

Facilitator's Guide

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MODULE 3

The CBDRR Process

Description

Details on the CBDRR Process; Perceptions of risk, hazard, vulnerability and capacity assessment, orientation on VCA: Learning by Doing and practice the application of tools both in the classroom and in the field work.

Identification of risk reduction measures, prioritization, preparation of community risk reduction plan, stakeholders analysis, organizational 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 CBDRR projects (e.g. formation of CBOs, CBDRR trainings, building partnerships for CBDRR, 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 the module, the participants will be able to

1. Describe suitable selection criteria, how these criteria impact on 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 analyzing information related to hazards and communities' capacity/ vulnerability for CBDRR
3. Develop community based disaster risk reduction plans based on the results of the VCA.
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 CBDRR.

Learning Sessions

1. Initiating process to work with community for CBDRR:
Identification of the community and Building Rapport and Understanding the Community
2. Introduction to VCA: Learning by Doing
 - a. VCA: An Overview
 - What is hazard assessment?
 - What is capacity assessment?
 - What is vulnerability assessment?
 - b. VCA tools and their application
 - c. Data Collection 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 VCA (pre-planning)
 - Ranking
 - Visioning
 - CIT
- d. Data collection, collation, analysis and presentation to the community
- Building rapport
 - Data collection
 - Collation, triangulation and analysis of data
 - Validation of results with community
 - Presentation of findings to community
 - Visioning
- e. Field work briefing (on day prior to first day of field visit)
3. Community Based Disaster Risk Reduction Planning
- a. Why to plan?
- b. What to plan?
- Interventions
- Activities
- Menu of Options
- Livelihoods (including small-scale mitigations)
- Community health (including other options e.g. water and sanitation)
- c. Who should plan?
- d. How to plan?
- Steps
- Accomplishing the Template for CBDRR Planning

- Key features (including cross-cutting features)
- e. Practice Drafting of CBDRR plan
4. CBDRR Plan Implementation
 - a. Principles of Participatory Implementation Process
 - b. Organizing community based organizations for DRR or village disaster management committees
 - c. Capacity Building and Training a Functional community-based organisation
 - d. Building and Sustaining Partnerships for CBDRR
 5. Participatory Community Monitoring and Evaluation
 - a. What is monitoring and why is it necessary?
 - b. What is evaluation and why is it necessary?
 - c. Principles of Participatory Monitoring and Evaluation
 - a. Tools for Monitoring and Evaluation
 - Examples of monitoring and evaluation tools
 - How to use the tools
 - b. Indicators for Monitoring and Evaluation
 - What are indicators and why are they necessary?
 - Examples of qualitative and quantitative indicators
 - c. Formulation of indicators

Total Time: 7 hours with additional 2 days for field visit

Materials for classroom:

PowerPoint presentation, LCD projector, laser pointer, flipchart paper, flipcharts, markers, A4 Paper, coloured pens, Examples of output from use of VCA tools

Materials for Practice of VCA Tools in classroom and during field visit:

Flipchart paper, Tracing paper (large sheets), handouts of case studies, markers, coloured pens, pencils, rulers, erasers, pencil sharpeners, staplers, masking tape, tape, coloured paper,

scissors, dry beans (in a variety of sizes), glue, umbrellas; Syrian Arab Red Crescent handout, bed sheets and brooms

Session 1

INITIATING PROCESS TO WORK WITH COMMUNITY FOR CBDRR:

Identifying the Community and Building Rapport and Understanding the Community

Suggested time: 1 hour

Methodology : Discussion, Group Activity (Role Play)

Materials: PowerPoint presentation, LCD projector, laser pointer, flipcharts, markers, Syrian Arab Red Crescent handout, bed sheets and brooms

Procedure:

1. Introduction

Present Session objective (using powerpoint slide):

Session Objective:

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

Describe suitable selection criteria, how these criteria impact on communities and how they differ at the national and local levels.

2. Group discussion assisted by presentation:

Refer participants to workbook to review aims and content.

Question to group: "What are the criteria for identifying a Community to undertake CBDRR program?"

Note the participants' answers on a flip chart.

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 organizations, 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") .

Refer participants to the handout from the Syrian Arab Red Crescent. This has an example of this National Society's actual criteria for selection.

For reference, the community selection criteria used by the Syrian Arab Red Crescent are:

- Obvious and significant risks affecting the local community

- Previous activities by Syrian Arab Red Crescent in the targeted community
- Consideration of capacities of Syrian Arab Red Crescent (technical, financial, HR) and the needs of local community to handle expected risks
- Possible to carry out activities in this community
- Clear and adequate secondary data
- Geographical access to the community for most of the year
- Existing active CBOs or the possibility to establish them in the future.
- The variety of selected communities
- Size of community

Participants/ 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 may have slightly different criteria to each other and it is a good opportunity to share information.

Use the PowerPoint presentation to show the participants an example of a Selection Matrix.

Explain the criteria for selection used:

- Severity of community's exposure to risk or the most vulnerable community
- Number of population at risk who will benefit from the DRR program
- Readiness of community to engage in DRR (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 centers, etc)
- Security of the staff who will undertake the DRR program

Invite group discussion as to whether it is a useful tool, some may have experience of it whereas others may not.

Explain the factors that may contribute in identifying community for CBDRR programming.

3. Workshop: "bed sheets and brooms":

Move to an area where there is more room so all participants can see and take part in the exercise.

Procedure:

Group members need to depict aspects of daily life in a community using the two props (bed sheets and brooms). Each group should perform at least two examples. One person from each group should demonstrate each activity. Allow the groups two minutes to discuss what activity they will depict to the other participants.



Possible examples are: Cleaning, cooking, collecting fruit, ploughing fields, robbery.

When each participant demonstrates their chosen activity the other participants should try and guess what the activity is.

The importance of this exercise is to illustrate understanding of communities and that understanding assists in building rapport.

Building rapport involves the building of trust, credibility and kin ship.

4. Group Activity: Role play on introduction into the community (Building rapport)

Introduction

This exercise requires participants to role-play as either, one of a variety of members of a village or as representatives from the local branch of the National Society (or other NGO) who are meeting to discuss the use of CBDRR. The activity gives participants an opportunity to investigate the issues of introduction into the community. The participants should try to make the village meeting as realistic as possible, and in line with the brief given (each participant will be given a card briefly outlining their viewpoint, expectations, whose views they are interested in hearing and whose they are not).

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 village. Some homes have generators providing electricity for lighting.

The village is subject to regular flooding and some minor landslide. 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 CBDRR 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 CBDRR. This project covers among others the at risk community of Namaste.

Pre-meeting

Participants will begin this simulation with a pre-meeting. In this meeting you 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 your pre-meeting concluded.

Note: The pre-meeting is very important to ensure that maximum benefit is gained from the role-play itself. It is important that this is not rushed and 20 minutes should be allocated for this part of the activity. During this meeting an agenda for the "Village meeting" should be drawn up and circulated to all participants.

Village meeting

The village meeting will be chaired by the CBDRR field practitioner. He will facilitate the meeting which will be attended by representatives from various sectors in the community.

Observers

A number of participants will be nominated to observe your meeting. Their role will be to observe discussion taking place. They will not take part directly in the village meeting, but will instead play an important role during the debrief 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 you found interesting and you would like to share with the group during debrief.

The following roles will be assigned to the participants who will participate in the meeting (further guidance on their roles will be provided on cards distributed prior to the exercise)

- 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 NGO which is concerned about human rights
- Representative of an NGO which is concerned about children's participation
- Elderly
- Person with Disability
- Other roles: to be determined by the participants themselves as deemed necessary

Debrief

A debrief will be conducted after the village meeting to identify outcomes and key lessons learned.

5. Group Discussion: Examples of good and bad practices of building rapport:

Ask the participants to share 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.

Examples may include: meeting leaders, official and unofficial. Cultural awareness. Dressing how the community dresses on entry to the community.

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 organize the activity
- Establish meeting times and places based on community members' availability and local calendars
- Ask the question what do you need to do to make sure vulnerable groups can attend and participate in the initial phase of the program?
- Discuss some 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. All vulnerable groups should be encouraged to participate in meetings.

Session 2: Introduction to VCA: Learning by Doing

After completing the sessions, participants will be able to :

Design and conduct a participatory disaster risk assessment activity using essential tools in collecting, collating and analyzing information related to hazards and communities' capacity/ vulnerability for CBDRR.

Session 2A: Overview of VCA

Suggested time: 90 min

Methodology: Group activity, discussion

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

Procedure:

1. Introduction: Present Session objective

Session Objective:

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

Define hazard, vulnerability and capacity assessment

Examine the aims of disaster risk assessment.

2. Short opening discussion "What is VCA?"

To begin this session it is worth asking if any of the participants can give a very short explanation of what VCA is.

Possible answers will include:

- Assessment
- It considers vulnerabilities and capacities

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

The answer is that yes it does, VCA is just to provide a common terminology. Although this terminology might not be used the content is the same.

In summary VCA is concerned with:

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

3. Activity: 'Here is your community'

Timing: 45 minutes

Participants are given a scenario of a community including a picture of a community group. The picture of the community on the Facilitator's Guide page 28 shall be used in this exercise. The facilitator reminds participants that through step 1 and step 2 of the CBDRR process they've selected a community and have begun to establish rapport. The next step is to understand more about the community in order to prepare a CBDRR plan.

Instructions:

Participants are asked what they think they need to know about the community in order to start developing a CBDRR plan. Using the scenario, the participants (in small groups) are asked to brainstorm the following questions:

- What are the main disaster risks 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 you find this information

Note: If this material had been used in Module 2, facilitator may just have to review with the participants the results of the discussion of that particular session.

The facilitator develops the discussion based on the feedback for each question (asks 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.) Facilitator then summarizes the information from the group and provides key point/information.

Key Point: You need information about Hazards, vulnerability and capacities of the community (This introduces the value of the VCA). As the community practitioner, you may have some answers/understanding of the community but not all. No one has the complete picture.

It is important to summarise the purpose of the exercise:

- 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 VCA practitioners. You may know your own area but you won't know all the details. VCA should be conducted as if you don't know the area.

VCA is a process not a product

Key point:

In order to build a good CBDRR plan you need information from a cross section of people in the community. The VCA provides a participatory way of getting this information in order to build the plan that reflects the situation/priorities of the community.

4. Group discussion and presentation:

Ask the participants the question, "What is an assessment?"

Possible Answers may include:

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

You can then follow this up with a presentation outlining the important information about VCA.

Details of important slides:

i. Q. Why conduct VCA?

A. To understand the situation.

VCA is used to identify the problems, their causes and consequences and the capacities available.

ii. What is VCA?

VCA is the 3RD step in the CBDRR process. Its conduct is both a dialogue and a negotiated process involving those at risk, authorities and other stakeholders, including

vulnerable groups. It is a process whereby all parties concerned collect and analyze disaster risks information

At this stage it is also good to draw attention to existing VCA literature. Also RC/RC has an existing week-long course on VCA for those who would like to learn about it in more detail.

iii. Q. What are the results of VCA used for?

A. To reduce vulnerabilities and increase capacities. Results of VCA .will be used to make appropriate plans and implement concrete actions to reduce and/or eliminate disaster risks that will adversely affect their lives.

To reinforce this point you can refer back to the 'equation': disaster risk = hazard x vulnerability/capacity covered in a previous session.

iv. Q. Who does the VCA?

A. Firstly, the community with the help of VCA experts. VCA experts are the facilitators.

VCA is participatory in nature because the affected target populations are involved in the various stages of risk assessment. It unites the various stakeholders in the locality, most especially the community in common understanding of the disaster risks. (Refer back to the point in the previous session about empowering to reinforce understanding that DRR is inked with development. Empowering leads to sustainability and ownership)

Moreover, VCA combines both scientific and empirical data concerning known hazards and other possible threats to the community. Although indigenous knowledge is vital, scientific data is especially important in a situation when the hazard has not yet been experienced by the community.

v. What VCA is not.

When first introduced VCA was used incorrectly, spend some time explaining what it is and what it is not.

Important point:

- What is VCA now? Not just an assessment, it will contribute to the development of a programme.

vi. Key messages to remember when conducting VCA:

- Don't only rely on information you already have, use your observations and keep cross checking.
- Look, Listen and learn.
- Facilitate. Don't dominate. Don't interrupt. Don't Interfere
- Convert hurdles into opportunities.

- Meet people when it suits them
 - Spend maximum time in the villages
 - Show interest in learning from people
 - Don't indicate doubts or disbelief about responses
- vii. Choosing the tools. What are you trying to find out? This influences what tools are used. Needs to be fit for particular purpose as field practitioners are the facilitators of a process.
- viii. Introduction to tools.

Show the participants a list of the tools for VCA. To create interaction you could ask the group which tools they have used and any thoughts they have on this. 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.

5. Activity: 'Getting everybody's views'

Purpose of Activity: To explore strategies for making sure the VCA is participatory and inclusive of all groups/stakeholders.

Timing: 20 minutes.

Materials: A4 paper, felt-tip pens

You have a set of cards each with a different stakeholder (village leader, government representatives, service representatives such as health, police, women's organization, business, youth organizations, person(s) with disability, children, old person(s) etc). Each card contains the name of the stakeholder and a brief description of the person/their role.

Participants are paired. Each pair takes a card and answers the following question:

How do I make sure that this person is engaged in the VCA process?

Facilitator asks each pair to give 3 points.

6. Group discussion: Vulnerability and Capacity Assessments

Discuss the following points:

The following are the components of VCA

1.. Vulnerability Assessment

Vulnerability assessment 'measures' the physical, social, economic and environmental factors or processes, which increase the susceptibility of the community to the impact of hazards.

Particularly useful tools are: Social vulnerability mapping, Physical vulnerability mapping, Seasonal calendar, Problem tree, Transect walk, direct observation, semi-structured interviews.

2. Capacity Assessment

Capacity assessment 'measures' the strengths and resources available in and to the community and areas where these can be improved. As stated previously these may include physical, institutional, social or economic means as well as skilled personal or collective attributes such as leadership and management.

Particularly useful tools for capacity assessment are: Resource mapping, Chapatti diagram, problem tree. Semi-structured interviews, transect walk and direct observation are also useful tools.

3. Hazard Assessment

Hazard assessment focuses on the existing or latent factors present in, or around, the community that could potentially have a harmful affect on the community. As stated earlier in the course these may be natural (geological, hydro-meteorological and biological) or induced by human processes (environmental degradation and technological hazards). Hazards can be measured in terms of their location, intensity, frequency and probability.

Particularly useful tools for hazard assessment are: Hazard mapping, Seasonal Calendar, Historical profile. Semi-structured interviews, Transect walk, Direct observation are also useful tools.

Note: Tools not listed under a particular section here may still be useful for assessing that particular criterion, but for the sake of clarity have not been listed. There are also other tools available that will be useful that are covered in the dedicated VCA training. The tools focussed on here are among the most commonly used and it was felt that it was important to primarily focus on these.

Session 2B VCA TOOLS AND THEIR APPLICATION

- Suggested time:** 4 hours 30 minutes
- Methodology:** Discussion, Group Exercises, Demonstration – return demonstration
- Materials:** PowerPoint presentation, LCD projector, laser pointer, Examples of output from use of VCA tools
- Some or all of the following:
- Flipchart paper, 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), glue

Procedure:

1. Introduction: Present session objective

Session Objectives:

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

Demonstrate how the available tools can be used in designing and conducting hazard and Vulnerability and Capacity Assessment.

2. Group Exercises “Practice of VCA tools”

Additional Guidance:

Advise participants that there is also additional information on tools in the Participants workbook and VCA toolbox.

Part 1: Introductory session

Question to participants:

“How/where do you start when undertaking a VCA?”

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 on flipchart during this discussion.

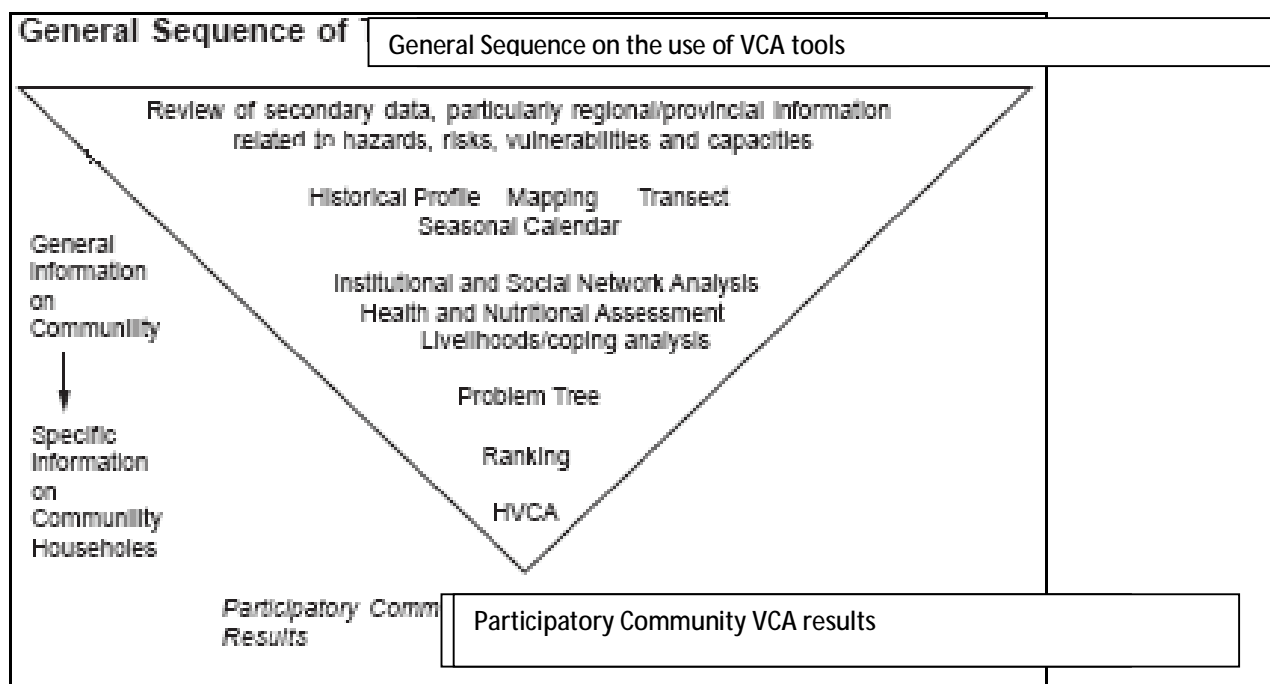
If there is time, or if it is needed, you could ask the participant concerned why tools should be used in the particular order they are suggesting.

A possible sequence is as follows:

- Secondary data
- Direct Observation
- Mapping
- Additional tools

Key point:

- When carrying out VCA 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:



Part 2: Introducing and Practicing VCA Tools

Tools to practice:

a. Data Collection Tools:

- Risk Mapping
 - Hazard mapping
 - Social and physical vulnerability mapping

- Resource and capacity mapping
- Transect walk
- Direct observation
- Seasonal calendar
- Venn diagram (Chapatti/Roti Diagram)
- Semi-Structured Interviews (SSIs) / Focus Group Discussions
- Historical profile (visualisation and projection)

b. After VCA (pre-planning)

- Ranking
- Visioning
- CIT

The participants will each be given one of two case studies (participants will be given the same case study if they are in the same group as each other) prior to being introduced to the tools. Using the information in these case studies the participants will be able to practice the tools. An introduction to each tool, why to use it, what information is required and how to get it will be given via a presentation. Information on each tool and the case studies for use in the exercise follow.

Timing:

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.

Information that can be used to explain the tools can be found on the pages that follow:

There are also tips and strategies contained in the workbook for how to make the VCA disability inclusive, including a disability checklist and tips relating specifically to VCA tools.

Distribution of Case Studies

The participants should be given the case studies prior to considering the tools, allow the participants 15-20 minutes to read them/make notes if they want to.

The case studies that can be used for this session feature on the following pages:

Case A- Sapugagaskanda Village

Sapugaskanda, 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 kmX8 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 Sapugaskanda village. 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 & 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 Oct – 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 Sapugaskanda 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, 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 saving, 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 functions and gatherings are led by the priests. Other UN agencies and INGOs visit the villages in cases of major disaster and provide some reliefs 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.

Case B- Rathmalgoda Village

Rathmalgoda is a village 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 20km). 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, Jan 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 IFRC, 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. 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 is 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 volunteers on life serving, 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.

DATA COLLECTION TOOLS

Baseline Data

What: Statistics and information on the situation in a given community prior to VCA including information about vulnerable groups.

Why: In order to devise a plan of what further information is required from the VCA and also for monitoring and evaluation purposes once measures to improve the safety of the community are put in place.

When: Prior to VCA

How: visit libraries, government offices, universities, research centres, collect newspaper clippings, maps, etc.

Procedure for the practice session:

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 VCA in that community.

Risk Mapping

What: making a spatial overview of the area's main features

Why: maps facilitate communication and stimulate discussions on important issues in the community. Maps can be drawn for many topics:

- spatial arrangement of houses, fields, roads, rivers, and other land uses
- social map (houses, social facilities and infrastructure, i.e. temple, stores, rice mills, school, pharmacy, trails and roads, water pumps, irrigation, recreational facilities, etc.)
- hazard map, elements at risk, safe areas, etc
- resource map showing local capacities
- accessibility map (route and condition of access to evacuation centre or shelter)
- mobility map

Who: community members

How:

- i. Decide what kind of map should be drawn
- ii. Find men, women, children, and representatives of vulnerable groups) who know the area and are willing to share their experiences
- iii. Choose a suitable place (ground, floor, paper) and medium (sticks, stones, seeds, pencils, chalk) for the map
- iv. Help the people get started but let them draw the map by themselves

Additional guidance: 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.

Procedure for the practice session:

Each participant group should be requested to draw a map of the village featured in their case study. Each group will 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

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

nThings 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 etc.

nAssess if existing key infrastructures are accessible such as: safe havens, schools, colleges, mosques, health centers, dams bridges, culverts, union Parishad office, shelters etc.

Transect Walk

What: systematic walk with key-informants through the community to look at the layout of the community including distances between key places, accessibility, and land use zones, by observing, asking, listening and producing a transect diagram

Why:

- Visualizes interactions between physical environment and human activities over space and time.
- Identifies danger zones, evacuation sites, local resources used during emergency periods, land use zones, etc.
- Seeks problems and opportunities

When: in initial phase when you enter community

Who: team with six to ten community members representing the cross-section of the area

How:

- i. Based on map, select a transect line (can be more than one)
- ii. Select a group of six to ten people who represent the cross-section, and explain purpose
- iii. During walk, take time for brief and informal interviews at different places in the transect
- iv. Focus on issues like land use, proneness to particular disasters, land tenure, and even changes in the environment to draw a historical transect
- v. Conduct transect walks with representatives from vulnerable groups.

* Refer to Disability checklist for transect walk in participants' handbook

Additional tips:

- If small community can go to top of mountain and get overview from there.
- A matrix can be used to tabulate data from transect walk.

Procedure for the practice session:

Using a flipchart and flipchart paper the facilitator should 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 to tool to show what information can be gathered using a transect walk. The facilitator 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

Direct Observation

What: systematically observing objects, people, events, relationships, participation, and recording these observations. Consider how to observe the 'invisible' (e.g. people with disabilities or other vulnerable/ socially marginalised persons).

Why: to get a better picture of the (disaster) situation, especially of things that are difficult to get across verbally

When: in initial phase when you enter community, and during to cross-check verbal information. Observations are analyzed afterwards (for instance how men and women participate in community meetings).

Who: everybody

How: think about the purpose of why you are in the community, and identify indicators, which you can assess through direct observation.



Seasonal Calendar

What: making a calendar showing different events, experiences, activities, conditions throughout the annual cycle

Why:

- identify periods of stress, hazards, diseases, hunger, debt, vulnerability, etc.
- identify what people do in these periods, how they diversify sources of livelihood, when do they have savings, when do they have time for community activities, what are their coping strategies
- identify gender specific division of work, in times of disasters and in normal times

Who: team and community members; have separate sessions for men and women. It should also be noted that older people often have good historical information.

How:

- i. 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.
- ii. 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
- iii. 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, out-migration, etc.
- iv. 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.

Procedure for the practice session:

The facilitator, using the directions listed under ‘**How:**’ above can 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). The participants can then refer to the case study and using the information contained, construct their own seasonal calendars.

Alternatively, some group members can role-play the role of community members; this can be decided amongst the group but it may be useful if the participants playing the role of the community members are from the same area or region. The other group members then role play as VCA field practitioners using this tool with the “community”.

Venn Diagram (Chapatti/Roti Diagram)

What: making a diagram that shows key-organizations, groups and individuals in a community, nature of relationship and level of importance

Why:

- Identify organizations (local & outside), their role/importance, and perceptions that people have about them,
- identify individuals, groups, organizations that play a role in disaster response and can support community

Who: team and community members including representatives from all vulnerable groups.

How:

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

Procedure for the practice session:

The facilitator, using the directions listed under '**How:**' above can 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). The participants can then refer to the case study and using the information contained, construct their own Venn diagrams.

Alternatively, some group members can role-play the role of community members; this can be decided amongst the group but it may be useful if the participants playing the role of the community members are from the same area or region. The other group members then role play as VCA field practitioners using this tool with the "community".

Semi-Structured Interviews / Focus Group Discussions

What: Semi-structured interviews are discussions in an informal and conversational way. They do not use a formal questionnaire but at the most a checklist of questions as a flexible guide. Refer to the disability checklist as an example (included in Participants Workbook). There are different types of semi-structured interviews: (1) group interview (2) focus group discussion (3) individual interview (4) key-informant interview.

Why: to get info (general and specific), to analyze problems, vulnerabilities, capacities and perceptions, to discuss plans, etc. Each type of semi-structured interview has its specific purpose:

- group interview: to obtain community level information, to have access to a large body of knowledge, not useful for sensitive issues
- individual interview: to obtain representative, personal info. May reveal differences / conflicts within community
- key-informant interview: to obtain special knowledge about a particular topic; you interview a nurse if you want to know more about epidemics, a farmer about cropping practices, a village leader about procedures and policies
- focus group discussion: to discuss specific topics in detail with a small group of persons who are knowledgeable or who are interested in the topic. People can also be grouped according to gender, age, owners of resources

Who: team of 2 - 4 people

How:

- i. prepare key issues in advance
- ii. select one person to lead the interview
- iii. ask questions in an open-ended way (what, why, who, when, how, how do you mean, anything else?). The semi-structured format ensures that you do not miss information and allows flexibility for community members to voice what they want.
- iv. ask for concrete information and examples
- v. try to involve different people (if present)
* Refer to section for communicating/building rapport with people with differing abilities in participants' handbook
- vi. pay attention to group dynamics
- vii. ask new (lines) of questions, arising from answers given
- viii. make notes in a discreet way

Historical visualisation and projection

What: gathering information about what happened in the past and its impact in the near in the future

Why:

- to get insight in past hazards, changes in their nature, intensity and behaviour,
- understand present situation in community (Causal link between hazards and vulnerabilities)
- to make people aware of changes
- To identify impacts of past experiences in the future

When: at initial phases

How:

- i. 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
- ii. 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 organization
 - major political events
 - changes in attitudes (e.g. toward people with disability and the elderly)
 - what will the impact of changes in the near future
- iii. the facilitator can write the stories down on a blackboard or craft paper in chronological order

Life histories: another method is to ask individual informants to give a detailed account of their life or regarding a specific issue from a historical perspective

History tracing: ask individuals or group to begin with current experiences and to go back in time. Purpose is to find reasons / causes which contributed to the occurrence of a certain experience.

Additional point:

- Historical profiling is a very important exercise for gathering information as time is often not found in day-to-day life to share historical information.

Procedure for the practice session:

The facilitator, using the directions listed under '**How:**' above can demonstrate the basics of Historical visualization and projection . The participants can then refer to the case study and using the information contained, construct their own Historical profiles.

Alternatively, some group members can role-play the role of community members; this can be decided amongst the group but it may be useful if the participants playing the role of the community members are from the same area or region. The other group members then role play as VCA field practitioners using this tool with the "community".

Health and Nutrition Needs Assessment

What: tool to assess health and nutrition condition and needs

Why; conducted to get an insight of the health and nutrition condition of

men, women, children and babies, elderly people, and people with disabilities in the community

*Refer to health and nutrition needs/issues for People with disabilities in handbook

Who: team and key informants (like midwife, Community Health

Workers, staff of health center, etc), individual households and during

focused group discussions

How:

(1) use tools like focused group discussion, semi-structured interviews, direct observation, seasonal calendar and mapping (2) look into the following aspects:

- Nutritional status of women and children (age-height-weight assessment, quantity and quality of food intake, food preparation methods, etc.)
- Food security situation (availability of sufficient food, stability of food supply throughout the year, access to available food, quality (seasonal), treatment given to diseases, etc.)
- Prevention (immunization, **disability prevention**, animal vaccination, hygiene and cleanliness of surroundings, etc.)
- Women's health condition (# of pregnant women, # of (ab)normal deliveries, problems related to pregnancies, delivery and child rearing, family planning methods, etc.).
- **Consider mixed situations (e.g. elderly woman with a disability)**

- Caring capacity (caring tasks for babies and children, **elderly, people with disability** by community or households considering time, education, nutritional habits, breast feeding, early stimulation, knowledge on health and nutrition, etc.)
- Traditional medicine/healing (# and role of traditional practitioners, kind of traditional medicines used, beliefs regarding health and illness, etc.)

AFTER VCA (PRE-PLANNING)

Ranking

What: a tool for exploring people's perceptions, elicit their criteria and understand their choices in measuring and prioritising.

Why: to identify criteria and determine preference; to identify differences in perceptions and reasons; to encourage problem solving through discussion and ranking the problems and the solutions; for comparative studies

Who: team with community members, including the views of all vulnerable groups

How:

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

Procedure for the practice session:

The directions listed under '**How:**' above can be followed. The materials produced from considering the case studies can be used for this exercise. Some group members could also role-play the role of community members; this can be decided amongst the group but it may be useful if the participants playing the role of the community members are from the same area or region.

Visioning

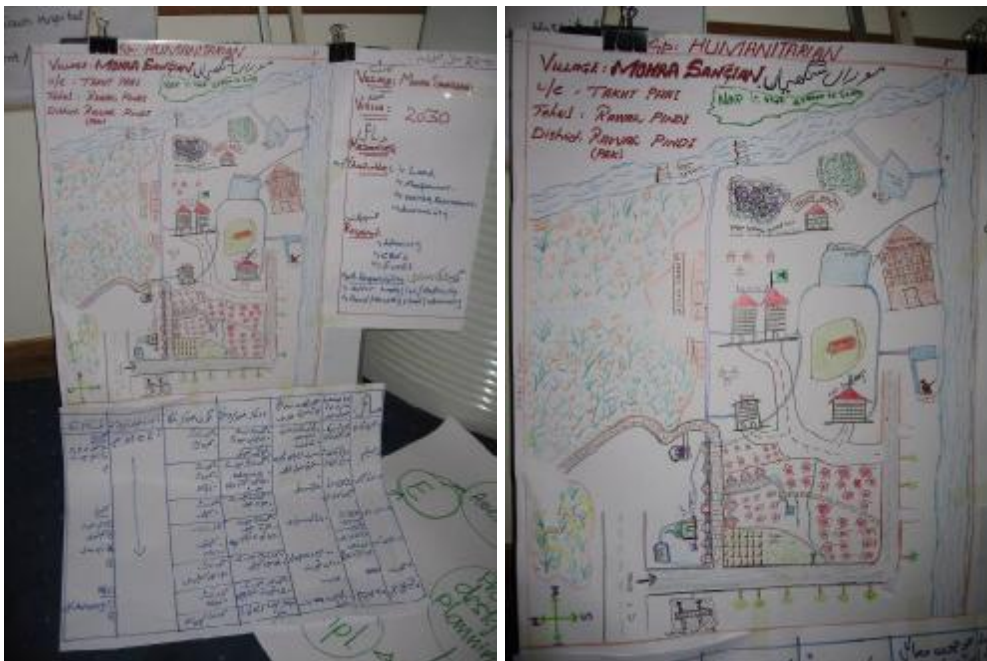
What: Assisting the community develop a model for the increased safety of their community, based on the results of VCA in their community

Why: to gain a more thorough understanding of how the community members themselves feel the safety of their community can be improved and which areas are perceived to be more or less important to them.

When: after the collated and analysed data obtained during VCA has been presented to the community

Who: Community members facilitated by VCA field practitioners. **Make sure that vulnerable groups are appropriately represented.**

How: Analysing the findings of the VCA, 'dreaming and drawing' the safer community of the future.



CIT (Change, Influence, Transform)

What: A framework of programmes to make the community safer (Change – in the short term, Influence – in the medium term, Transform – in the long term)

Why: To improve the safety of the community

When: After visioning onwards.

How: This can consist of a whole variety of measures.

Session 2C

DATA COLLECTON, COLLATON, ANALYSIS AND PRESENTATION TO THE COMMUNITY

Suggested time:	45 min for discussion and 2 days for the Field Visit
Methodology:	Evocative discussion; application of skills developed in the 'classroom'.
Materials:	Flipchart paper, Tracing paper (large sheets), markers, coloured pens, pencils, rulers, erasers, pencil sharpeners, staplers, masking tape, tape, coloured paper, scissors, dry beans (in a variety of sizes), glue, umbrellas

Additional Guidance:

Note: Content of the following activities will vary depending on the particular characteristics of the community engaged for the field visit.

Procedure:

1. Introduction

Session Objectives:

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

Practice the VCA concepts and tools discussed in previous sessions in an actual community.

Organize and interpret data gathered in hazard and VCA.

Communicate findings of data analysis from the hazard and VCA back to the wider community.

Help the community draw their concept of a safer community based on the results of the VCA.

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. Data Collection

Stress the following points:

- The use of VCA 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.

The role of the facilitators will involve familiarising the participants with any cultural considerations that need to be made prior to entering the field. On preliminary visits, prior to the field work the facilitators/organisers will need to start building rapport. Establishing a 'working relationship' with the community should be a cooperative process. It is not appropriate to enter the community issuing orders and making demands.

During the field visit it is likely that the participants will not need prompting to start interacting with the community and build rapport. It is very important that they are encouraged to find and engage people from vulnerable groups. The facilitator should be willing to facilitate this process however if needed. It can be easy to spend a lot of time building rapport (particularly if there are children present) and not enough time on doing the VCA. The facilitator, along with more experienced, participants needs to be aware of the ongoing situation to ensure participants also get adequate opportunity to practice VCA tools.

Culture, conditions and needs within a community will vary so the conduct of the field visit needs to be flexible to accommodate the requirements of the community members. The schedule may say 8 o'clock to 5 o'clock but this does not need to be rigidly adhered to. Some communities will be happy to spend this amount of time with participants others may wish to finish at 2 o'clock in the afternoon. As long as there is adequate time to practice tools, conduct of the field visit should be flexible.

- VCA team formation (see details in participant's workbook)

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.

- Explain the ways on how to engage children in the conduct of community assessment. Please refer to the participant's workbook for details.

3. Data collation and Analysis

The same as it is up to the participants which tools they use it is also 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. It is usual 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. 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 the vulnerabilities and capacities are present and what measures can be taken.
- If there is a need for more data, planning how to collect this.

4. Communicating Results with the communities

It is important that results of the VCA 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 member of the community is not comfortable with this however the participants should conduct the presentation.

The presentation should involve:

- 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

ORGANIZING 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 Red Cross/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 VCA 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 Red Cross/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.

Session 2D

FIELD WORK BRIEFING

Suggested time: 30 minutes

Methodology: Presentation, with opportunity for question and answer session

Materials: PowerPoint presentation, LCD projector, laser pointer (if required), Vague map of field work area, Syrian Arab Red Crescent fieldwork rules handout

Procedure:

During this session you should show the groups a vague (i.e. main roads and geographic spread/outline of villages) map of area where the host communities are. The map must be vague so that groups still have to undertake mapping during the field visit.

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

Details provided should include:

General

- Identity of main point of contact from RC/RC 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.
- Teams 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.
- Team leader leads each team.
- There needs to be one observer from each group.
- Note taker for each group.
- Decide who will lead in Semi Structured Interviews (if used).
- Observers will present observations to whole group.
- This information will be specific to the particular communities involved in field exercises.
- 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.
- Choice of tools will depend on the situation in the community to a certain extent.
- Team leaders to meet and plan presentation to the community.

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

In addition to this guidance you should circulate a handout featuring Syrian Arab Red Crescent fieldwork rules.

Session 3: Community Based Disaster Risk Reduction Planning

After completing the sessions, participants will be able to:

Develop community based disaster risk reduction plans based on the results of the VCA

Session 3A: Why and What to and Who should Plan?

Suggested time: 2 hours

Methodology: Group exercise, Evocative discussion

Materials: PowerPoint presentation, LCD projector, laser pointer, flipchart paper, flipcharts, markers

Procedure:

1. Introduction

Present Session objective

Session Objective:

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

Discuss why and what risk reduction measures that can be undertaken in the community

Identify individuals from within the community as to who should be involved in the CBDRR planning

2. Group exercise “Planning to protect your community from hazard”

Timing: 15 minutes for activity. 20 minutes for feedback and discussion.

For this exercise you will need to move the participants away from their tables to a larger open space.

Note: Be aware of possible hazards in the room as the exercise may involve some running.

Purpose: The purpose of the exercise is to provide participants a concept of planning and have a better understanding on the importance of planning and coordination to prepare for a disaster.

Methodology:

1. Invite all participants to an open space away from their tables and chairs
2. Divide participants into five different groups and name each group (if the groups do not have the name yet) so that each group will have a role to play.
3. Suggested names and roles for each group:

Group 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 disable man with one leg,
- § one blind woman,
- § one elderly woman,
- § one man and
- § one woman.

Group 2: International NGO (or donor) – The roles of the INGO/donor is trying to provide possible support and work in partnership with the Local NGO to protect the community from the hazard and reduce community's vulnerabilities. A group of 3 to 4 members.

Group 3: Local NGO (or partner) - The roles of the Local NGO is similar to the role of the INGO/donor is trying to provide possible support and work in partnership with the Local NGO to protect the community from the hazard and reduce community's vulnerabilities. A group of 3 to 4 members.

Note: If they are more number of participants in the LNGO and the INGO groups, the rest can join the community group.

Group 4: Hazard – The role of the Hazard group is trying to hit or destroy the community. Therefore, the group need to plan as well among their member on how to hit the community. The members for the Hazard group should be two or three people at the most. The rest should play a role as observers (in some culture (in particular a Muslim countries), women may not allow to participate as a hazard member but they can be observers).

Group 5: Observer – the members should come from the other groups as mentioned on Group 4 above. Their roles are to observe the whole play. Facilitator may confidentially (whisper) tell the observer group to focus their observation on the followings:

- § How each group organize? themselves (management)
- § How they prepare to act? (preparedness and planning)
- § How they act? (Emergency response and coordination)
- § Who will be most suffered or vulnerable? why? (impact of the disaster as a result of preparedness and planning).

Note: Be aware of possible hazards in the room as the exercise may involve some running.

The rules of the exercise are as follows:

- If a member from the group playing the hazard manages to touch a member of the group playing the community:
 - one touch = community member injures
 - two-three touches = community members dies, .
- 4. After the group formation and explain the roles for each group to play, facilitator allows each group to spend for five minutes to plan and after five minutes of planning, the facilitator counting from one to three for the play to start.
- 5. The play starts
- 6. When the exercise is completed the group should return to their seats. Each group in turn should then share feedback on what they thought happened in the exercise.
- 7. Facilitator invites the observer group to share their observation based on the guidance as provided below:
 - § How each group organize? themselves (management)
 - § How they prepare to act? (preparedness and planning)
 - § How they act? (Emergency response and coordination)
 - § Who will be most suffered or vulnerable? why? (impact of the disaster as a result of preparedness and planning).
- 8. Facilitator, at the end of the exercise and discussion, may conclude by explaining in summary by focusing on the importance of the planning including supporting, coordination, as well as the different vulnerability of the different group such as men, women, children, elderly and people with disabilities etc...

Key point:

- All stakeholders need to plan, and coordinate their plans with each other, to minimise hazard impact
3. Evocative discussions aided by PowerPoint presentation.

To facilitate this session it is useful to include photos from the field visit in the PowerPoint 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 the discussion.

Why to plan?

Ask the participants the question “Why do CBDRR plans need to be made?”

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, therefore we plan. (Generally)
- 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.

Key points:

- Planning begins with the desire to change existing undesirable conditions. Disaster risk reduction planning starts with an aspiration for safety for the self, the family and the community.
- VCA 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?

Before beginning the discussion on what to plan it may be useful to pose the following questions to the participants: “Who has experience in planning?” “What sort of planning?”

Example answers may include:

- Strategic planning
-

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

This is a good way to illustrate that all participants are familiar with and have regular experience of planning.

You can now focus the group on the objective of this session which is to talk about CBDRR planning. Planning is unique to the circumstances for which you are planning; remind participants that CBDRR plans will have certain characteristics.

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

When there has been some discussion on this ask the participants the following question in conjunction with an image from the community visited for the field work. The image should show an example of where planning has occurred. The following image and discussion is an example of how to do this:



of how to do this:

Show the photo below and discuss the following:

- “Wood is kept here, if wood can’t be obtained from elsewhere then this wood is available for the community to use”
- “These are the reserves (of wood)”
- “The area where wood is kept is well protected.”
- It’s a wood merchant’s house.

Key point:

This is community planning to PREVENT and MITIGATE the impact of the hazard and PREPARE for disaster. Response.

Further key points:

- Broadly speaking DRR consists of actions for prevention, preparedness and mitigation.

- 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.

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 measures and activities to reduce vulnerabilities and increase capacities.

- 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 (particularly people with disabilities and the elderly) timely and effectively special considerations may need to be made (for example having alternative systems to warning sirens for people who are deaf)

- Community organizing
- 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
- Minimizing impact on education

In order to illustrate this more clearly to the participants it is useful to provide examples for a particular scenario. The examples given below are potential measures to deal with 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

You can also direct the participants to this section in the participants workbook where there is more information on menu of options, more information on livelihoods and a case example and key questions to consider for People with Disabilities.

Who to plan?

Ask the participants the question “Who should make CBDRR plans?”

Example answers include:

- “Outsiders need to listen to the community”
- “The community knows best so listen to them”

People who should be involved are:

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

Key point:

- Participatory is the key word in Participatory community disaster risk reduction planning.

Session 3B

HOW TO PLAN?

Suggested time: 30 minutes

Methodology: Short presentation,

Materials: PowerPoint presentation, LCD projector, laser pointer, flipchart paper, flipcharts, markers

Procedure:

1. Introduction

Present Session objective

Session Objective:

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

Use the information gathered during the VCA 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

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.

Key points:

1. The three basic steps of planning can be considered to be: Start with a dream (the dream is a safer community in the future)
2. Discuss the dream
3. 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.

The following page features further guidance to draw the participants attention to on how to plan:

Steps in formulating a Community Disaster Risk Reduction Plan:

1. VCA
2. Identify the objectives and targets of the CBDRR plan
 - § Also referred to as aims or goals of the plan
3. Identify the Disaster Risk Reduction Measures
 - § Strategies and activities in the pre-, emergency phase, post disaster periods; Also referred to as the solutions to identified community problems; Also refer to the specific strategies for people with disability and other vulnerable groups (- see HI, HelpAged and Save the Children resources)
4. Determine the Resources Needed
 - § Manpower/labor, materials, money, etc. for particular risk reduction measures
5. Assign responsibilities for activities
 - § Who will implement the pre-, emergency phase, post-disaster phase activities at the various stages of plan implementation? Including use of abilities of all vulnerable groups
6. Determine Schedules and Deadlines
 - § When will the particular activities be initiated and complete?
7. Lay down operational procedures and policies
 - § Basic principles and agreements on operational procedures and policies to guide disaster management committees and community members
8. Determine critical elements and barriers for plan implementation
 - § Project what can go wrong, what can delay or derail plan implementation, or who will likely oppose the implementation of the plan and identify ways to address these issues
9. Discuss with Community Members and Other Stakeholders
 - § Draw more supporters for the CBDRR and its implementation
10. Implementation, periodic review and plan improvement
 - § Regular assessment, review and adjustment of the plan
11. Continued progress in ensuring public safety, building community resilience and attaining sustainable development

Session 3C

PRACTICE DRAFTING OF CBDRR PLAN

Suggested time: 1 ½ hours

Methodology: Group exercise

Materials: Flipchart paper, coloured pens/pencils, handout (Table on community planning in CBDRR)

Procedure:

1. Introduction

Present Session objective

Session Objective:

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

Based on the results of the VCA, and the visioning exercise, develop a CBDRR plan.

The methodology for this session is 45 min group discussion and planning exercise using the handout (table on community planning on CBDRR) followed by presentations to other participants and community members. The results of the VCA and the visioning exercise in the community will be used as the basis of the plans to be developed in this exercise.



WRITING UP THE PLAN: Component parts of a Community Disaster Risk Reduction Plan:

1. Brief Description of the Community
 - § Location, population, livelihood, community in relation to other villages (significance of community)
2. Community Disaster Situation
 - § Summary of Disaster History and Risk Assessment Results
 - § People and other elements at risk in the community, including all vulnerable groups
 - § Why they are at risk
3. Objectives and Targets of the CBDRR plan
 - § Target number of population or families to cover; target percentage decrease in deaths and damages to property
4. Strategies and Activities for Risk Reduction
 - § Pre-, emergency phase, post- disaster risk reduction activities
 - § Community early warning system; evacuation sites, routes and procedures for families and animals; evacuation center management, drills and simulation exercises
 - § Structural and non- mitigation measures such as strengthening of houses and river embankments, community health and sanitation, reforestation activities, diversification of livelihood and income sources, sustainable agriculture training and projects, etc.
5. Roles and Responsibilities
 - § Persons, committees and organizations to be in-charge of particular functions and activities; relationships of persons, committees,
 - § Relationships of persons, committees and organizations. An organizational Structure to implement the plan may be drawn as needed.

Community Disaster Risk Reduction Action Plan

§ The community is not usually able to formulate an elaborate Disaster Risk Reduction Plan. However, the community is able to document the results of the Participatory Disaster Risk Reduction Planning into a Community Disaster Risk Reduction Action Plan format.

Distribute the table below and request participants to fill up the form as a group exercise.

§ **Name of the Community Disaster Risk Reduction Action Plan**

§ (July – December 200_)

<i>Issues/Problems</i>	<i>What do you want to achieve in the next 3 years?</i>	<i>What do you have to achieve this? (Capacity)</i>	<i>What support is needed?</i>	<i>Who can support?</i>	<i>When will you do it?</i>	<i>Who will do what? (Roles and Responsibilities)</i>

Session 4: CBDRR Plan Implementation

After completing the sessions, participants will be able to address commonly encountered issues related to the implementation of community risk reduction plans.

Session 4A

PRINCIPLES OF PARTICIPATORY IMPLEMENTATION PROCESS

Suggested time: 30 min

Methodology: Evocative discussion

Materials: power points on application of principles .

Procedure:

1. Introduction

Present Session objective

Session Objective:

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

Explain the principles of Participatory Implementation Process

2. Begin the discussion with a brief overview on the principles of Participatory Implementation Process.

Guiding principles:

1. Participation of all stakeholders

Active involvement of individuals, social groups, organizations, and other stakeholders from the beginning of the project planning process.

2. Dialogue among all stakeholders

People of different cultures, groups, disciplines, social and economic classes can work together to find better solutions to problems through continuous exchange of ideas and interactions.

3. Ordered process

Application of different methods and tools should follow a logical and systematic process to analyze the situation.

4. The process is constantly monitored and reviewed by all participants

provision of regular feed-backs to modify project activities according to the experience gained

In this process plans are valid until new insights and findings make it necessary to revise them.

Flexibility in decisions and plans

5. Cross-cultural sensitivity

Use methods and tools that are acceptable to various sub-groups in the community, given their cultural context.

6. Transparency

Encourage openness among stakeholders

7. Developing consensus and agreement on the best way forward

Collective agreement during discussions

Each of the above points should be discussed with the participants by providing real life situation to clarify meaning and what each step involves.

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.

Group Exercise on the Application of the Principles.

Timing: 15 minutes (10 minutes for discussion in groups, 5 minutes for presentations to other groups)

Using PowerPoint slides introduce the participants to four scenarios, each accompanied by a question. Each of these sets of scenarios and questions are also printed on cards, a representative from each group picks a card to see which question they have to answer. 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 CBDRR project. There is no VDMC yet in the identified community. The government who has the mandate to form VDMC has been observed to be slow in creating such organization. The Red Cross National Society wanted to facilitate the process of the VDMC formation. Currently, there are 10 CBO's in the said community. These

CBOs were formed by 10 different NGOs 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?

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 VDMC, 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?

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?

Case 4: Full of enthusiasm, a newly formed village disaster management committee is about to hold a community meeting on DRR. 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 organization 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?

Session 4B

ORGANIZING OF COMMUNITY BASED ORGANIZATIONS FOR DRR or VILLAGE DISASTER MANAGEMENT COMMITTEES

Suggested time:	1 hour
Methodology:	Evocative discussion, Group activity, video showing
Materials:	hand-outs (sample case studies), flip charts, flip chart paper and markers, video entitled, "The Winds of Change" .

Procedure:

3. Introduction

Present Session objective

Session Objective:

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

Explain the need to organize new or utilize existing community based organizations or village disaster management committees

Enumerate the steps in organizing community based organizations or village disaster management committees

Identify roles and functions of said organizations in CBDRR

Share success stories in engaging member of the CBDRR organizations in the management of DRR projects

4. Discussion "Some explanation on community based organizations or village disaster management committees"

Questions that should be asked:

What is a village disaster management committee?

Key points:

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

Does a village disaster management committee need to be formed, what other community-based organizations are already present?

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 disaster management committees rest with the community and should be based on an understanding of what groups already exist within the community

When should the village disaster management committees be formed, if necessary?

Key points:

- Situation will vary from case to case based on the above but a good practice is to form the village disaster management committees (if this is required) after the VCA and prior to the planning stage.

Further discussion can be undertaken by asking the following questions:

How are the village disaster management committees formed based on your experience in the field?

What are the steps undertaken?

What are the challenges in organizing such committees? Solicit responses from the participants.

5. Group Exercise "Draw and Guess"

Timing: 15 min

Materials: paper, pens, open area for group activity. Cards with the following words written on them: village disaster management committees, community action plan, etc. Instructions for participants:

Instruction 1: look at cards with words relevant to CBDRR through drawing.

Instruction 2: Show drawing/ or act to group so other groups can try and guess it.

Instruction 3: Select a short song so it is clear when you want to try and answer the question.

Prior to start of game each group should sing their song so that the facilitator can recognise it.

During the game there should be some distance between the group member doing the drawing and the rest of their group to avoid the possibility of sharing the answer

The purpose of this exercise is to discuss the functions of the community based organizations.

During this exercise, the game can be paused where required and a PowerPoint presentation and further discussion can be used to introduce more information regarding the contents of the cards used for the exercise.

For example:

Picture 1: Village Disaster Management Committee

Picture 2: Community Action Plan

Content of slide to promote discussion: Why do we need a village disaster management committee? Who are the members of the said organization?

Picture 3:Conduct Drills

Picture 4: First Aid Training

Picture 5: DM Training

Content of slide to promote discussion: Based on your field experience, what are some examples of functions of village disaster management committees related to Prevention, Mitigation and Preparedness. Enumerate 1 function for each. Participants may share one of the following:

Summary of key points on community based organizations:

Functions of community based organizations:

- Prevention, Mitigation, Preparedness
 - Share CBDRR Plan with all community members including all vulnerable groups
 - Mobilize community members in plan implementation activities
 - Mobilize resources that the community cannot produce or access on its own
 - Conduct disaster preparedness training with community members giving attention to the different needs and capacities of all groups. (Specific on Preparedness)
 - Raise awareness on what to do before, during, and after a disaster

- Monitor disaster threats, conduct drills, and draw lessons to improve the CBDRR plan (Specific on Preparedness)
- Network and coordinate with government disaster management committees or councils, NGOs, other communities, etc.
- Engage in advocacy and lobby work regarding disaster risk reduction and development-related issues to support local and community disaster risk management
- Lobby for favorable legislation and policies to enable CBDRR on the ground
- Expand membership and community involvement (as well as involvement of other stakeholders) in committees, working groups, task forces and activities
- Liaise with community journalists and media, particularly highlighting threats and community mobilization and activities for disaster risk reduction

Picture 6: Search and Rescue Operations

Picture 7: Relief Operations

Picture 8: WATSAN

Content of slide to promote discussion: Based on your field experience, what are some examples of functions of the village disaster management committee related to Emergency Response. Enumerate 3 functions. Participants may share any of the following:

- Emergency Response
 - Issue warnings in a way that allows all groups to respond appropriately
 - Manage evacuation
 - Organize search and rescue with community participation
 - Provide first aid and arrange subsequent medical assistance
 - Conduct Damage Needs Capacity Assessment and report damages and needs to government and disaster management agencies for assistance
 - Coordinate, plan, and implement relief delivery operations with aid agencies
 - Provide status on emergency situation, community efforts and gaps
 - Liaise with community journalists and media, particularly highlighting on community efforts and gaps in emergency response

Picture 9: Shelter Assistance

Picture 10: Livelihood

Content of slide to promote discussion: Based on your field experience, what are some examples of functions of the village disaster management committee related to Recovery Functions. Enumerate 3 functions. Any of the following points may be shared by the participants:

- Recovery functions
 - Facilitate social, economic and physical rehabilitation of community; e.g. livelihoods, trauma counseling, reconstruction of houses and infrastructure
 - Coordinate with government and aid agencies to receive assistance in rehabilitation
 - Ensure that risk reduction measures are integrated during the reconstruction and rehabilitation phase
 - Evaluate the performance in terms of community based organization's capacity and effectiveness to promote safety and reduce disaster risk for all members of the community and identify strategies for future improvement

6. Group Exercise "Discussion of a Case Study"

Timing: 30 minutes (for discussion in groups), 20 minutes (for presentation to other groups)

For this activity you need to distribute the handouts (samples of case studies). Each group should also be given flipchart paper with questions written on them and blank flipchart paper to record their answers. These will then be presented to the rest of the groups.

The questions to be assigned to all the groups are as follows:

1. After reading the case study, list 1 key outcome and/or lesson learned from the featured CBDP programme.
2. Based on your experience in the field share two characteristics of a functional community based organization on DRR or village disaster management committee.

Ask each group to share their answers. The facilitator summarizes the points shared by each group.

- Key characteristics of a functional community based organization:
 - Members agree on common goals and objectives to develop the community into a prepared community in the immediate-term and into a resilient one in the long-term
 - Members should include representatives of most vulnerable groups

- Elected officers and committees/task forces/working groups formed perform disaster risk management functions
- Members of the CBOS have agreed on the CBDRR Plan, policies and procedures
- Have agreed on how to pool resources for preparedness and mitigation activities
- Have identified and networked with government and non-government agencies to tap financial and technical supports
- Well informed about developments affecting the community
- Commitment and leadership in mobilizing the community-at large in implementation of the CBDRR Plan

7. Video “The Winds of Change” – a presentation about Flood preparedness/ women’s empowerment in Bangladesh.

Timing: 6 minutes (for video) and 15 minutes for discussion.

The focus of this short film is how establishing women’s associations in remote rural areas can improve preparedness for disaster. To enhance the benefit to be gained from watching the film, it is useful to ask the participants to consider the following questions:

- i. What did you learn from the film? Can you share similar success stories of how volunteers became agents of change in communities you have worked with?
- ii. In your experience in the field, what are the advantages and disadvantages of organizing a new community based organizations with that of tapping existing organizations?

Discuss the questions with the participants. Below are some points on the advantages and disadvantages of organizing a new community based organizations or utilizing existing ones.

- Advantages and Disadvantages of using existing community based organizations:
 - The advantages of using existing groups include:
 - i. Avoidance of delays in start-up. Extra time is not needed to organize new groups and give members time to become acquainted.
 - ii. Group cohesion. In existing groups the group dynamics have already been worked out. The group is usually stable and cohesive and can turn its attention to new topics.
 - iii. Trust. Over the course of years of working together, group members develop a common bond and learn to trust each other. This trusting relationship enables them to have a more open discussion about the realities of their lives.
 - iv. Altruism. Group members have demonstrated their interest in giving support to others.
 - Using existing groups also has certain disadvantages:
 - i. Inflexibility. Groups may not be open to taking on new issues or different approaches.

- ii. Dependence on incentives. Groups that were formed to receive some tangible benefit, such as food supplements, may not be motivated to attend group meetings when concrete incentives are not provided.
- iii. Dysfunctional structure. Some groups may be structured in ways that discourage the active participation of all group members and that restrain members from divulging personal information.
- iv. Unequal structures. The existing structure of a group may perpetuate inequities.
- v. When minority subgroups are excluded from participation in existing

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"

Session 4C

CAPACITY BUILDING AND TRAINING A FUNCTIONAL COMMUNITY BASED ORGANIZATION

Suggested time: 1 hour

Technique: Evocative Discussion

Materials: PowerPoint presentation, LCD projector, Laser pointer

Procedure:

1. Introduction

Present Session objective

Session Objective:

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

Identify activities to enhance community capacity on CBDRR

Discuss the role of training in improving the delivery of actions based on the community disaster risk reduction plans.

2. Group Discussion:

Ask the participants the following question to begin the discussion:

“What should we do after formation of the community based organizations?”

Answers:

- Provide training to increase capacity.
- Increase capacity to manage finances, write reports, organise meetings, meet donors.
- Ensure continued inclusion of all vulnerable groups and avoid reinforcing inequality (see also Better Programming Initiative (BPI))

“Who has experience of designing training?”

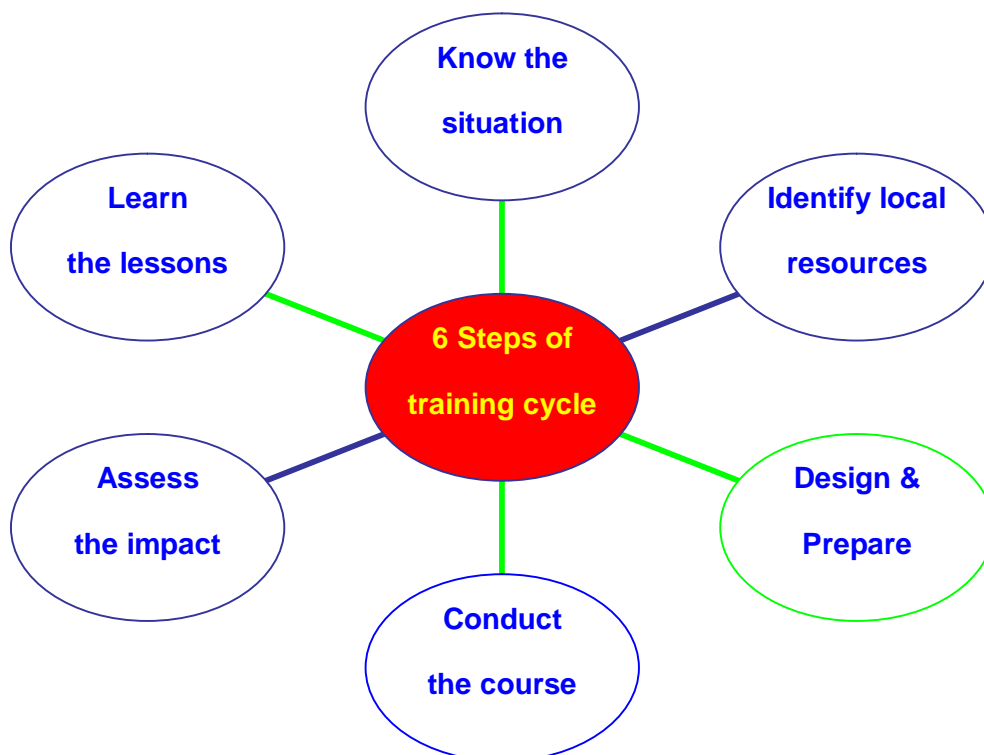
Get participants to raise hands. Get participants who raised hands to share insight into how you design training and steps in designing training e.g. training needs assessment, find facilitators, design training materials, conduct the training, evaluate the training, revise the training.

Key points:

- Two main areas for training community based organizations:
 - CBDRR (why, what, how)
 - Organisational management and development. (how to manage the committee)

Introduce the participants to the training cycle.

The following diagram is a useful visual aid to illustrate the stages of training in the community, this can be introduced using a PowerPoint slide:



Further slides (a maximum of one step per slide) should give further information of what is involved at each stage of this process, for example:

Step 1: Know the situation

- Type of hazards
- Damage statistics of past disasters
- Different agencies and their roles and responsibilities
- Community coping mechanism
- Structural mitigation measures (Existing or Planned)

Step 2: Identify local resources

- Community's participation and support
- Local authorities' support
- Identification of participants (Change agents) – Right Participants (who need the training)
- Use of experienced and respected local people as resource persons
- Accepted venue with easy access to communities
- Local training material, relevant to local context

Step 3: Design and prepare for course

- Right number of participants (20 - 30)
- Period and training hour
- Methodologies (exercise, experience sharing, role play etc...)
- Materials and equipments are acceptable to community
- Invitations in advance
- Local coordination

Step 4: Conduct the course

- Ice-breaking
- Open, free and enjoyable environment
- Simulation exercise and field visits

- Focus on techniques of motivation
- Participants' action plan

Step 5: Assess the Impact

- Follow up on action plans
- Actions at family and community level
- Change of attitude (and behavior)
- Coordination at various level with various agencies

Step 6: Learn the lessons

- Detail process documentation at each step
- Causes of failures and success
- Reflect or review of lessons
- Share the lessons learnt with community

Each of the points in these slides can be opened to the group for discussion as to what they involve. Participants should be invited to share any experiences of their own with the rest of the group.

Session 4D

Building and Sustaining Partnerships for CBDRR

Suggested time: 1 hour

Technique: Group activity (including evocative discussion)

Materials: Puzzle cut outs

Procedure:

1. Introduction

Present Session objective

Session Objective:

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

To identify stakeholders to cultivate, nurture and sustain partnerships to help reduce disaster risks.

2. Group Activity “Finding partners”

This activity is divided into three main sections.

For the activity participants should move to a more open area and arrange their chairs in a large circle facing each other.

Part 1:

Training Aids/Materials: Sets of cards; each set is composed of 4 pieces of cards with the same shape (e.g star, new moon, circle, flower, and diamond); all cards should have the same color

Hand out paper cut into different shapes to each participant. The objective is to find others with the same shape . Request that when the participants have found each other that they offer a quick introduction as to why they are interested in partnerships.

Once everyone has found their partners you should ask the participants how they found the activity. The answer should be that it was quite easy.

It was easy to find partners as the only criteria for partnership was a common shape This can be referred to as wide-eyed partnership. Examples of this include: Education partnership, religious partnership.

Part 2:

Training Aids/Materials: Sets of 2-piece puzzle pieces (two shapes will make one shape); the color will be the same for all the puzzle pieces . Text should be written on each piece (see below for some ideas).

Hand out paper to each participant; request that they do not read the text on one side of the paper. This paper is part of a two-part puzzle. Once again the objective is for the participants to find their partners. The two shapes will make one shape. Once partners have been found the participants can read the text. Ask the participants if a productive partnership was formed.

The participants should read the text to the rest of the participants and offer an explanation as to why or why not there is potential for partnership.

Once everyone has found their partners you should ask the participants how they found the activity. The answer should be that it was harder than in Part 1.

There are now two factors, the shape and the statement which is more complex than before. The result may or may not be a good partnership.

For 2-piece puzzle pieces (or choose your own text):

1. Information and Education Chief seeking private sector financial partners to match federal funds for CBDRR education program.

University President seeking operating funds to hire staff for new CBDRR research program.

2. The government is failing to recognize the importance of hazard and vulnerability to national development

An NGO with expertise on capacity building who is seeking participants from government agencies for CBDRR Learning Workshop

3. Chief Executive Officer of SMART Communications Company seeking ways to participate in innovative program on early warning system at the community level

A People's Organization seeking organizations who can help the community develop an early warning system using indigenous knowledge.

4. Non-government agency needs transport to facilitate the delivery of water and sanitation supply and equipments in a community who are victims of armed conflict.

The military announced through the national broadcast media the availability of C130 planes re: relief operations for non-government agencies.

5. A funding institution is seeking for an NGO who can develop a project proposal on sustainable development program.

A humanitarian NGO is looking for donors to fund their disaster mitigation programs

6. It has been a month since the major flash flood had happened in a remote community called Sawadee, the government consistently reported relatively low number of deaths

As a member of a opposition-controlled congress, I will report that 5x of the government number have been killed due to the flash flood.

7. Trade union organization of the Philippines is very active in promoting health and safety in the workplace .

The government organization will soon launch its programme on healthy and safe workplaces.

8. Central government has limited financial resources to undertake DRR activities

Local government is taking the lead on managing disaster with very limited funds

9. The Department of Education had recently completed the successful implementation of a pilot project on School Based DRR.

ADPC plans to organize a regional forum on Mainstreaming DRR into government plans and programs

Part 3:

Training Aids/Materials: Sets of 4-piece puzzle pieces the shape of each puzzle piece in each set of puzzle pieces needs to “fit together” as in an actual puzzle; the color needs to be the same for all the puzzle pieces.

The same procedure should be followed as in Parts 2 only this time the shapes are part of four-piece puzzles. (Note for facilitator: All shapes should be rectangular and of the same measurement for length and width. This should not be shared with the participants)

Once everyone has found their partners you should ask the participants how they found the activity. The answer should be that, again, the exercise was even harder.

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.



Some suggested text for 4-piece puzzle pieces (or choose your own text).

1. Local divers' club seeks funding to produce a pamphlet to educate the public about protecting the coral reef as part of its CBDRR for Coastal Communities Project

Glass bottom boat concessionaire seeks to partner with groups interested in educating people about the coral reef.

World renowned coral reef expert will volunteer his knowledge of the coral reef to educate the public

Federal agency has grant money to support CBDRR projects related to coral reef education.

2. Federal agency interested in funding water education project for adults at the regional level (3-9 states).

Regional water education group interested in adult water education.

Private foundation interested in regional water education.

Citizen group interested in learning about water.

3. University professor seeking funding in order to explore options for reducing air pollution from automobiles.

Federal agency wants to fund program for exploring alternative sources of energy for transportation.

School technology class desires funding to construct a solar vehicle.

Major auto company requests proposals from local education groups for alternate transportation projects.

4. Local Changer wants to produce a booklet as to where you can see manatees.

Citizen's group desires funding to produce sign for waterways. SLOW DOWN MANATEE ZONE.

Federal agency interested in funding projects concerning endangered species.

Major boat manufacturer wishes to launch a "Save the Manatee" campaign.

5. Local 4-H wants to do a wildlife project.

Fish and Wildlife Service Watchable Wildlife Coordinator has ½ funds needed to fund a program.

City service group interested in providing funds to a wildlife program.

Teachers want to construct a wildlife walk (trail at school site).

5. Federal agency interested in funding water education project for adults at the regional level (3-9 states).

Regional water education group interested in adult water education.

Private foundation interested in regional water education.

Citizen group interested in learning about water.

6. University professor seeking funding in order to explore options for reducing air pollution from automobiles.

Federal agency wants to fund program for exploring alternative sources of energy for transportation.

School technology class desires funding to construct a solar vehicle.

Major auto company requests proposals from local education groups for alternate transportation projects.

3. Discussion on Partnerships

Use flipchart for subsequent discussion.

Ask the group who are the stakeholders in CBDRR?

Possible answers from participants:

DMC/Govt (national and local) , NGOs INGOs, CBOs, Red Cross/Red Crescent, sectoral representatives in the community (women, youth, elderly, farmers, fisher folks, etc), private sector, police, . religious leaders, media, the academe, donor community and military This can be followed up with an examination of why community-based organisations would enter into partnerships with the example organisations the participants have given and what the benefits of these partnerships would be.

Possible answers from participants:

To avoid duplication/ share resources,

To make things easier/ to avoid conflict,

Do not have capacity individually,

NGOs often come from outside community; community based organizations come from within 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 present in 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 CBDRR initiatives.

Private sector can be tapped through their social corporate responsibility.

Note; Please see Participant's workbook for partnership arrangements which can be fostered with the different and various stakeholders.

Key point: Generally partnerships are entered into because they are beneficial but you should be aware of potential pitfalls.

Case Study on Sustaining Partnerships by linking community-based organizations or village disaster plans with local government programmes including facilitating resource mobilization

This case study discusses why and how to link community based organizations and their programs to other organisations, particularly local authorities, to facilitate synergy with ongoing development and disaster risk reduction programs in the community.

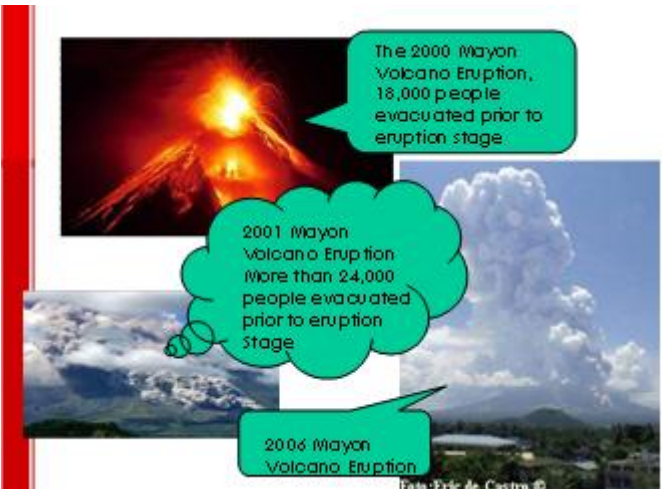
Begin the group discussion by asking why is there a need to link community based organizations and their activities with existing plans and programs of local authorities? Invite group input.

Example Answers:

- To avoid overlapping activities
- To integrate into national and local plans

It is good to use examples that you are aware of to illustrate what can be achieved by linking CBOs and their activities with existing plans and programmes of local authorities. For example:

The example slides on the following page detail an example from The Philippines:



The 2000 Mayon Volcano Eruption, 18,000 people evacuated prior to eruption stage

2001 Mayon Volcano Eruption More than 24,000 people evacuated prior to eruption stage

2006 Mayon Volcano Eruption

Photo: Eric de Castro ©

Community Disaster Preparedness Plan



§ Evacuation Plan

Linked with Early Warning and Communications Protocol of the Local Disaster Management Plan

Linked with the Local Development Plan (roads, schools, health services, transport)

edpc
Asian Disaster Preparedness Center

- In Albay is a province in the Philippines that is exposed to two major threats: typhoons and volcanic eruption. The Provincial Disaster Management Authority of said province had mobilized their respective City and Municipal Disaster Management Authorities to undergo CBDRR training.
- At risk communities, after undergoing the training, formulated their own evacuation plans to mitigate impact of said threats.
- Each evacuation plan of the City and Municipal Disaster Management Authorities was linked with the early warning systems and communication protocol of the Provincial Disaster Management Authority likewise the city and municipal evacuation plan was linked with their respective local development plan (i.e. priority roads to be constructed to support the evacuation, prioritization of schools for improvement in terms of water and sanitation facilities since said schools are used as evacuations, number and type of additional vehicles needed to transport pregnant mothers, women and children to the evacuation sites)

<p style="text-align: center;">Community Disaster Preparedness Plan</p> <p>§ Livelihoods during volcanic eruption</p> <p style="text-align: center; color: red;">Integrated in the local development plan</p> <p style="text-align: right; font-size: small;">  edpc Asian Disaster Preparedness Center </p>	<p style="text-align: center;">Comprehensive Land Use Plan</p> <p>§ <i>The DRR integration to the local CLUP is a disaster risk mitigation measure that will help safeguard socio-economic investments and protect communities from the brunt of disasters.</i></p> <p>§ <i>This planning process involves 1) village hazard map development; 2) risk and resource analyses; 3) proposed land uses and policy recommendations by level of risk; and 4) policy approval for adoption on the CLUP.</i></p> <p style="text-align: right; font-size: small;">  edpc Asian Disaster Preparedness Center </p>
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- Also, provision of livelihoods such as the continuation of their on-going work related to cottage industry be undertaken in the evacuation sites particularly in long protracted disaster such as volcanic eruption; the livelihoods aspect of the community disaster preparedness plan is integrated in the local development plan
- Results of the VCA conducted were utilized to provide a DRR perspective in the current development of the city and municipal comprehensive land use plan. After recognizing the potential risk for each village, a specific plan for the use of land was proposed. (e.g. a village which is currently categorized to be commercial may be re-categorized to non-commercial after examining its risk).

Key points:

- Engaging local disaster and development government officials jointly in the community disaster preparedness planning is often best done before local budget hearings so that funding has not already been allocated.
- When you do VCA invite local authority, this will result in more commitment and support (rather than doing plan and then showing them). Remember however that CBDRR approach means 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 best to engage them early.
- NGOs are small compared to governments; government can make big change if they are willing to. Engaging them in the initial stage of the project development and mobilizing them during the project implementation stage are important processes in helping local government sustain the initiatives

Session 5: Participatory Community Monitoring and Evaluation

After completing the sessions, participants will be able to design and conduct participatory community monitoring and evaluation activities for CBDRR

Session 5A: INTRODUCTION TO PARTICIPATORY MONITORING AND EVALUATION

Suggested time: 30 minutes

Methodology: Evocative discussion

Materials: Power Point presentation, LCD projector, Laser pointer

Procedure:

1. Introduction

Present Session objective

Session Objective:

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

To discuss the role of monitoring, how it can be done and areas where the outputs of the plan can be monitored.

To discuss the process of evaluation and the role that evaluation plays in improving future policies and practices.

To discuss the roles of participation, learning, negotiating and effect monitoring in PME.

2. Group discussions with PowerPoint presentation:

What is the difference between monitoring and evaluation?

Key point:

- Monitoring is ongoing during project, evaluation tends to be done at the end of a project (unless mid-term evaluation). Both can be internal or external.

What is monitoring and why is it necessary?

Timing: 10 minutes

To begin the session, ask the participants what their understanding of monitoring is.

After the participants have shared their answers you should introduce / reiterate a number of key points about monitoring using a short presentation:

Key points (for inclusion in PowerPoint presentation):

- Monitoring is the 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.

Advise the participants that more information is available on this in their handbook.

Ask the participants why they think monitoring is necessary.

Possible Answers:

- 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

A useful example of how to monitor to share with the participants is using 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.

What is evaluation and why is it necessary?

Timing: 10 minutes

To begin the session, ask the participants what their understanding of evaluation is.

After the participants have shared their answers you should introduce / reiterate a number of key points about evaluation using a short presentation:

Key points (for inclusion in PowerPoint presentation):

- Evaluation is an assessment of the results and effects of the project.
- Evaluations focus on outputs, outcomes and impacts, to what extent objectives have been met.
- Evaluation is 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.

Additional Information:

Principles of Participatory Monitoring and Evaluation

Timing: 10 minutes

There are 4 broad principles at the heart of PME:

- *Participation*. Multiple stakeholders participate in PME. These may include beneficiaries, project or program staff at all levels of the implementing organisation, researchers, government agencies, and donors.
- *Learning*. The emphasis is on practical, or experiential, learning. Participants gain skills, which strengthen capacity for planning, problem solving, and decision making. They also gain a greater understanding of the factors or conditions that affect their project, reasons for successes or failures and why alternatives may be tried.
- *Negotiation*. PME becomes a social process for negotiation between people's differing needs, expectations, aspirations, and visions.
- *Flexibility*. There is no one way to do PME. It is flexible and adaptive according to project-specific circumstances and needs.

Features of Participatory approach:

- Monitoring system designed by stakeholders
- Provides ongoing information on project progress
- Ensures information transparency
- Information is analyzed locally
- Follow-up actions defined and implemented locally

Strengths of this approach:

- Decision making by stakeholders on the objective, process and methods to be used in the evaluation
- Builds local capacity to reflect, analyze and take action
- Generates knowledge: When communities are actively involved in data collection and processing, information is transformed into knowledge which usually leads to self-sustaining actions.
- Promotes effectiveness:
 - Learning to what levels project objectives have been met
 - How resources have been used, stakeholders are able to make critical decisions about implementation processes.
 - Useful lessons and tangible and realistic tools for better managing their project or program are provided.
 - Creates ownership since stakeholders are involved at all stages of project cycle
 - Empowers stakeholders to transform their environment when their experiences and knowledge are valued.
- Uses multiple methods: If available tools are considered inappropriate, new tools are created.
- Releases Creativity: Participatory evaluation methods are creative and fun. People become involved in defining and carrying out the work.
- Forward looking: Participatory evaluations not only look into the past, but also guide stakeholders in developing projects into the future.

Session 5B

TOOLS FOR COMMUNITY MONITORING AND EVALUATION

Suggested time:	30 minutes
Methodology:	Evocative discussion
Materials:	Power Point presentation, LCD projector, Laser pointer

Procedure:

1. Introduction

Present Session objective

Session Objective:

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

To identify and use suitable tools for participatory monitoring and evaluation.

2. Group discussion and presentation “tools for monitoring and evaluation”

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 VCA. Given they have experience of practicing the tools you can ask the group which tools are suitable for this purpose.

To stimulate discussion it may be worth also asking the participants which tools are the most suitable and why (some tools will be more suitable than others depending on what is being monitored or evaluated).

Examples of some of the tools that can be used are:

- Semi-structured interviews/Focus group discussions
- Surveys / Gathering new data
- Direct observation
- Case studies

Semi-Structured Interviews / Focus Group Discussions (please see module 2)

Surveys / Gathering New Data

What: Statistics and information on the current situation using the same criteria as was initially used so improvements (or not) can be measured.

When: At regular intervals during the programme cycle.

How: See baseline data (Module 3), reading official reports

Direct Observation

What: systematically observing change (or not) in objects, people, events, relationships, participation, and recording these observations.

Why: to get a better picture of the developing situation, especially of things that are difficult to get across verbally

When: At regular intervals during programme.

How: Identify indicators, which you can assess through direct observation.

Case Studies

Remind the participants that case studies are covered in more detail in the next module

What: Recording of particularly successful (or unsuccessful) aspects of a programme in a document that can be shared with others.

Why: To record good (or bad) practices to improve subsequent programme deliver

How: Identify a particular area of interest then gather data about it in order to write a structured report.

Session 5C:

INDICATORS: HOW TO MEASURE PROGRESS AND CHANGES

Suggested time: 1 hour

Methodology: Evocative discussion

Materials: Power Point presentation, LCD projector, Laser pointer, flipcharts, flipchart paper, markers

Procedure:

1. Introduction

Present Session objective

Session Objective:

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

To identify and formulate suitable indicators for use in monitoring and evaluation.

2. Group Discussion “Indicators”

Questions to participants:

What are indicators?

What are good indicators, and why?

How are indicators produced?

Key points:

- Indicators provide a means to measure progress and effectiveness of particular measures.
- Indicator refers to the measurement tool/ unit or benchmarks
- Indicators show the changes
- Indicators minimize the bias
- Indicators ensure the beneficiary accountability

- Indicator provide the basis for decision making of the next steps

Good indicators are:

- Specific and clear
- Independent from different levels
- Objectively verifiable
- Credible
- Based on baseline data and real sources of verification
- Indicators can be produced by:
 - Review with the community members the project objectives: general and specific.
 - Review in the same way the project outputs and effects.
 - Review external factors that might affect the community and influence the project results.
 - Review the criteria the community members formulated when they selected the most favourable solution to address their problems. Why do they prefer certain solutions?
 - Formulate questions, which need to be answered in order to monitor the relevant issues and changes.

Example of indicators

Vulnerabilities/ Issues/problems (Baseline Data)	Actions	Indicators of Success	(How to measure)
<ul style="list-style-type: none"> • 11 houses can be eroded by Taarkhaanaa river • Transportation and access problem because of Taarkhaanaa river 	<ul style="list-style-type: none"> • Implementation of reforestation campaign • Construction of check dam (with bamboo and other materials) to protect 11 houses and main road. • Construction one foot-bridge using bamboo and other local materials 	<ul style="list-style-type: none"> • About 500 meter area of riverbank is prevented from erosion due to plantation and grass conservation. • Constructed 20 meter long check dam which mitigated the erosion (approx, 300 metre) • 1 Bamboo Bridge constructed by mobilizing local resources • At least 50 people are using the bridge /day- increasing sense of safety among the schools going children 	<ul style="list-style-type: none"> •Field observation/ Community visit •Photos •Review of hazard map •Village disaster record

Cont. example of indicator

(Baseline Data) Vulnerabilities/ Issues/problems	Actions	Indicators of Success	Means of verification (How to measure)
<ul style="list-style-type: none"> Possibilities of fire outbreak in 24 houses, which are made of wood, straw, thatches and very congested settlement 	<ul style="list-style-type: none"> Conduct fire prevention awareness activities targeting 24 families Install at least two hand pump in the fire prone area-this can be used for drinking water as well for fire fighting Collect and stock pile local fire fighting equipments (bucket-10, axe-2, spade-4, lader-1, pipe-500 meter, blanket 4, bamboo-4) 	<ul style="list-style-type: none"> 30 community people participated in fire prevention session The community people follow the fire safety tips No outbreak of fire in the community in 2007 	<ul style="list-style-type: none"> Community discussion Interview to the targeted group Direct observation

Cont. example of indicator

(Baseline Data) Vulnerabilities/ Issues/problems	Actions	Indicators of Success	Means of verification (How to measure)
<ul style="list-style-type: none"> 25 families are living under the absolute poverty level-their average income is Rs. 500 per months 	<ul style="list-style-type: none"> Implementation of income generation activities such as goat keeping , swing and handcraft making scheme targeting 25 families 	<ul style="list-style-type: none"> 25 families united under the generation group and undertakes at least two alternative income generation activities (i.e goat keeping and handcraft making) The income level of the targeted family increase from Rs. 500 to Rs. 1, 000/ per months by 2007 	<ul style="list-style-type: none"> Focussed group discussion Interview of with the local-shopkeeper about local people's purchasing behaviour

Cont. example of indicator

(Baseline Data) Vulnerabilities/ Issues/problems	Actions	Indicators of Success	Means of verification (How to measure)
<ul style="list-style-type: none"> Possibilities of fire outbreak in 24 houses, which are made of wood, straw, thatches and very congested settlement 	<ul style="list-style-type: none"> Conduct fire prevention awareness activities targeting 24 families Install at least two hand pump in the fire prone area-this can be used for drinking water as well for fire fighting Collect and stock pile local fire fighting equipments (bucket-10, axe-2, spade-4, lader-1, pipe-500 meter, blanket 4, bamboo-4) 	<ul style="list-style-type: none"> 30 community people participated in fire prevention session The community people follow the fire safety tips No outbreak of fire in the community in 2007 	<ul style="list-style-type: none"> Community discussion Interview to the targeted group Direct observation

3. Group Activity “Classification of indicators”

In disaster risk reduction planning (or in a disaster risk reduction project), the VCA 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.

Examples of Quantitative Indicators include:

- number of participants,
- volume of potable water,
- meters of irrigation canal constructed,
- percentage of seeds germinated,
- yield in cavans 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)

Give each group a set of meta cards. The cards feature examples of indicators like those detailed above (one per card). The participants need to decide amongst their groups which are quantitative and which are qualitative and why. Timing for the exercise is 15 minutes.

Key points:

- *Quantitative* Indicators show changes which can be monitored numerically
- *Qualitative* Indicators show changes which cannot be measured, but must be described.

4. Group Activity “Formulation of Indicators workshop”

Timing: 30 minutes

This group activity is based on the plans that the participants developed in previous session. These plans will have set out a number of measures as to how to achieve improved safety for the community visited during the field work exercise.

Ask the participants to develop appropriate indicators that would be suitable for monitoring and evaluating the measures set out in their plans. The participants should work in their groups and record their indicators on flipchart paper in order to present them to the rest of the participants at the end of the exercise.

You should try to ensure the participants consider the following during the exercise:

- How to monitor each particular indicator
- Frequency of monitoring activities for each particular indicator
- Qualitative and Quantitative measures

These points should be included in the group presentations.