members should role play as members of the community (if there are two or more participants of this specific case), the others should write the key points to include in the case study based on the criteria in previous slides.



Note!

This allows the group to practice research and interviewing skills.

B. Ask the groups to write their case study (in bullet point format) on the flipchart paper using the framework outlined in the workbook (abstract, background, the project, outcomes, lessons learned, the way forward).

Ask the participants to just come up with 3 – 5 bullets per heading in order to complete the exercise in the time allocated.

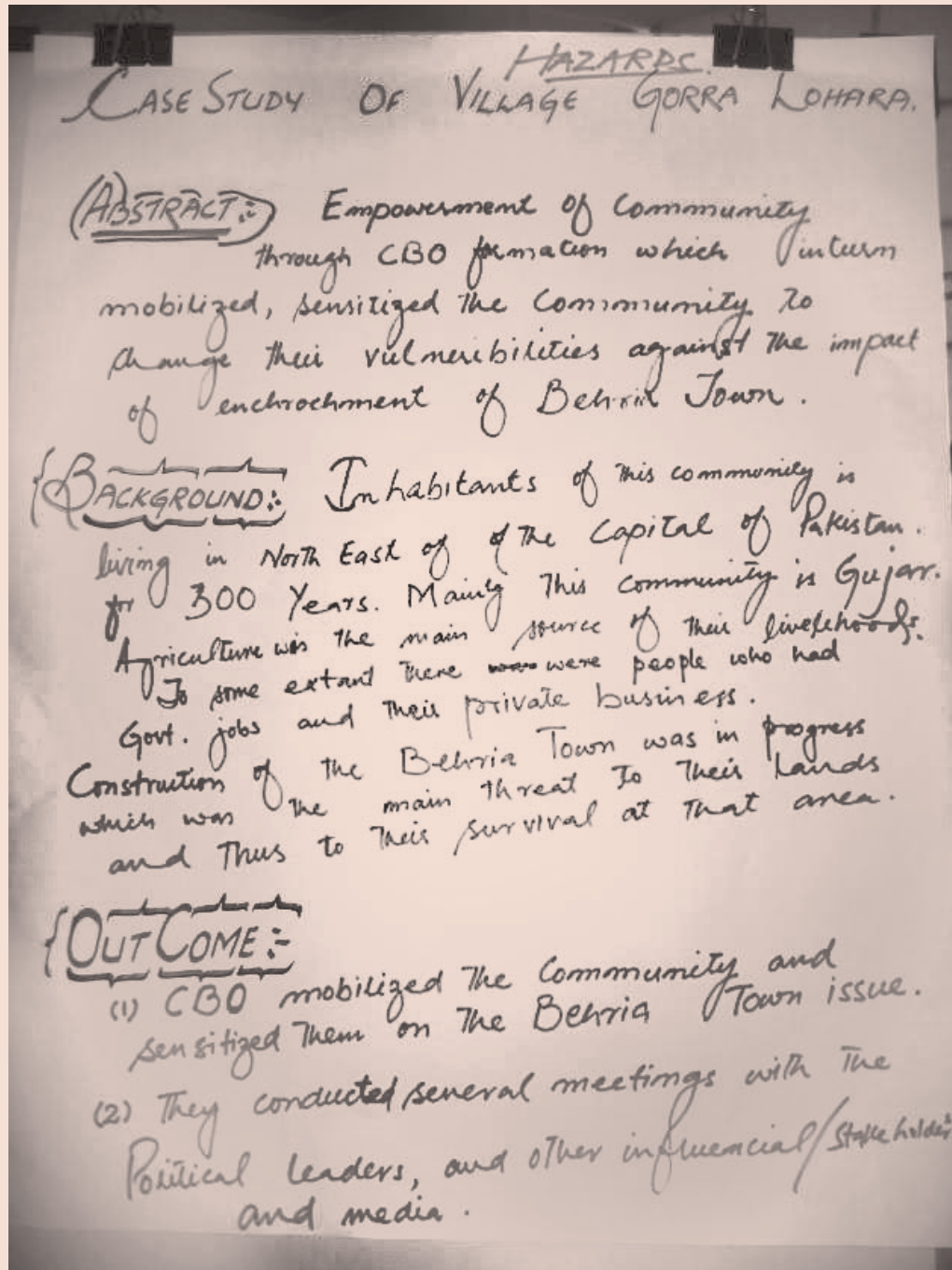
C. Ask each group to nominate a participant to present their case study to the other groups with the other groups having opportunity to ask questions about each of the case studies.





Note!

An example case study, produced by participants, is shown below



(3) After the successful meeting the Behria Town Project high Authorities through Influentials they came up with the common understanding.

(4) Effectees got plots in the Behria Town and the facilities were extended to their village. (Access to Dispensary, Sui Gas, School, W/S).

LESSON LEARNED:

- (1) Successful mobilization leads to unity.
- (2) Community had the solution of the Problem which they were facing, by giving them direction and guidance Community themselves came up with the solutions.

THE WAY FORWARD:

→ The Community is sensitized to change their vulnerabilities themselves by forming their CBOs into Capacity.

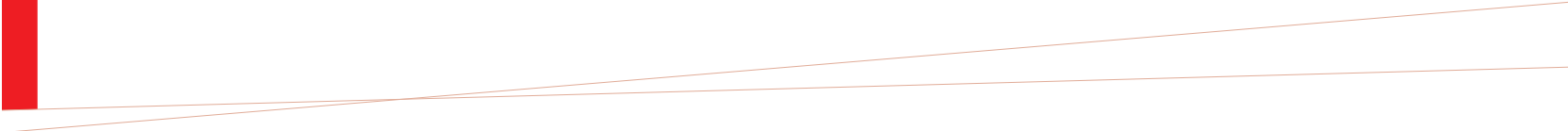
module

05

ADVOCACY FOR SUSTAINING COMMUNITY- BASED DISASTER RISK REDUCTION PROGRAMMES

Description

Design and implementation of advocacy plans in support to promoting sustainability of Community-Based Disaster Risk Reduction programmes. Presentations on the steps in advocacy, advocacy strategies, stakeholder analysis in the context of advocacy, building alliances, developing advocacy messages, advocacy tactics and planning for advocacy.



Learning Objectives

After completing this module, the participants will be able to:

1. Explain advocacy and its application in the context of the International Red Cross and red Crescent Movement
2. Discuss the processes in advocacy
3. Identify the role of advocate for Community-Based Disaster Risk Reduction

Learning Sessions

The following topics will be covered in Module 5:

1. Advocacy in the Context of the International Red Cross and Red Crescent Movement
2. Steps in Advocacy: Theory and Practice
3. Role of Advocates



Total time
3 hours

Materials
PowerPoint presentation, LCD projector, laptop, flipcharts (boards and papers), markers and handouts on the advocacy forms





Advocacy in the Context of the International Red Cross and Red Crescent Movement

Suggested time

60 minutes



Session Objectives

By the end of the session, the participants will be able to:

- Discuss advocacy in the context of the Movement
- Explain the importance of advocacy in Community-Based Disaster Risk Reduction
- Define advocacy



Methodology

Evocative Discussion

Materials

PowerPoint presentation with some multiple choice questions, LCD projector, laser pointer, coloured paper, flipchart (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or power point	PowerPoint presentation, LCD Projector, laptop, flipchart (boards and papers) and markers
35 minutes	Presentation, "Introduction to advocacy"	To introduce key concepts involved in advocacy	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipchart (boards and papers) and markers
20 minutes	Group Activity, "Formulation of a definition for advocacy"	To enhance knowledge of what advocacy is about.	Group Activity	Coloured paper and markers





1. INTRODUCTION

A. Present session objectives.



Note!

There is a separate Advocacy guide for Disaster Risk Reduction field practitioners that has been developed for National Societies in South Asia. The participants can get more details from this guide.

2. PRESENTATION, “INTRODUCTION TO ADVOCACY”



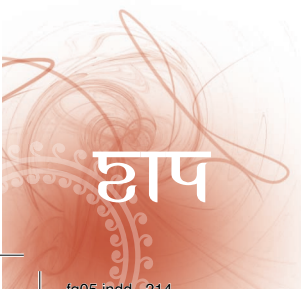
A. Provide the participants with an introduction explaining why advocacy is relevant to the work of the International Red Cross and Red Crescent Movement.



Note!

The presentation should include the following key points:

- Henry Dunant needed to advocate in order to persuade governments to create rules for treatment of the wounded.
- The Geneva Convention is advocacy.
- Advocacy enables the Movement to influence policy makers as a means of addressing root causes in policy, related to disasters and development. It also enables the movement to contribute more efficiently to reducing risk and build safer communities by using a wide range of interventions and to reach a large segment of the population broadening the scope of programme impact
- Advocacy is mentioned in the following documents:
 - Strategy 2010 states that Movement and its supporters work together effectively, through programme cooperation, long term partnerships and funding, as well as more active advocacy
 - Strategy for the Movement outlines this direction in detail highlighting Resolution 6 of the 1999 Council of Delegates that encourages components of the Movement to pursue advocacy initiatives aimed at creating awareness of the conditions of victims of armed conflict and disaster and vulnerable people
 - The 4th priority of the International Federation’s Global Agenda is to renew advocacy on priority humanitarian issues, especially fighting intolerance, stigma and discrimination and promoting disaster risk reduction





- The third area for improvement in the Federation of the Future framework for improvement is advocacy and communication; point 2 calls for increasing advocacy programmes to address key humanitarian issues, and influence the actions of key decision-makers and communities.

3. GROUP ACTIVITY, “FORMULATION OF A DEFINITION FOR ADVOCACY”



A. Provide each participant with a sheet of paper, folded in half crosswise.

Request them to fold the paper into 3 columns.

Give the participants the following instructions:

In the first column, instruct participants to answer the question, “*What is the first word that comes into your mind when you hear the word ADVOCACY?*”

Give them some time to think and for them to write their word in the first column.

In the second column, instruct the participant to answer the same question, i.e. “*what is the second word that comes into your mind when you hear the word ADVOCACY?*”

Again, give them time to think about this and to write their answers on the next column.

When this has been done, ask participants the question, “*What is the last word that comes into your mind when you hear the word ADVOCACY?*”

Request them to write their answers on the third column.

B. Ask participants to discuss among their group the words which they have individually listed and request them to formulate one definition of advocacy using the words they have written on the paper.

After completing this task, a representative from each group will read their definition to the class.





D. Ask the participants, “What is the difference between advocacy and IEC and the difference between advocacy and community mobilisation?”

C. Summarise the groups outputs including the following key point:

- Advocacy is the deliberate process of influencing those who make policy decisions.

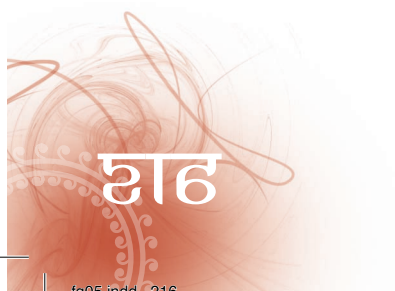


Note!

Highlight the following key points:

- Advocacy always seeks to develop or change a policy, or address resource allocation issues
- Advocacy uses Information, Education and Communication to raise awareness of key audiences, but it does not stop with raising awareness
- The advocacy process is complete when a policy maker implements the prescribed policy action. While the general public may be an audience for an advocacy campaign, the public is targeted to generate support and pressure policy makers

E. Discuss the case study on the effective use of advocacy as a strategy in empowering the community to adapt to climate change.





Steps in Advocacy: Theory and Practice

Suggested time

150 minutes



Session Objectives

By the end of the session, the participants will be able to:

- Identify opportunities that exist for influencing the policy process at the local and national levels
- Discuss the steps in the advocacy process



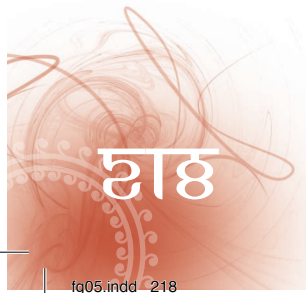
Methodology

Evocative Discussion

Materials

Meta cards with each step in the advocacy process written on each card, PowerPoint presentation, LCD projector, laser pointer, flipchart (boards and papers) and markers





Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 minutes	Present session objectives	To have a common understanding of the session objectives	Presentation using flipchart or PowerPoint	PowerPoint presentation, LCD Projector, laptop, flipchart (boards and papers) and markers
75 minutes	Group activity, "Visual mapping of policy making process"	To examine the policy making process at the national and local level	Visual mapping and discussion using flipcharts	Flipchart (boards and papers) and markers
10 minutes	Group activity, "Steps in the advocacy process"	To discuss the order in which the steps in the advocacy process occur	Activity to arrange cards in correct order	Metacards
60 minutes	Presentation, "Theory and practice for advocacy"	To provide further explanation on the advocacy process	Presentation using PowerPoint or flipchart	PowerPoint presentation, LCD Projector, laptop, flipchart (boards and papers) and markers



1. INTRODUCTION

A. Present session objectives.

2. GROUP ACTIVITY, “VISUAL MAPPING OF THE POLICY MAKING PROCESS”



A. Ask the participants to review how the policy process works in their own setting at the local / national level by developing a visual map of the steps in the policy formulation process.

Ask the groups to draw their maps on the flip chart.

Assign two groups to work on the policy formulation at the national level and two groups to work on the policy formulation at the local level.

Inform the groups that they have 45 minutes to complete this exercise. A further 30 minutes will be used for presentation and discussion.

B. After completing the activity, ask each group to present their outputs.

C. Summarise the discussion including the following key points:

- A critical element in the success of any advocacy effort is a thorough understanding of the opportunities that exist for influencing the policy process, from the national, regional and local level. This assessment is important because it focuses the organisation’s effort on what is potentially attainable.
- Policy making occurs within a web of interacting forces: multiple sources of information, complex power relationships and changing institutional arrangements.
- Policy formulation is a high level overall plan, or course of action, embracing general goals and acceptable procedures of government bodies; no two countries in the world formulate policy using exactly the same political process.
- Regardless of the political system or level of receptivity to popular perception, the organisation’s efforts in the government arena will target branches such as the executive, legislative body / parliament, judiciary, ministries and local officials.





3. ACTIVITY, “STEPS IN THE ADVOCACY PROCESS”



- A. Give a set of meta cards to each group of participants. Each card features a step in the advocacy process.

Ask the participants to arrange the steps in the correct order.

The details of the cards (in the correct order) should be as follows:

Define issue

Develop Advocacy Goals

Identify Target Audience

Build support

Develop key messages

Select channels of communication

Allow five minutes for this activity; ask each group to present their output.



Note!

Advocacy is rarely an ordered and linear process so their outputs maybe correct given the local and national contexts

Close the discussion referring to the following key point:

- These steps will help in planning effective advocacy activities

4. PRESENTATION, “THEORY AND PRACTICE FOR ADVOCACY”



- A. Provide the participants with the theoretical information related to each of the steps in advocacy.

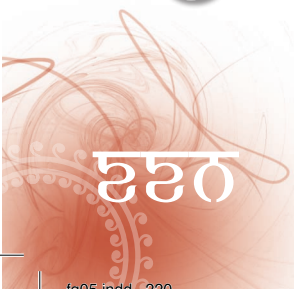
Inform the participants that after discussing the steps, the facilitator will require participants to apply the theories into practice.

STEP 1 is to define the issue.

- 1A. Explain the first step and discuss the Checklist for choosing an advocacy issue and discuss how to use it.



Refer to Workbook! More information on the step 1 of advocacy can be found on page 171 in the Participant’s Workbook.





- 1B. Ask participants, based on the results of the Vulnerability and Capacity Assessment, to work in their groups and identify collectively an issue which they would like to support.
- 1C. Advise participant to think carefully about which issue to choose as they will work on this throughout the session. Instruct participants to, if possible, choose an issue that they are familiar with and have some experience working on. Remind them to use the Checklist for choosing an advocacy issue.
- 1D. After completing the task, ask each group to share their output. Facilitate the process by asking the following:
- Issue/ Problem: What is the issue? Is it serious? Is it urgent?
 - Effects: What are the effects of the problem? How does the problem affect the most vulnerable groups? Do you have data or necessary information about this?
 - Causes: What are the root causes of the problem? What is the role of the policies and practices of the national and local government?

STEP 2 is to develop advocacy goal and set of objectives.

2A. Explain the second step in advocacy.



Refer to Workbook! Information on the step 2 of advocacy can be found on page 173 in the Participant's Workbook.

2B. Request each group to develop their advocacy goal and one advocacy objective based on the identified problem. Ask each group to nominate a participant to present their output after completing this task.

2C. To facilitate the process, ask the following questions:

- Potential Solutions: What do you think needs to be done? Are goals and objectives realistic? How will you measure success?

STEP 3 in advocacy is to identify the target audience.

3A. Explain the third step in advocacy and discuss the Primary and Secondary Audience Analysis Form.



Refer to Workbook! Information on the step 3 of advocacy can be found on page 174 in the Participant's Workbook.





3B. Request each group to accomplish the form based on the advocacy goals and objectives. Once completed, ask each group to share their outputs.

3C. To facilitate the process, ask the following questions:

Who has the power to do something to bring about change?

Do you have access to them?

Are they open for discussion?

Do they agree they have responsibility for change?

Are they able to do something?

STEP 4 in advocacy is to build alliances through networking.

4A. Explain the fourth step in advocacy and discuss the Stakeholders Analysis Form.



Refer to Workbook! Information on the step 4 of advocacy can be found on page 175 in the Participant's Workbook.

4B. Based on the advocacy goals and objectives, request each group to accomplish the form. Once completed, ask each group to share their outputs

4C. To facilitate the process, ask the following questions related to identifying potential allies:

Who is trying to address the situation at the moment?

Can you work with them? Is their activity effective?

What may need to be changed?

Are there people who are not yet addressing the issue, but could be persuaded to help you?

STEP 5 is to develop the key messages.

5A. Explain the fifth step in advocacy.



**Note!**

Highlight the following points:

- There should ideally be **ONLY** one main point communicated, or if not possible, two or three at most.
- The message should always be pre-tested with representatives of the target audience to ensure that the message sent is the message received.
- The message should not only persuade through valid data and sound logic, but should also describe the action the audience is being encouraged to take.

5B. Distribute and discuss the message development worksheet.



Refer to Workbook! Information on message development worksheet can be found on page 176 in the Participant's Workbook.

5C. Role Play. Ask each participant to prepare a one-minute message. They will be given time to practice its delivery. Once completed, the facilitator will randomly select one participant from each group, who will deliver their pieces one at a time. To facilitate the processing of the activity, the group will discuss collectively the strengths and weaknesses of the each participant who delivered the message.

**Note!**

To avoid making the selected participants embarrassed, facilitator can ask participants to drop their messages into a box and shake it before taking 4 messages out for reading. No name should be written on the messages.

STEP 6 is to select channels of communication.

6A. Explain the sixth step in advocacy.



Refer to Workbook! Information on the sixth step of advocacy can be found on page 178 in the Participant's Workbook.

STEP 7 is to explain other activities related to advocacy on raising funds, methods of data collection and monitoring and evaluation.

Refer to Workbook! Information on this can be found on page 178 in the Participant's Workbook.





Role of Advocates

Suggested time

30 minutes



Session Objective

By the end of the session, the participants will be able to identify the various roles of advocates for Community-Based Disaster Risk Reduction.



Methodology

Group Activity

Materials

Handouts with illustrations on the role of advocates, powerpoint presentation, LCD projector, laser pointer, flipchart (boards and papers) and markers



Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
1 minute	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	PowerPoint, LCD projector, laptop, flipchart (boards and papers) and markers
29 minutes	Group Activity, "Role Identification"	To discuss the various roles of advocates for Community-Based Disaster Risk Reduction	Group discussion exercise	PowerPoint presentation, LCD Projector, laptop and handouts





1. INTRODUCTION

A. Present session objective.

2. GROUP ACTIVITY, “ROLE IDENTIFICATION”



A. Distribute the handout on the Illustrated Role of Advocates to each of the groups.

Instruct the group to analyse the illustrations and identify the roles and characteristics of the advocate.



Refer to Workbook! Ask the participants to refer to the completed Illustrated Role of Advocates diagram on page 179 in the Participant’s Workbook after this part of the exercise.

B. Ask the group to identify which role is most appropriate to achieve the group’s identified advocacy goal and objective. Allow 15 minutes for discussion.

Summarise the following key points:

Represent – speak for the people

Accompany – speak with people

Empower – enable people to speak for themselves

Mediate – facilitate communication between people

Model – demonstrate the practice to people or policy maker

Negotiate – bargain for something

Network – build coalitions





module

06

NEXT STEPS

.....

Description

Participants' self review, synthesis of learning log and planning for next steps particularly on the integration of Community-Based Disaster Risk Reduction into their organisations plans and programmes.

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Learning Objectives

After completing this module, the participants will be able to:

1. Detail and share participants intended next steps upon return to working in communities.
2. Assess the overall change / improvement on the level of knowledge after participating in the training course on Community-Based Disaster Risk Reduction.

Learning Sessions

The following topics will be covered in Module 6:

1. Action Planning by Participants
2. Course Summary
3. Post Course Assessment
4. Completion of Course Evaluation Forms
5. Gallery Walk and Sharing of Learning



Total time

2 hours

Materials

PowerPoint presentation, LCD projector, laser pointer, flipchart (boards and papers), markers, post-course assessment papers, course evaluation forms, ball of string



Procedure

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
30 minutes	Action planning by participants	To assist participants to visualise how to integrate their learning into their work activities.	Workshop	“Action Planning” forms
10 minutes	Course summary	To recap on learning	Group discussion and presentation	PowerPoint, LCD projector and laptop
15 minutes	Post-course assessment	To measure participant knowledge on Community-Based Disaster Risk Reduction since course attendance	Multiple-choice assessment	Post-course assessment papers
20 minutes	Completion of the course evaluation forms	To give participants the opportunity to share feedback on the course	Filling in of evaluation forms	Evaluation forms
45 minutes	Gallery walk and sharing of learning	To reflect on learning during the whole course	Gallery walk	All materials produced during the course and ball of string / small ball





1. ACTION PLANNING BY PARTICIPANTS

A. Distribute the 'Action Planning' form.

Ask the participants to fill in the form.

After completion, collect the forms.



Note!

After the course is completed the forms should be endorsed to the responsible person at the relevant national society by the course organisers to follow up.

2. COURSE SUMMARY

A. Ask the participants to recap what was covered in each Module. Each group should detail one module, and then the next group should detail the next module etc.

Tell the other groups that if they feel the group providing the recap has missed anything they should feel free to mention it.

After the recap of each module, deliver a presentation featuring the key learning points from each module to reinforce each group's comments.

3. POST COURSE ASSESSMENT

A. Distribute a post-course assessment paper to each participant.

B. Read the instructions on the first page of the assessment paper to the participants.

Inform the participants they have 15 minutes to answer the questions.

C. Collect the questionnaires after the 15 minutes have passed. Mention that the scores will be available at the end of the training, along with those of the pre-course assessment.



Note!

The content of this questionnaire is the same as for the questionnaire used for the pre-test assessment. This is to provide a measure of how much knowledge has been improved from the level prior to attendance on the course.





4. COMPLETION OF THE COURSE EVALUATION FORMS

A. Provide each participant with evaluation forms.

Explain that their feedback will help improve future course delivery so it is especially important that they take the time to fill in the form.



Note!

The form should include the following questions:

- *Which modules did you find particularly useful on the course?*
- *Which modules did you not find particularly useful on the course?*
- *Were there any topics you would like to include, or remove?*
- *Was enough time spent on each topic?*
- *What have you learnt that will be particularly useful to you when you return to work?*
- *Any other comments?*

5. GALLERY WALK AND SHARING OF LEARNING

Gallery Walk



Note!

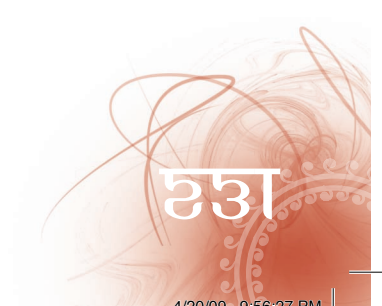
All the work produced by the participants (during group activities, using results of Vulnerability and Capacity Assessment etc.) should have been displayed on the walls of the training venue in a chronological order (this should be done as the activities are completed).

A. Ask the participants to form a line and then walk around the training venue reviewing the work produced during the course, starting with the earliest outputs and finishing with the most recent.



Note!

This is a good way to remind the participants what has been achieved over the week and to reinforce learning. This activity also leads into the next activity, “sharing of learning.”





Sharing of Learning

- A. Ask the participants to move so that they all sit in a large circle.
- B. Give the ball of string to one of the participants.

Ask the participant to share one thing they have learnt and then throw the string to another participant keeping hold of the loose end of the string (alternatively throw a small ball).



Note!

By the time the exercise is over a web of string will have been created, reflecting that all the things the participants have learned are interlinked.

If necessary you can ask participants to help clearing out the classroom in preparation for the closing ceremony.

6. CLOSING CEREMONY



Note!

The format used should be that of the standard closing ceremony used by the National Society that is hosting the training course.







The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

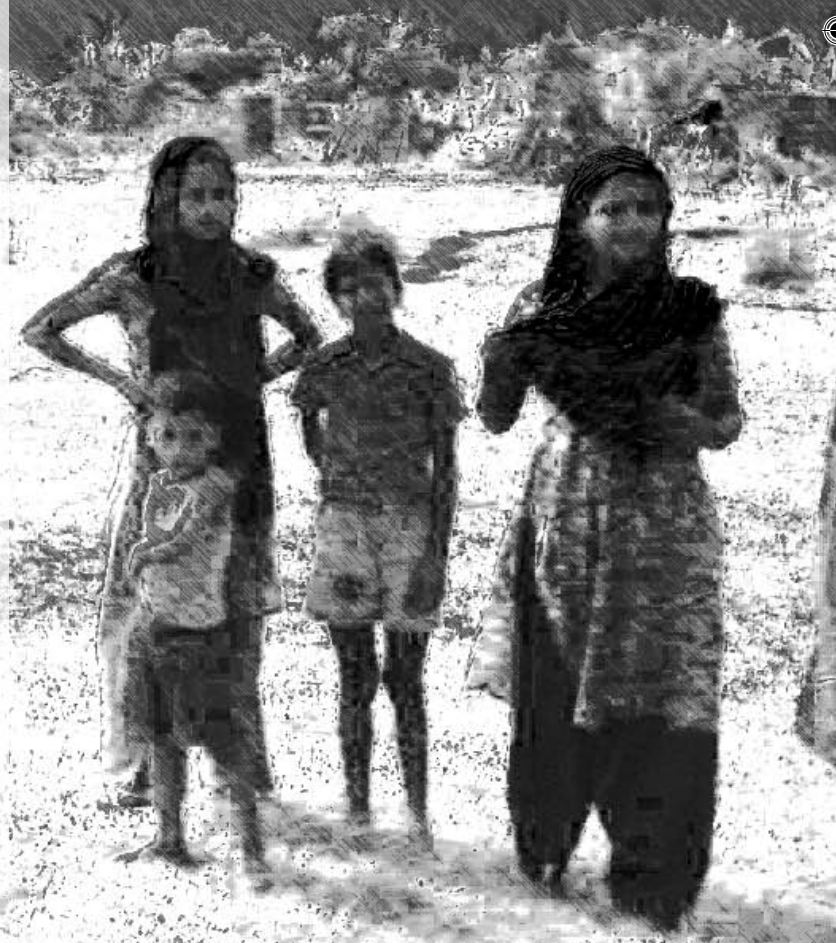
Universality

The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

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The following individuals had provided valuable inputs in the development of the standardised curriculum on Community-Based Disaster Risk Reduction for Field Practitioners, which was pilot-tested in Pakistan, Sri Lanka and Bangladesh:

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building safer communities
in South Asia

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