MODULE 2

CBDRR: A FRAMEWORK FOR REDUCING RISK

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Description

The place of CBDRR in the overall disaster risk reduction context, definitions of terms and importance of community based approach, the processes and elements of community level DRR System, CBDRR and its link with development initiatives, roles of vulnerable groups in CBDRR and characteristics of safer and resilient community.

Learning Objectives

After completing this module, the participants will be able to explain basic terms and concepts related to CBDRR, its link to development and roles being played by Red Cross/ Red Crescent and other groups in CBDRR. Specifically they will be able to:

1.   Define basic disaster and disaster risk reduction terms and concepts.

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 RC/RC movement in CBDRR

5.   Discuss the introduction to the process of CBDRR

6.   Examine how to address the needs and utilize the skills and knowledge of all vulnerable groups.

Learning Sessions

1.   Terms and Concepts in DRR

2.   Linking CBDRR with Development

3.   Characteristics of a Safer, More Resilient Community

4.   The Role of Red Cross/Red Crescent in CBDRR

5.   Introducing the CBDRR Process

6.   Addressing Special Needs; Utilizing Special Capacities of all Vulnerable Groups

Total time: 10 ½ hours

Materials:

PowerPoint presentation, LCD projector, laser pointer, flipcharts, flipchart paper, and markers,

Session 1

TERMS AND CONCEPTS ON DRR

Suggested time: 2 hours

Methodology: Group activity, presentation, discussion

Materials: Meta cards, PowerPoint presentation, LCD projector, laser pointer

Procedure:

1.   Introduction

Present Session objective (using PowerPoint slide):

> **Session Objective:**
>
> By the end of the session participants will be able to:
>
> Define basic disaster and disaster risk management terms and concepts.

2.   Group Exercise -Brainstorming session:

Groups are each given a set of cards. They need to match the terms on the PowerPoint slide with the definitions on the cards. When the group feels they have the right answers on each card they need to put them up on a wall so the rest of their group (and participants from the other groups if the venue allows) can see them. Time for this part of the group exercise is approximately 20-30 minutes. The participants should be told that they score 5 points for a correct answer, lose 5 points for a wrong answer and lose 10 points if they leave an answer blank.

Terms and Concepts for the activity:

1. Disaster
2. Hazard
3. Risk
4. Elements at Risk
5. Vulnerability
6. Capacity

11. Recovery
12. Prevention
13. Mitigation
14. Preparedness
15. Disaster Management
16. Disaster Risk Management

7. Response	17. Disaster Risk Reduction
8. Relief	18. Community Based Disaster Risk Reduction
9. Rehabilitation	19. Sustainable Development
10. Reconstruction	

i.   Run the PowerPoint presentation to illustrate correct answers. Request each group to select a representative who will mark the answers. Which ones did they get right?

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

There is also further guidance on the terms and concepts in the participants' workbook from page 29 onwards. The participants can be referred to this at the end of the exercise (this should be done after the exercise as the workbook contains the answers)

Details of slides:

i.   Basic animation of the following sequence: rock at top of slope, rock at top of slope and man at base of slope, rock on top of man at base of slope. This is used to illustrate the concepts of hazard, vulnerability and disaster (there may be some debate as to whether any other concepts are also illustrated by this, risk for example).

ii.   Further basic terms should be introduced through slides that feature the term matched with the definition and an image giving a practical example of what is meant by the term. The slides should be animated so that the term is introduced last; this allows groups to debate the definitions if there is disagreement on the meaning.

iii.   Disaster Risk Equation – an illustrative tool.

iv.   Disaster Management Cycle

Issues with this model, Group discussion, "stages do not occur separately and in sequence as in example", "Is development present at more stages"

v.   More on definitions (PowerPoint slides)

An example that can be used to illustrate preparedness: In Bangladesh, Village Disaster Management Committees (VDMCs) are trained on first aid and early warning and buffer food stocks are stockpiled ready for when flooding occurs.

vi.   What is the difference between rehabilitation and reconstruction.

The following is a useful example that can be used here: In Sri Lanka, post-tsunami, temporary schools were built so that education could continue whilst schools were being reconstructed (which in many cases took around two to three years). This provision of minimum service (temporary schools) was rehabilitation, construction of the new schools was reconstruction.

vii.   Difference between CBDRM and CBDRR.

You can provide further explanation of why DRR is now used rather than DRM or DM. If there is confusion or disagreement you can remind the participants that there is argument among experts and experienced practitioners as to which term is most suitable.

- Cannot stop disaster so is Disaster Management a valid term?

- Can tackle risks so perhaps it should be Disaster Risk Management.

- If we link disasters to development, should it be Disaster Risk Reduction?

Note: if more relevant examples from the local context are available it is a good idea to use these instead.

3. Group Exercise – Picture Analysis

To explore the issues of hazards, capacities, vulnerabilities, risks it is useful to conduct the following short exercise during this session. It is best that this activity is done after point iii in the above box and prior to point iv.

Using a PowerPoint slide an image or drawing can be displayed (or instead of using a PowerPoint slide an actual drawing can be used). The participants should then be asked to draw on what they have covered so far in this session to identify hazards, capacities, vulnerabilities, risk, elements at risk present in the picture.

The same picture used here will also be referred back to during the session in Module 3: The CBDRR Process entitled Introduction to VCA: Learning by Doing, where this learning will be built on further.

Two examples of pictures that can be used along with explanation of some of the possible hazards, capacities, vulnerabilities, risks present in each picture are given on the following pages.

A good way to conduct this exercise is to get each group to consider one of the elements given each, e.g. group 1 – hazards, group 2 – capacities, group 3 – vulnerabilities, group 4 – risks.

Picture A

HAZARDS

River flooding, wild elephants, unstable slopes

CAPACITIES

Transport infrastructure, community groups (see temple in centre of picture)

VULNERABILITIES

Crowded, isolated community (at bottom of picture), buildings and infrastructure in flood plain, poor evacuation routes.

RISKS

Elephant attacks, landslides, flooding of vital infrastructure

Discussion can be stimulated by posing questions in response to participants contributions, for instance, "The roads are a capacity for getting relief into the community when the flooding subsides, but as it runs alongside the river is it a capacity during the onset of the flooding?"

Picture B

HAZARDS

Coastal flooding, dangerous currents, storm surge, tsunami, sharks

CAPACITIES

Coastguards, Early Warning (see sign on beach), evacuation routes

VULNERABILITIES

Swimmers vulnerable to sharks, can people in boats swim? Community concentrated near coast

RISKS

Shark attack, boat capsizing, drowning

Discussion can be stimulated by posing questions in response to participants contributions, for instance, "How can the two-storey building be a capacity for those far out to sea?"

Session 2

LINKING DRR WITH DEVELOPMENT

Suggested time: 1½ hours

Methodology: Discussion, Group Activity

Materials: PowerPoint presentation, LCD projector, laser pointer, flipcharts and markers

Procedure:

1.   Introduction

Present Session objective (using PowerPoint slide):

Session Objective:

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

Define the conceptual relationship between disasters and development

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2.   Group discussion aided by PowerPoint presentation.

Start the discussion by asking the question to the participants, "What is are the current problems in Asian Countries which relate to disasters and development?" Solicit answers

Then ask "What is Development"?"

Likely responses may include:

- "Improved construction", better road networks,

Further to the previous question, ask the participants, "What is "Sustainable Development"?"

Example of a definition for Sustainable development:

"To meet the needs of the present without compromising the ability of future generations to meet their own needs" The World Commission on Environment.

Key Requirements for Sustainable Development:

- *Political system* securing people's participation in decision making

- *Economic system* able to generate surpluses and technical knowledge on a self reliant basis

- *Social system* that ensure equitable development and provide solutions for tensions arising from people who disagree

There is further information on Sustainable Development on Page 34 of the Participants' Workbook

Further Question: What is link between disaster and development? Solicit responses and summarize their inputs

3. Linking Disaster with Development

A simple comparison of the graphs below is useful to illustrate the relationship between DRR and development. Show graphs to the participants and ask,

Based on the graphs what is the relationship of Disaster with Development?
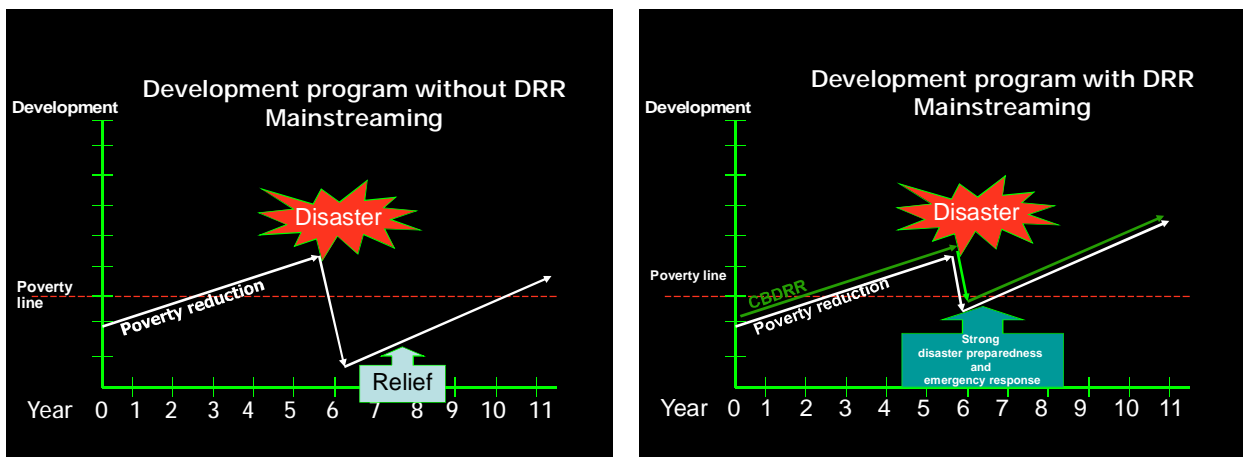
After soliciting the answers, discuss the following points:

- 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 where 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).

Additional points:

- 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.

Introduce the participants to some global conferences on DRR. What is happening in the world with DRR?

- International Decade for Natural Disaster Reduction (IDNDR) conference at Yokohama, Japan in May 1994, the international community reached a broad consensus to put more emphasis on CBDRR programs that involved vulnerable people themselves in planning and implementation.

- The guiding principle of the IDNDR states, *"Preventive measures are most effective when they involve participation at all levels, from the local community through the national government to the regional and international level."*

Hyogo Framework for Action (HFA) 2005-2015

- The UNISDR replaced and continued the IDNDR Strategies. World Conference in Kobe, Japan in January 2004, the global community now implements the Hyogo Framework for Action (HFA) as a guide in DRR.

Explain priority concerns of the HFA.(more information is available on this on page 37 in the Participants Workbook)

Linking HFA with the Millennium Development Goals

The following slide is a useful way to introduce the Millennium Development Goals:

The 'icons' featured in the slide each depict one of the goals (there are eight in total).

Millennium Development Goals

Distribute handouts on Disaster Proofing the Millennium Development Goals. Discuss some goals and how disaster impacts on it. E.g. how education for all can be achieved if schools are used as evacuation centers during disasters which usually prompts delay for classes to resume..

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 Workshop: "Realms of Disaster and Development"

Disaster and Development

Introduce the participants to the "Realms diagram" using the powerpoint slide above. The group will be asked to classify the metacards which were earlier distributed. Each card contain activities which may fall in any of the quadrants. The result of the activity will be processed

Facilitator can use the example in the boxes below as METACARDS for group exercise:

Development Can Increase Vulnerability of Communities

- Programs 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

2

Development Can Reduce Vulnerability of Communities

Strengthening and diversifying livelihoods	Building social security, including access to health and education
Flood control measures	Incorporation of hazard and vulnerability analyses in development planning
Land use planning	
Encouraging foreign investments and job creation	enforcement of building and zoning codes
A flexible and participatory approach to urban planning	DRR and DRM capacity for all concerned officials
Public awareness programs	Agricultural and forestry programs
Safe areas development	Construction of health centers
Earthquake or cyclone resistant buildings and houses	Improvements in transportation and communications
Institutional Development at community level to strengthen peoples livelihoods, organizational capability and coping mechanisms	

Disasters Can Set Back Development

Diversion of manpower and resources to rehabilitation and reconstruction

Postponement or cancellation of development programs.

Disruption of development (loss of resources, negative impact on investment climate.

Undermining of incentives for development.

Political de-stabilization

Disasters Can Provide Development Opportunities

Promoting awareness to 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

There are two methodologies suggested for this activity:

After the activity it is useful to summarise the key points. These should include:

- 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 realized 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.

4.   Mainstreaming DRR into Development Programming

The participants can be referred to page 38 in the Participants Workbook for more information on this.

Ask participants the question on what is mainstreaming and its purpose of mainstreaming CBDRR in development programming.

After soliciting answers, highlight the following points

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 institutionalised within an agency's relief and development agenda.

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.

The discussion will be followed by a skills building exercise on Mainstreaming DRR into Development Programming

5.   Activity: "Mainstreaming DRR into Development Planning"

Suggested time: 15 min

Materials: Flipcharts, flipchart paper, markers

The participants need 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)

The facilitator should guide the participants through the activity by asking the following questions:

- From the list of development project being implemented by each individual, request the group to select one. Then ask does if this project have a positive impact on disasters or vice versa?

- What are some of the causes which are disaster related)

- How can the causes be addressed?

- Can your organization do this alone, or does your organization need to partner with others?

- Does the project / programme include an evaluation in terms of reaching the most vulnerable, with key indicators of success?

- Can this present project lead to the development of some other projects or programs which could have more DRR focus?

The questions should be asked one at a time and the groups should be given around two minutes to answer each question (this should be made clear when each question is asked), this allows the facilitator to steer the participants in the right direction (i.e. to think of development projects). The participants should record their answers 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.

For the last question, define vulnerable groups.VULNERABLE GROUPS

- o The most vulnerable groups in disasters are women, children, older people and people with disabilities (PwDs).

- o These groups often suffer specific disadvantages in coping with a disaster and may face physical, cultural and social barriers in accessing the services and support to which they are entitled.

Session 3

CHARACTERISTICS OF A SAFER, MORE RESILIENT COMMUNITY

Suggested time: 1 hour 20 minutes

Methodology: Presentation, Discussion

Materials: PowerPoint presentation, LCD projector, laser pointer, flipcharts and marker.

Procedure:

1. Introduction

Present Session objective (using PowerPoint slide):

Session Objective:

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

Examine different measures that can be taken to make at risk communities safer and more resilient

2. Explanation of Resilience through the Spring Analogy

Timing: 5 minutes

Materials: Flipchart, marker

To illustrate resilience simply you can 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.

3. Group Exercise on Building safer, more resilient Communities

Timing 30 min

Materials: Ready made illustration of the geographic location of the vulnerable community, The illustration is made up of a flip chart paper with a drawing of mountain on the background and river in front. This will serve as the template for each group to work on.

        Cut out materials depicting the elements of a safer community

Process: After each group has received the illustration of a vulnerable community, they will be requested to make it safer by purchasing the elements of a safer community from an assigned counter. The group will 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. These elements include the following:

- A Community Organization

- A DRR and DP plan

- A Community Early Warning System

- Trained volunteers: risk assessment, search and rescue, medical first aid, - relief distribution, masons for safer house construction, fire fighting

- Physical Connectivity: roads, electricity, telephone, clinics

- Safer house to withstand local hazards

- Community Operations Centre

- Evacuation Centre
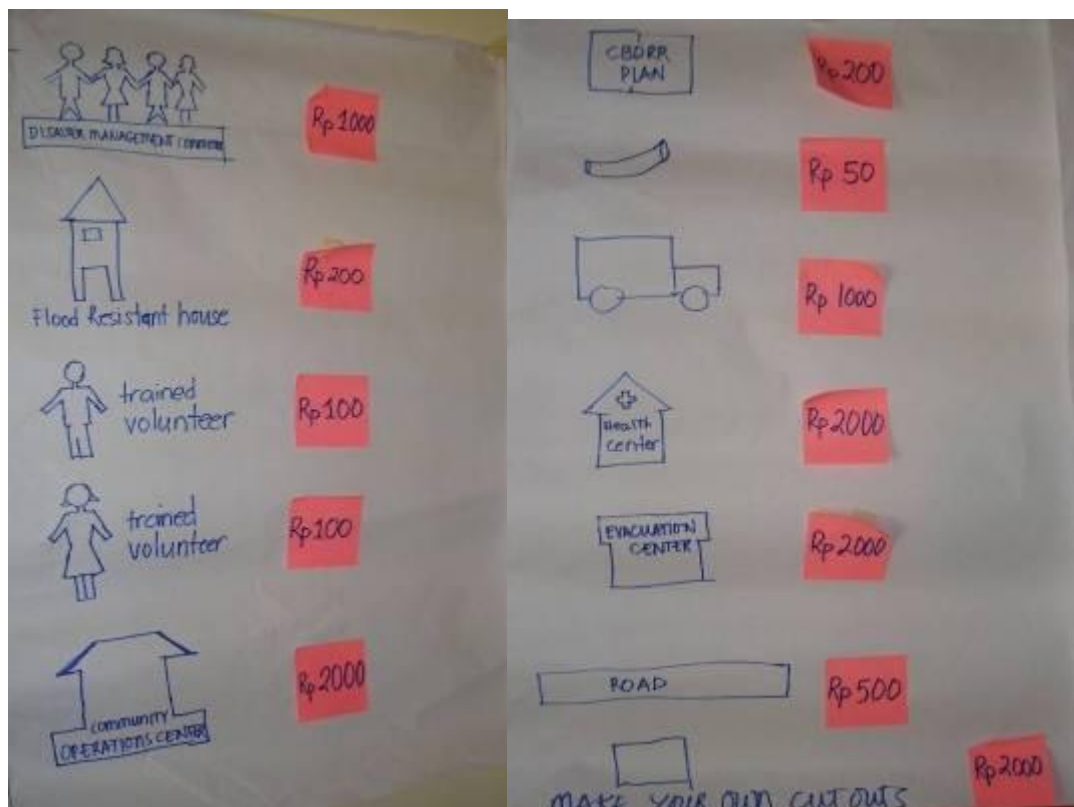
JEWELRIES ——————— Rp 100
  ring
  necklace/anklets
  pair of earings
  bracelet
Watch ————— Rp100
Pair of shoes/slippers — Rp 300
Pair of socks ———— Rp 200
Eye glass ———— Rp 50
belt ———— Rp200
T-shirt/poloshirts — Rp1000 1500
Pair of trousers ——— Rp200 2000

cameras ————— Rp 100
bags ———— Rp 50
name tags —— Rp 20
computer ——— Rp 200
cell phones ——— Rp 50
books/folders — Rp 20
others ——— Rp 10

The following is a scenario that can be used for the above exercise:

- A small rural remote village with 100 households, 500 population

- 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

- Casualty: 10 deaths(3 children, 4 women, 3 elderly); 20 missing

Through the possible assistance of RC:

i. What step could be taken by the community to prevent impact of disaster should the same situation happen?

ii. Build a safer community?

After the exercise the participants should be given the opportunity to justify the choices they made to the other participants.

The following discussion on "Nature of Resilient Communities" should be conducted before returning to this exercise to decide which group did the best job of improving community resilience. This can be measured either by a show of hands or measuring the volume of claps.

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.
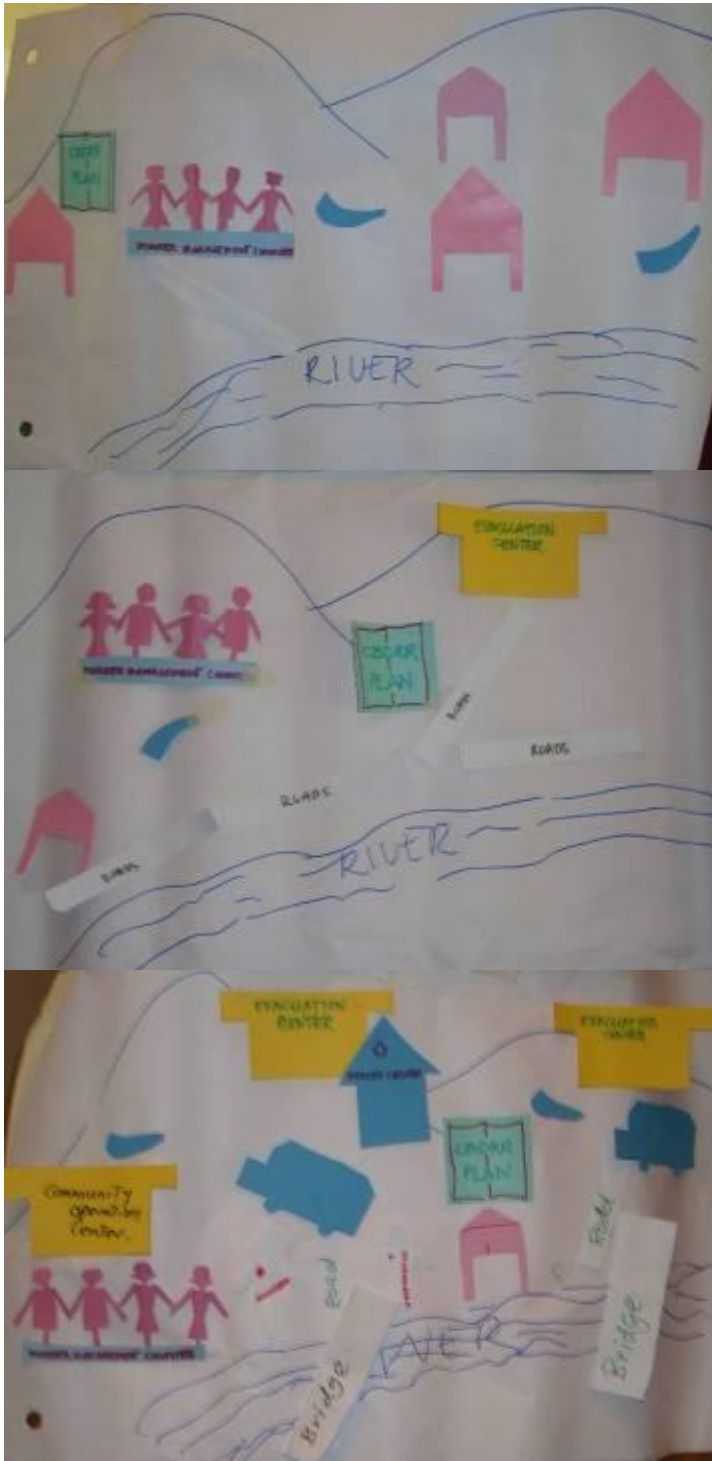
4. Group Discussion aided by PowerPoint presentation "Nature of Resilient Communities":

Question: "What is resilience?"

Some possible answers:

- 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

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

Further questions to participants:

- "What should we do before a disaster?"

- "What should we do during a disaster?"

- "What should we do after a disaster?"

Key points (further detail on this is available for the participants on page 40 in the Participants Workbook):

a. The aim of CBDRR 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; and the

- Patterns of vulnerability that can develop during the process of reconstruction.

b. The Nature of Safer and Resilient Communities

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).

C. Group Discussion: Elements of a Community Level DRR System

Below is a set of elements of a community level DRR system:

- A Community organization
- 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, NGOs, 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

Session 4

THE ROLE OF RED CROSS/RED CRESCENT MOVEMENT IN CBDRR

Additional Note:

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

Suggested time: 30 minutes

Methodology: Presentation, Discussion

Materials: PowerPoint presentation, LCD projector, laser pointer

Procedure:

1. Introduction

Present Session objective (using PowerPoint slide):

Session Objective:

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

Explain the role of Red Cross/Red Crescent movement in CBDRR.

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2. Group discussion assisted by short presentation

The participants can be referred to pages 43 – 46 of the Participants Workbook for further information on this topic.

In order to assist the conduct of this session it is useful to show the participants some key information using PowerPoint presentation. These slides will include:

- The chronology of the development of the Red Cross/Red Crescent Movement's commitment to CBDRR.

- The Hyogo Framework for Action – Brief overview and IFRC's commitment to this.

- Goal 3.1 of The Agenda for Humanitarian Action ("Acknowledge the importance of disaster risk reduction and undertake measures to minimize the impact of disasters on vulnerable populations.")

Key Point:

The IFRC/RC is committed to scaling-up its work in DRR. Through its global network of National Societies the IFRC/RC can have a positive impact on millions of lives through good DRR practices.

Show the participants a slide featuring the goals set out in the Global Agenda and priority areas for action. Ask the participants how they think these goals and priorities can be achieved.

Key Points:

Disaster risk reduction is addressed by the International Federation through three main strategies:

- Building capacity in disaster preparedness to better respond to disasters,

- promoting mitigation activities to reduce the impact of hazards

- ensuring development projects, such as health facilities, are protected from disaster impact.

The IFRC/RC is the world's largest voluntary network. Its 186 National Red Cross and Red Crescent Societies, guided by the Global Agenda, can reach millions o people around the world.

The IFRC/RC considers its comparative advantage to be twofold:

- Firstly that National Red Cross and Red Crescent Societies have recognized obligations and responsibilities to assist in, advise on, and advocate for disaster impact reduction, deriving from their privileged position as auxiliaries to their own governments.

- Secondly, they have millions of members and volunteers living in communities in every corner of the globe. Mobilizing the power of humanity to make the difference is at the heart of the International Federation's strategy on disaster risk reduction.

The following slides are useful to illustrate practical examples of how the Hyogo Framework for Action affects RC/RC work:

Slide 1

HFA Priority for Action: 1.00	RC/RC Role	RC/RC initiatives at community level
Disaster risk reduction (DRR) is a national and local priority with a strong institutional basis	Advocacy for: • inclusion of DRR in national development plans • a national DM platform • legal and policy frameworks that foster effective, speedy and accountable international humanitarian relief in times of disaster • community risk reduction plans Support for: • community based DRR initiatives and programmes	• promotion of Community Disaster Management Committees and Task Forces • promotion and facilitation of community risk reduction plans linked to community development plans

Slide 2

HFA Priority for Action: 2.00	RC/RC Role	RC/RC initiatives at community level
Identify, assess and monitor disaster risk and enhance early warning	• assist national level risk assessment • facilitate hazard, vulnerability and capacity assessments • encourage development of community level multi-hazard early warning mechanisms	– contribution to the elaboration of emergency assessment tools – raising awareness of community roles in early warning and alert systems – the development of community contingency and risk reduction plans

Slide 3

HFA Priority for action: 3.00	RC/RC Role	RC/RC initiatives at community level
Use knowledge, innovation and education to build a culture of safety and resiliency	• support local level awareness raising (through youth, schools and volunteers) • share good practice – locally and globally • engage in national, regional and global policy forums • promote and improve dialogue and co-operation on disaster risk reduction	• development of trained and equipped community volunteers • CBDRR and CBFA First training curriculum and materials development • development of culturally and contextually appropriate materials for CBFA, CBDM and VCA initiatives

Slide 4

HFA priority for action: 4.00	RC/RC role	RC/RC initiatives at community level
Reduce underlying risk factors	• support structural and non-structural small-scale risk reduction projects	• supporting communities to identify and implement mitigation measures • facilitation of community VCA processes • emergency skills training • promotion and facilitation of community vulnerability and capacity assessments • advocacy of community risk reduction plans and facilitation of their elaboration and implementation

Slide 5

HFA Priority for action: 5.00	RC/RC Role	RC/RC initiatives at community level
Strengthen preparedness for effective disaster response at all levels	• build preparedness and response capacity at local level (with national support)	• supporting communities to be prepared for disasters by ensuring a safe, reliable water supply – through rainwater harvesting • supporting the establishment of CBDRR committees and trained task forces – as tools for effective community preparedness for response • training and capacity building in CBDRR, and CBFA • facilitating the development of community contingency, early warning and evacuation plans and their linkage with atoll and national DM structures

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Session 5

Introducing the CBDRR PROCESS

Suggested time: 1 hour

Methodology: Discussion

Materials: PowerPoint presentation, LCD projector, laser pointer.

Procedure:

1.   Introduction

Present Session objective (using PowerPoint slide):

> **Session Objective:**
>
> By the end of the session participants will be able to:
>
> Discuss the elements of a functional DRR system at the local level..

2.   Group discussions aided by PowerPoint presentation:

i.   Start this activity with a recap on the importance/role of CBDRR. Link this with previous activity.   Ask 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 NGOs are there that can do CBDRR work?

With the aid of the powerpoint containing the outline below, summarize the points raised by participants

Essential Elements of CBDRR

This content is available on page 47 of the Participants' Workbook

Participatory process and content:

- All community members, including all vulnerable groups should be involved at all stages of the CBDRR process

- It is the community who benefits directly from risk reduction and development

Responsive:

- Measures taken should be based on the needs of the community (what they feel they need and what they need urgently)

- Priorities should be based on the requirements specified by the community (the community has ownership of the process

Integrated:

- Pre-, during-, and post-disaster measures are planned and implemented by the community.

- The community has linkages with other communities, organisations and government units/agencies at all levels (especially for vulnerabilities that the community needs assistance to address)

Proactive:

- The emphasis should be on pre-disaster measures i.e. prevention, mitigation and preparedness.

Comprehensive:

- CBDRR should include structural and non-structural preparedness and mitigation measures.

- Structural measures are 'hard', physical e.g. construction.

- Non-structural measures are 'soft' e.g. health, literacy, public awareness, education and training, livelihoods, community organising, advocacy, reforestation and environmental protection.

- CBDRR measures should address short, medium and long term vulnerabilities.

Multi-sectoral and multi-disciplinary:

- All stakeholders in the community should be able to participate.

- Both local/indigineous knowledge, science and technology and support from outsiders should be made use of.

- The concerns of all stakeholders including the most vulnerable should be addressed

Empowering:

- Through applying CBDRR measures peoples' capacity and options should be increased.

- Examples of how the above can be realised include: more access to and control of resources and basic social services, more meaningful participation in decision-making that directly affects them, more control over their natural and physical environment, improved confidence

Developmental:

- Contributes to addressing and reducing the complex relation of conditions, factors and processes of vulnerabilities present in society, including poverty, social inequity and environmental resources depletion and degradation

ii.   Group discussion - "Where does CBDRR start and where does it end?"

Solicit answers and synthesize responses using the outline below (these are the steps of the CBDRR process)

The participants can be referred to pages 48 – 52 of the Participants Workbook for further information on this topic.

Initiating the process to work with the community by identifying the community for CBDRR and building rapport

Conduct of VCA

Participatory Disaster Risk Reduction Planning (Action Planning)

Community Managed Implementation

Participatory Monitoring and Evaluation

Details of each step are discussed in the participant's workbook. The facilitator should be able to relate each of the above steps with the following key outcomes:

1. *Community Based Organization* - To establish, strengthen and sustain an organizational mechanism at the community level to implement CBDRR activities. This CBO will be comprised of local residents in the community.

2. *Community Disaster Risk Reduction Fund* – To ensure availability of resources for the implementation of community disaster risk reduction and preparedness measures.

3. *Community Hazard, Vulnerability Capacity Map (HVCM)* – To form the basis for community based disaster risk reduction and community learning

4. *Community Based Disaster Risk Reduction Plan* - To ensure collective action by community for disaster risk reduction through mobilization of local resources.

5. *Community based organisation Training System -* To enhance the technical and organizational capability of the community based organization and its committees on CBDRR first aid, search and rescue, evacuation, management, relief operations management, and emergency shelter management, damage and needs assessment, and safer construction

6. *Community Drills System -* To ensure the readiness of communities for disaster response

7. *Community Learning System -* To enhance the understanding of individuals, families and communities about hazards, disasters, vulnerabilities, risk reduction and preparedness

8. *Community Early Warning System -* To contribute to the safety of the community through facilitating precautionary measures

Session 6

ADDRESSING SPECIAL NEEDS: UTILIZING SPECIAL CAPACITIES OF ALL VULNERABLE GROUPS

Suggested time: 3 hours

Methodology: Discussion, Group activity

Materials: PowerPoint presentation, LCD projector, laser pointer, flipcharts and markers

Procedure:

1. Introduction (5 minutes)

Present Session objective (using PowerPoint slide):

Session Objectives:

By the end of the session participants will:

Have a general understanding of how to address the needs and utilize the skills and knowledge of vulnerable groups

Have a greater understanding of disability and disability issues in disaster contexts

Have a basic understanding on how to mainstream disability into DRR activities

Be able to identify strategies for making the CBDRR process disability inclusive

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2. Group discussion: Issues for vulnerable groups. (5 minutes)

Questions to participants:

"Do different groups have different vulnerabilities and needs?"

This is not likely to prompt too much discussion as most in group are likely to agree with this, however you could pose the question as to whether this means people do not receive standardised assistance in practice.

"Who are the most vulnerable groups?" What do we mean by vulnerable groups? Remind the group that a short introduction was done about this in the previous session.

Possible answers: Women, Children, Disabled, Elderly, Minorities (although sometimes Minorities are less vulnerable than majority), it depends on the situation, unaccompanied minors.

Causes of Vulnerability exercise :

Each group is required to identify factors that make their vulnerable group (e.g. women, children PwD, elderly) particularly vulnerable and determine if the factors identified are either due to an impairment/their body or society? Is it based within the individual or within society? Each group shares key points from their discussion with the larger group.

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

Key point:

CBDRR is a process that should benefit the <u>whole</u> community. This means that vulnerable groups need to be included. Their needs should be understood and abilities recognized.

3.   Power point Presentation: Vulnerable Groups (5 minutes)

Key Points:

- 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 Exercise: Considering Vulnerable Groups   (30 minutes)

Timing (to conduct both exercises): 15 minutes for group discussion, 15 minutes for presentation and discussion.

Materials: Flip charts, markers

Methodology: round table discussion and presentations.

Each team consider needs of a particular group, for example elderly, women, children, differently-abled.

Part 1 - Considering <u>needs and abilities</u> of the particular group before, during and after disaster.

Hint (if needed): consider various sectors e.g. health, education, housing etc

When groups are finished they should clip their pages onto boards. This lets the other groups know when others are finished.

Part 2– Presentations.

During presentations other groups need to tick the needs/abilities that can be taken that they have in common with the group presenting.

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

Facilitator summarizes key points of presentations (e.g. differing needs/abilities for each vulnerable group) and adds any important points that participants may have missed.

There is more information on the following topics in this session from Page 53 onwards in the Participants Workbook

5.   PowerPoint Presentation: Introduction to issues affecting the elderly

Through a brief PowerPoint presentation some of the specific issues that make the elderly vulnerable to disaster can be examined. This session is brief as a number of issues that affect people with disabilities are relevant for the elderly so they can be covered in more depth in subsequent sessions. It is useful to remind the participants to think of how the elderly are affected in such situations, during the exercises that follow in this session. Details that should be included in the PowerPoint slides are:

Health:

- Visual impairment and vision loss increases dramatically with age. Cataract occurrence is mostly related to ageing.

- sensory loss,

- functional limitations,

- memory loss,

- slow response time,

- communication barriers,

- and vulnerability to hyperthermia/ hypothermia.

Finance:

- As large percentage of aged depend on others for their day-to day maintenance. The situation is worse for elderly females where dependency is much higher.

- Most of the daily wagers or casual labours in villages do not receive any benefits on their retirement.

6.   Power point Presentation: Introduction to Disability (15 minutes)

Key Points:

Of all the vulnerable groups persons with disabilities (PwDs) are less understood and are the most vulnerable.

What is Disability?

Definition of Disability: Persons with disabilities include those who have long-term physical, mental, intellectual or sensory (seeing and hearing) impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

People with disabilities may have physical, sensory or emotional impairments or learning difficulties that make it more difficult for them perform activities. However, it is the attitudinal,

environmental and social barriers that prevent them from participating like others in society and having access to information, supports, services and opportunities.

Impairment. Disability. Handicap: An impairment is something that occurs within the body/bodily structures (e.g. a broken leg, downs' syndrome, Cerebral palsy, a stroke). A disability is a restriction on activities resulting from the impairment (e.g. the person who has had a stroke may have difficulty preparing a meal because his left arm is paralyzed). A handicap is a restriction on a person's participation in activities and roles due to barriers caused by society (e.g. attitudes that prevent inclusion, access to information or supports/services, or physical barriers in the environment). A person can have an impairment but may or may not be 'disabled' or 'handicapped.' Compensatory strategies or adaptive aids (e.g. canes, wheelchairs) can enable the person to perform activities even though they can't walk, for example. A society that has a positive attitude to PwDs can make things accessible so that the PwD can participate (e.g. elevators in addition to stairs, toilets that are wheelchair accessible, information that is presented in different ways such as signs as well as written info or braile)

People with disabilities are among the most marginalised and excluded populations in the world and are the poorest of the poor. This makes them more vulnerable than others in situations of disasters. They also have capacities to contribute to their own and the community's coping with disaster. Both their needs and capacities are not fully integrated into the preparation and early recovery phases following disaster, thereby preventing their inclusion in development processes that ensure equal access to information, supports and opportunities for recovery.

6. Group Exercise: "Personalizing Experience" (30 minutes)

The objective of this activity is:
Ø To sensitise the participants to the barriers faced by people with disabilities in disaster contexts.
Ø To understand needs, problem and abilities of people with disabilities.
Ø To develop positive attitudes towards people with disabilities.

Description of the exercise:
Participants are asked to gather in a large group. Some participants are able bodied and others are given a disability (e.g. blindfolded, hands tied, must use one leg, use a wheelchair, get around by crawling, can't speak, deaf etc). The facilitator tells the group that they have recently experienced a disaster and are about to be provided with their relief packages (represented by pieces of crumpled paper). The facilitator then throws the pieces of paper out into the crowd. The participants must get their relief packages themselves.

Key discussion questions after exercise: What was the experience like? What did you learn about the challenges faced by different groups? How could the situation have been improved?

Key points:

-PwDs have differing needs and capacities that require different responses. We need to ensure that their needs and capacities are included in CBDRR processes.

- The importance of addressing/understanding special needs/ abilities

- PwD as a vulnerable group

- Disability as cross cutting issue in DRR: Mainstreaming vs, specialized services

- PwDs need to be present and engaged (Disability inclusive)

Highlight the discussion with a session on Disability Inclusive CBDRR process: Considerations and Strategies for including Vulnerable groups/PwDs .

1. Identifying the Community
2. Building Rapport & Understanding the Community
3. Participatory Community Risk Assessment
4. Participatory Risk Reduction Planning
5. Community Managed Implementation
6. Participatory Monitoring and Evaluation

Facilitator refers participants to the workbook for a checklist/key questions for including vulnerable groups. Participants are also informed that further tips/strategies related to including vulnerable groups are contained within relevant modules of the workbook.

7.   Power point presentation on Gender Sensitive DRR

Discuss the powerpoints on Gender Considerations in DRR process and relate points which were shared by the participants during the earlier group presentation.

8.   Checklist for Inclusion of Vulnerable Groups in CBDRR

It is useful to briefly direct the participants' attention to the following table (available on page 67 of the Participants Workbook). It is useful as an aide memoire for ensuring that vulnerable groups are included in CBDRR activities.

INCLUSIVE CBDRR: A CHECKLIST

CBDRR STEPS	KEY QUESIONS
1. **Identifying the Community**	• Have you considered vulnerable groups as one of your criteria?
2. **Building Rapport & Understanding the Community**	• Are vulnerable people adequately engaged in rapport building and community profiling?

Ø Have you made an active effort to locate and approach vulnerable groups?

Ø Have you made any necessary accommodations to ensure vulnerable groups can participate in activities/assessments? (Physical Accessibility, Proximity of the Service/activities and your ways of communicating and conducting activities)

3. Participatory Community Risk Assessment

- Is the VCA inclusive of vulnerable groups?

Ø Have you included representatives from all vulnerable groups in your assessment exercises? (e.g. mapping exercises, baseline data, interviews etc)

Ø Have you spoken directly t o representatives from all vulnerable groups?

Ø Have you prepared to conduct assessments/ activities with alternative communication means if need be? (using drawings, symbols, body language or simple language, using support persons if necessary)

4. Participatory Risk Reduction Planning

- How are vulnerable groups involved in planning and how are their needs addressed in the plan?

Ø EWS
Ø Search & Rescue
Ø Shelter Management
Ø Livelihood

5. Community Managed Implementation

- Are the needs of vulnerable groups being met?

- How are vulnerable groups involved in the management and implementation of plans and shelters?

Ø Are they appropriately represented on management committees?

Ø Can they get to meetings, implementation activities? Are they listened to?

6. Participatory Monitoring and Evaluation

- Does monitoring and evaluation address the needs and capacities of vulnerable groups?

Ø Are representatives from each vulnerable group included in monitoring and evaluation activities?

Ø How is the community learning about how to make DRR inclusive of vulnerable groups?

Ø How will you know if your program/project meets the needs of vulnerable groups?