

PARTICIPANT'S WORKBOOK
Draft copy as of Nov, 2008

MODULE 3

The CBDRR Process

A. 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. Specifically they will be able to:

B. Learning Sessions

This module will cover the following topics:

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 profile (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)
 - 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

Session 1: Initiating the Process of Working with the Communities for CBDRR:

Identifying the Community and Building Rapport and Understanding the Community

To make an informed judgment about where to work or which community to choose, a set of criteria should be developed for the selection process. This set of criteria may include among others, the following:

- 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
- Accessibility of the community
- Security of the staff who will undertake the DRR program

Below is an example of a matrix ranking which disaster management practitioners can use, reflect on and make decisions on community selection for piloting a CBDRR Program.

Name of Districts	Severity of Community's exposure to risk	Number of people to benefit from DRM	Readiness of community to engage in DRM	Accessibility of the community	Total
Prey Veng	★★★★	★★	★	★	★★★★★★
Peam Ro	★★	★★	★	★★	★★★★
Kampong Trabek	★★	★★	★	★★	★★★★
Sithor Kandal	★★★★	★★	★	★★	★★★★★★

This set of criteria was used in the selection of districts for the pilot program.

In selecting communities using the above Matrix Ranking, consider the following steps:

1. Rank communities using the set of criteria
2. Reflect the evaluation of each community through the use of locally appropriate and available material in the field such as the beans
3. Ten beans is the highest number that the community can receive
4. The community with the highest number of beans is the community that satisfies most of the criteria used.

The development of the criteria for selecting the community is influenced by any of the following factors:

- Organization's mandate
- Cost Benefit i.e. number of people who will benefit from the project
- Profile and the need to be visible
- Personal Interest and motivation (e.g. ideology or political party) .

There is a major difference among government and non-government agencies in selecting communities for DRR program. Government's selection is usually based on economic or political necessity. Should they decide to undertake a public safety project for example, government will prioritize protecting districts that generate revenues. The government policy will be geared towards protecting commercial or business districts because if disasters happen in these areas, both the private and public sectors will incur losses. These losses will impact on the generation of taxes, investment capitals and jobs.

On the other hand, non government agencies will identify and serve the poorest of the poor and marginalized communities since most of the projects which they design and implement usually lead to community and empowerment and development.

Since there are a number of key stakeholders in any community-based disaster risk reduction projects, it is important to know their interests so as to maintain independence and neutrality with the organizations represented.

Activity: Creative Depiction of Community Life

With the use of a broom and bed sheet only as props, each group will be requested to depict a life in the community through actions only. No dialogues will be used. The group will choose its representative to portray the community life which they have selected.

Activity: Role play, Community Meeting

Following the instructions on the cards provided the participants will take part in a role play on introduction into the community.

After community selection, the next step is to build rapport and trust with the people. A relationship of trust, friendship and rapport is the key to facilitation of appropriate

participation. The following actions are recommended to field staff who will start building rapport with the community people:

- Living with the community
- Being transparent and open about the project objectives and its duration as well as to staff who will be involved in implementing it
- Participating in community events and activities
- Listening to local people about their life, issues, problems and resources
- Learning new skills from local people
- Performing local tasks

Staff behaviour is important in establishing proper relationship of trust and openness with the community. These behaviours may include:

- Humility
- Respect for local culture and way of life
- Patience
- Show interest in what people have to say
- Observant rather than judgmental
- Have confidence that local people can achieve what they set out to do and communicate this confidence to them

To develop an understanding of the community needs and resources, information should be gathered related to the level of community development and the context in which disasters could impact into their lives and livelihoods. Below are basic elements of a framework which can be considered to help in understanding the selected communities:

- Social Groups
- Cultural Arrangements
- Economic Activities
- Spatial Characteristics
- Vulnerable Households and Groups

Social Groups – what are the main ethnic, class, religion and language-based groups in the community; who is the majority, who is the minority, what is the nature of their relationships?

Cultural Arrangements – how are the family and level structures organized; what hierarchies exist; what are the common ways of behaving, celebrating, expressing?

Economic Activities – what are the major livelihood sources and what are the associated activities that people carry out; what is the division of labor; what is the relationship between livelihood activities and seasonality?

Spatial Characteristics – where are the locations of housing areas, public service facilities, agricultural land, etc?

Vulnerable Households and Groups – Who might be the most vulnerable groups or households, given the locations of their houses, sources of livelihoods, ethnic and cultural positions, etc.?

SELECTING THE COMMUNITY:

REFLECTIONS UPON PRACTICE...

- Have you considered vulnerable groups as one of your criteria?

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APPRECIATING DIFFERENCE

When a person has a disability and experiences difficulty with things like learning & understanding, seeing, hearing or moving around, communication and rapport building can require more effort and creativity. There are several things that you can do to help build rapport and encourage the participation of people with disabilities. The first strategy involves *finding the people with disabilities* who are living in the community, *getting to know them*, and *providing the opportunity for them to share their experiences and perspectives*. Take time to listen. If it is hard to understand a person, ask them to speak slowly and be patient with you.

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Listed in the text box below are additional tips to keep in mind when relating to people with disabilities and building rapport. Some of these are relevant to older people as well.

TIPS FOR BUILDING RAPPORT WITH PEOPLE WITH DISABILITIES

LEARNING/ UNDERSTANDING, SPEAKING, VISION OR HEARING DIFFICULTIES

- Never speak or act as if the person isn't there, even if he cannot understand
- Always treat the person as an adult
- Maximize the use of non-verbal communication (e.g. Use pictures; act out your message (use body language)
- Take time and be patient
- Use humour
- Maintain normal conversational structure (take turns in the conversation)
- Make sure the person can see you clearly as you speak
- Minimize distractions. Ensure a safe and calm environment during the interaction
- Primary carers of the individual may have an effective communication system and you can use them to help you convey your message and understand theirs

PHYSICAL DISABILITIES

- Volunteer your assistance or encourage and support the person to attend events or meetings. This gives the family some time to rest or work on other things.
- Ask the person with the disability how you can best assist
- Always take the person's supportive aids (e.g. cane, crutches, wheelchair) along if you are going somewhere with them

CHILDREN WITH DISABILITIES

- Engage in play with children with disabilities
- Use humor
- Maximize the use of non-verbal communication
- Never speak as if the child is not there
- Offer physical assistance/support to participate in play if they child cannot move or sit up by himself

MENTAL ILLNESS/EMOTIONAL DIFFICULTIES

If the person is aggressive or has challenging behaviours:

- Remain calm
- Redirect (change the topic; distract the person; direct him/her to a pleasant activity)
- Reassure
- Revise (adapt questions or tasks; lessen demands)

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Vulnerable Households and Groups – Who might be the most vulnerable groups or households, given the locations of their houses, sources of livelihoods, ethnic and cultural positions, gender, age, health, disability etc.?

BUILDING RAPPORT & UNDERSTANDING THE COMMUNITY

REFLECTIONS UPON PRACTICE...

- Are vulnerable people adequately engaged in rapport building?
- Ø Have you made an active effort to locate and approach vulnerable groups?
- Ø Have you made any necessary accommodations to ensure vulnerable groups can participate in activities/assessments? (Physical accessibility, proximity of the service/activities and your ways of communicating and conducting activities)

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

Activity :
“Here is your Community” Exercise

Participants will be asked what they think they need to start developing a CBDRR plan and how this will be related to VCA

The conduct of VCA is the 3RD step in the CBDRR process. This 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, in order to make appropriate plans and implement concrete actions to reduce and/or eliminate disaster risks that will adversely affect their lives.

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.

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.

Activity :
Picture Analysis Exercise

Referring back to the picture used in the previous exercise in Module 2, devise 3-5 possible interventions.

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.

AN INCLUSIVE VCA PROCESS

- Ø IDENTIFIES MOST VULNERABLE GROUPS (PWDS, CHILDREN, WOMEN, ELDERLY, PLWHIV/AIDS)
- Ø IDENTIFIES THE FACTORS THAT MAKE THEM VULNERABLE
- Ø ASSESSES THEIR NEEDS AND CAPACITIES (AND EMPOWER THEM TO ASSESS THESE)
- Ø ENSURE THAT PROJECTS, PROGRAMMES AND POLICIES ADDRESS THESE NEEDS THROUGH TARGETED INTERVENTIONS

PARTICIPATORY COMMUNITY RISK ASSESSMENT:

REFLECTIONS UPON PRACTICE...

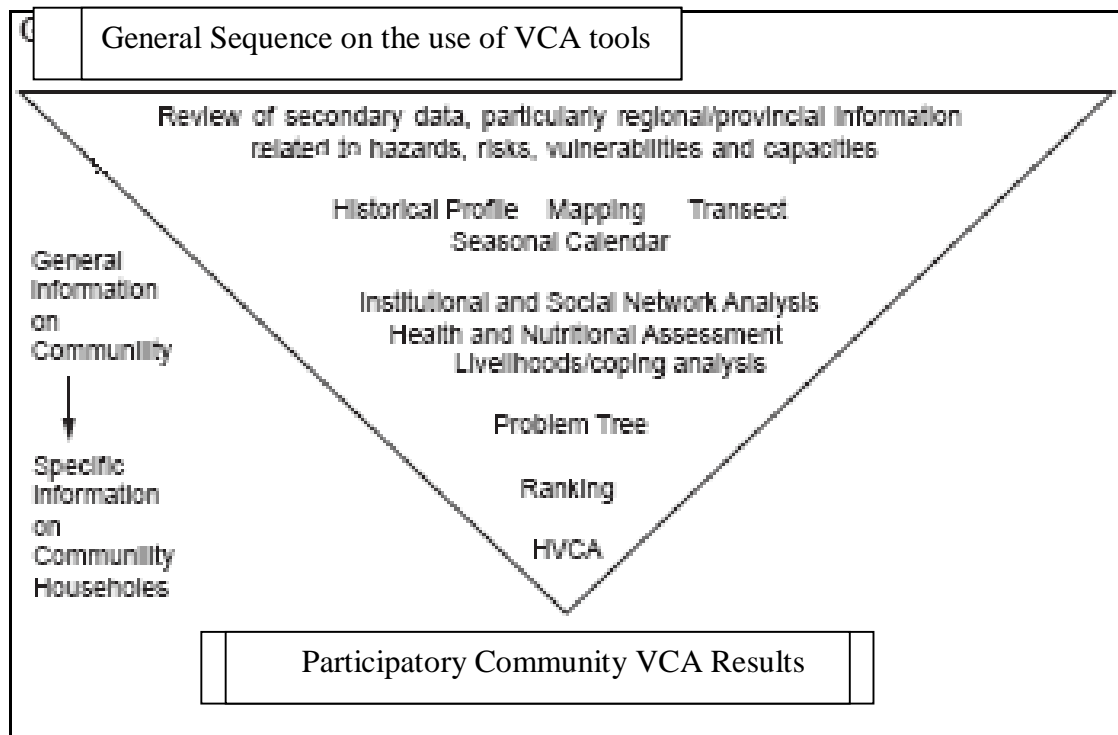
- Is the VCA inclusive of vulnerable groups?
- Ø Have you included representatives from all vulnerable groups in your assessment exercises? (e.g. mapping exercises, baseline data, interviews etc)
- Ø Have you spoken directly to representatives from all vulnerable groups?
- Ø Have you prepared to conduct assessments/activities with alternative communication means if need be? (using drawings, symbols, body language or simple language, using support persons if necessary)

TIPS FOR INCLUDING THE MOST VULNERABLE GROUPS IN COMMUNITY ASSESSMENT ACTIVITIES

- Ø Find out where the most vulnerable people are living from village leaders, elders and other community members and go to their homes to conduct the assessments and provide messages about your support and activities.
- Ø Ensure that the assessment/activities you are doing is accessible for all (Physical Accessibility, Proximity of the Service/activities and your ways of communicating and conducting activities)
- Ø Ensure that all your messages are communicated using multiple formats (leaflets, posters, radio, loud speaker announcements, simple language and drawing/symbols.
- Ø Prepare to conduct assessments/activities with alternative communication means (using drawings, symbols, body language or simple language)

Session 2b
VULNERABILITY AND CAPACITY ASSESSMENT TOOLS

Below is a diagram on the general sequence on the use of VCA tools



Prior to the conduct of VCA, the most commonly used tool to assess the community needs is the baseline studies.

Baseline Data

What: Statistics and information on the situation in a given community prior to VCA. Information must include data 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.

The following are the most commonly used tools for VCA:



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:

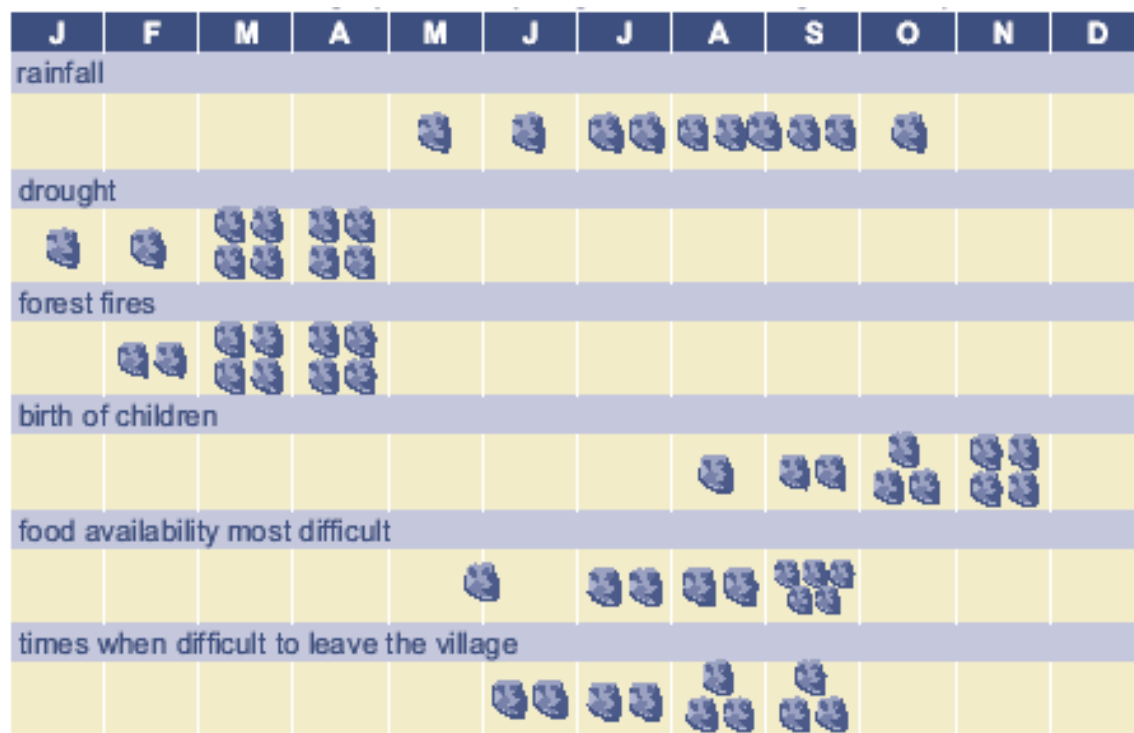
- i. Decide what kind of map should be drawn
- ii. Find men and women (also children, and consider vulnerable group representation) who know the area and are willing to share their experiences

- 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

*** Disability inclusive mapping will serve the entire community. Many people of a given community (elders, children, pregnant women...) will benefit from mapping exercises that lead to accessible infrastructure.**

Disability: Key Questions to Ask During Risk and Resource Mapping

1. What types of facilities/staff are there: Medical care, Physiotherapy (PT), Occupational Therapy (OT), etc. in District and Upazila level hospitals or nearby NGO or community health facilities?
2. Do you know what types of specialized services are available (orthopaedic hospital, rehabilitation centre, hearing aid providers, eye hospital, psychosocial support services, etc.)?
3. Is there a professional disability advisor (PT, OT, CHDRP) in your team?
4. Are there any local disabled people’s organizations (DPOs) or NGOs working on disability issues in your working area?
5. Do you know where to get assistive devices and how to prescribe them? If not, do you know where to find this information or appropriate resource persons (address, contact number, services provided)?
6. Are relief services, shelters, water and sanitation facilities and other basic needs accessible to PWDs?
7. Are you aware of the specific evacuation measures for PWDs?
8. Where can you find potential resources (advisors, organizations, training, etc)?
9. Are your action plans made disabled-friendly (i.e. warning signals, accessible evacuation vehicles/boats, etc)?
10. Are there income generating activities, vocational training opportunities or other livelihood activities available for PWDs?



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. Older people often have good historical information around seasons.

How:

- Use “blackboard” or craft paper. Mark off the months of the year on the horizontal axis. Ask people to list sources of livelihood, events, conditions, etc., and arrange these along the vertical axis.
- Ask people to enumerate all the work they do (e.g. ploughing, planting, weeding, etc.) for each source of livelihood / income by marking months and duration, adding gender and age

- 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.

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, especially 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



Historical Visualization 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

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.

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. 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)
- vi. pay attention to group dynamics
- vii. ask new (lines) of questions, arising from answers given
- viii. make notes in a discreet way

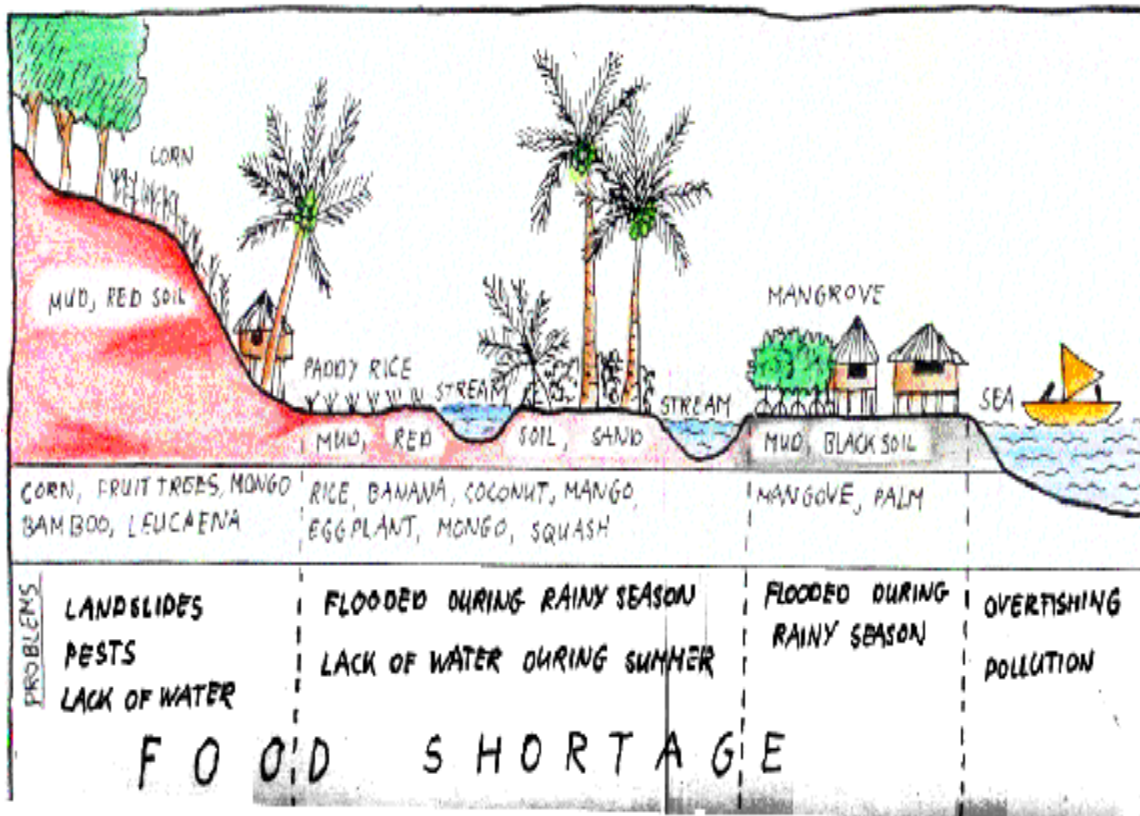
Disability & Disaster: Key Issues for Group Discussion

- Acceptance and position of PwDs within the family and the community? How is their overall integration in socio-economic and political life in the community?
- Main occupation of PwDs (incl. scope for work and employment)?
- Difficulties encountered related to people with different types of disabilities (during previous disasters)?
- Main causes of failure by the villagers & PwDs to cope effectively with previous disasters?
- Identification of specific needs of PwD and potential solutions (assistive devices, social support network, etc)?
- Scope of access to specialized and mainstream services available for PwDs (health, education, evacuation, warning, relief etc.) at local and district level?
- Identification of local institutions, DPOs or NGOs who work in the field of disability.
- Involvement of PwDs in DRR (e.g. in task forces etc.); Preparedness initiatives taken by PwDs to cope with disaster?
- Existence of disabled friendly early warning system?

Disability & Disaster: Key Issues for Personal Interviews

*The methodology : Speak directly to PwDs, whenever possible. Use their family members and care takers for support, if necessary.

- Assess possible impact of disaster on PwDs and their family, in order to identify if a family with a PwD is more vulnerable than others.
- Assess if PwDs are aware of their rights.
- Assess if PwD has access to service providers (assistive devices, schemes...).
- Did the person receive any type of services during the last disaster? What type?
- What does the PwD thing s/he would need in case of disaster?
- Capacities of PwDs : how does/did/would the person cope and what are his/her capacities for active contribution (identify in which type of tasks related to Disaster Management the person can contribute)?



Transect Walk

What: systematic walk with key-informants through the community to look out the lay out 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

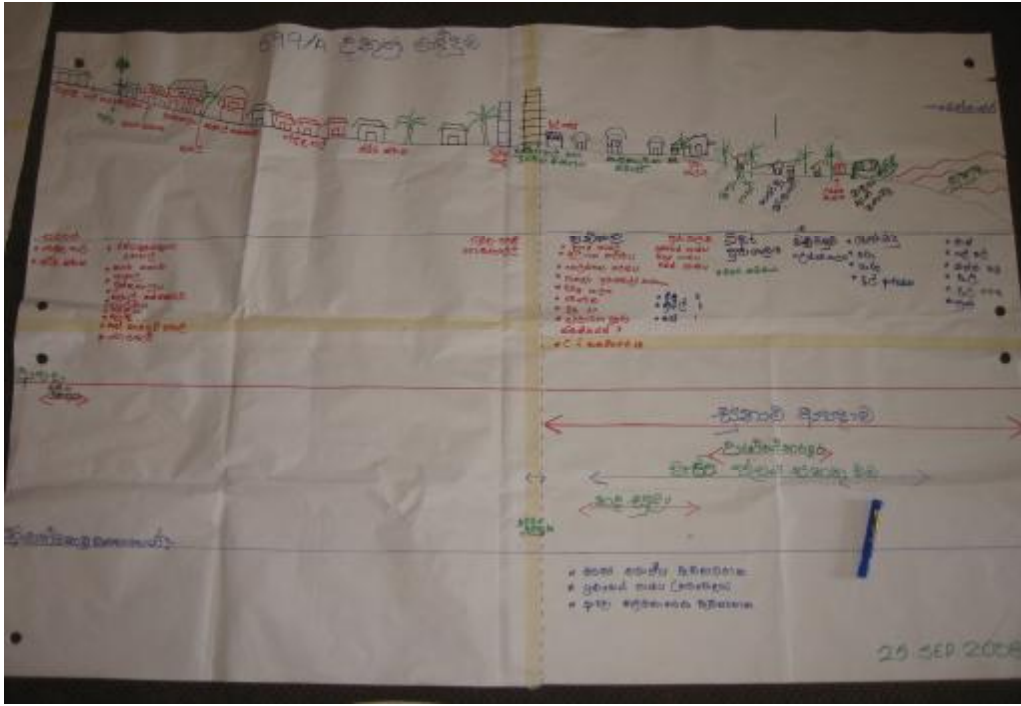
Who: team with six to ten community members representing the cross-section of the area

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, and their families.

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.



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).



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.

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

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.)

Considerations for People with Disabilities:

Maintenance of adequate nutritional status is a critical determinant of survival in a disaster. In particular, some PWDs are more susceptible to malnutrition in emergency situations due to difficulty accessing rations, difficulty eating rations, insufficient food quantities or poor reserve energy/pre-disaster general health. For example, a severely physically disabled person may not have enough reserve energy to sustain him or herself during periods of poor nutrition.

NUTRITIONAL RISK	POSSIBLE SOLUTION
Difficulty chewing and/or swallowing Reduced food intake	Provide food rations which are easy to “purée” or mash Provide high energy foods items
Need for modified position/posture when feeding	Ensure space to eat in privacy
Reduced mobility affecting food access and access to sunlight (affecting vitamin-D status)	Accessible food distribution spots Placement near areas of sunlight
Discrimination affecting food access	Specific distribution spots, control on rations, separate queues
Constipation (particularly affecting individuals with cerebral palsy, spinal cord injury, etc)	Vegetables or eggs in food rations
Separation from family members or usual caregivers (anxiety, lack of physical assistance)	Try to reunite with caregiver or relatives

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 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.

After VCA (Pre Planning)

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.

Activity

VCA Application in the Classroom

Cases will be given for each group to work on. Participants will determine which set of combination of VCA tool can be appropriately used to comprehensively assess the situation.

Session 2C

DATA COLLECTION, COLLATION, ANALYSIS AND PRESENTATION TO THE COMMUNITY

Data Collection is facilitated by considering the following: (a). Establishing rapport with the community and respecting local culture and (b) Organizing VCA team into the following suggested sub-groups:

Sub Group 1: Facilitate Discussion of Key Respondents

community leaders (elected and community elders): baseline information (demography, special needs groups such as the disabled and the elderly, sources of income, etc.), hazards, disaster history of the community, which hazards become disasters and why, impact of disasters on lives (of men and women, boys and girls), property, livelihoods, economy of the community and the municipality/commune, what different sectors in the community do to reduce disaster risks that threaten life, property and livelihoods *teachers*: educational attainment of people in the community, current enrollment and drop out rate, disasters that happened in the community in the last ten years, impact of disasters on the community, among teachers' lives, in children's education, what different sectors in the community do to reduce disaster risks that threaten life, property and livelihoods

health workers: common illness and injury at different times of the year and reasons for illness and injury, disasters that happened in the community in the last ten years, impact of disasters in the community, among the lives of the health workers, among the people especially among children from 0-5 years old, the elderly, and the disabled, what different sectors in the community do to reduce disaster risks that threaten life, property and livelihoods

elders: history of the community, disaster history of the community, most destructive disasters in their living memory and why, impact of disasters on life, property and livelihoods, what different sectors in the community do to reduce disaster risks that threaten life, property and livelihoods

municipal/commune leaders: hazards, disaster history of the community, which hazards become disasters and why, impact of disasters on lives (of men and women, boys and girls), property, livelihoods, economy of the community and the municipality/commune, what government does to reduce disaster risks that threaten life, property and livelihoods

NGOs implementing projects in the community: hazards, disaster history of the community, which hazards become disasters and why, impact of disasters on lives (of men and women, boys and girls), property, livelihoods, economy of the community and the municipality/commune, what government does to reduce disaster risks that threaten life, property and livelihoods

Children should also be involved in the awareness campaign.

Sub Group 2: Facilitate Discussion of Community Members (mix men and women groups, children)

prepare hazard map of community: identify location of community resources, household and special needs groups, parts of community at risk from different hazards, schools, etc.
disaster history of community

Sub Group 3: Facilitate Discussion of Men's Group and Women's Group (gender perspective)

gendered perception of disaster risks
disasters that struck the community in the past ten years and why they suffer from those disasters
differential impact on men and women
impact on vulnerable groups: 0-5 years old, elderly, disabled
impact on health, education, livelihoods
what men, what women do to reduce disaster risks
To get gendered perceptions of disaster risks, the PDRA may be organized into specific groups; men's group and women's group.

Sub Group 4: Facilitate Discussion of Children

disasters that strike the community they can remember
impact on children
impact on their health, education, livelihoods of the family
what children do to reduce disaster risks

Working with Children in the Community

How can I explain to children how to conduct community assessment?

To conduct community risk assessment, the tool that children can use is the risk and resource mapping. Risk and resource community maps generated by the children is an unusual kind of community map. The map will identify places in the community where people would be at risk or safe in the event of a hazard. Children will produce map by collecting information for the map. They will be expected to cross check the accuracy of the map with supportive adults before sharing the maps with other members of the community. The children will learn to recognize the benefits of having such a map and gain the skills to produce one. As the children help the adult members of the community for CBDRR, the adults can be expected to see the ways in which children can contribute substantial inputs to their communities.

Sub Group 5: Review Secondary Data

review documents collected from all sources
collate data using CVA framework

Sub Group 6: Collect Technical information

conduct transect work
contribute to various maps to be produced by community

collect information on soil types, water system, etc.

Sub Group 7: GIS (if needed)

collect digitized information about the province or municipality and community

produce basic digitized maps

add input from PDRAA to basic maps

produce simulation and probabilistic forecasting and show to community

produce hazard and vulnerability maps of target communities

Sub Group 8: Logistics Arrangement

arrange sleeping quarters for VCA teams

arrange meals for VCA teams

arrange for team's transportation

ensure that there are enough supplies for the team

arrange for translators where needed

Tips on Data collation and Analysis

Data collation and analysis should involve:

- Presentation of all findings from each of the tools used
- Comparison and triangulation 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.

Tips on 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 VCA team should try and present the findings to the community 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

Session 2D

FIELD WORK BRIEFING

General Considerations

- 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.

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?

Activity: Introduction to Community Planning

Please listen to the instructions which will be given by the facilitator for this exercise

Why Plan?

VCA unites the community in understanding the disaster risk (hazards exposure, elements at risk and why they are at risk, local resources and coping strategies). The Community Disaster Risk Reduction Plan (CDRRP) unites the community (and with other stakeholders) in commitment and action to reduce these risks.

Where to start?

Planning begins with the desire to change existing undesirable conditions. Disaster risk management action planning starts with an aspiration for safety for the individual, the family and the community.

What to Plan?

The Plan is the blue print, road map, or guide in changing or transforming their at-risk community to become a disaster resilient community. The CDRRP charts the course of the community's progression towards safety, disaster resilience and sustainable development.

The community risk reduction plan includes a range of risk reduction activities to reduce possible disaster impacts, linking emergency response preparedness, mitigation and rehabilitation/recovery efforts with short and long-term community development initiatives. The plan contains measures on how the community can:

- Avoid loss, rather than replace loss
- Avoid social dislocation
- Protect assets of households, community, government
- Protect community safety nets (family, health, food supply, business, education, culture) and equity of access to support
- Ensure the needs of vulnerable people are adequately addressed

Fail to Plan or Plan to Fail

The term Fail to Plan or Plan to Fail, remind CBDRM planners to plan properly otherwise the plan would be failed at the implementation stage. In other word, when planning the following aspects should be considered:

- § purpose of the plan should be clear
- § resources and time to carry out the plan should be available
- § technical support and expertise should be in place
- § Involvement of stakeholders especially with community (men, women, boys, girls, elderly and people with disability).

Development of Menu of Options at community level for CBDRR

Measures and activities to reduce vulnerabilities and increase capacities can be put as a menu or set of options for households and communities to avoid, manage, respond to, and recover from hazard events and disasters. Complementary actions can be grouped together or general categories can serve as guide for particular activities and actions. Application of this approach in drawing up preparedness and mitigation interventions for flooding and drought at the community and local level are presented below:

Preparedness:

- § Reviving and strengthening positive coping strategies in avoiding, managing, and recovery: local knowledge, practices, and forms of cooperation and support
- § Protecting lives
- § Protecting household assets
- § Preparing and maintaining safe areas (shelters, evacuation centers)
- § Access to safe areas
- § Access to information, forecasts and early warning
- § Community organizing
- § Family and community disaster preparedness planning
- § Strengthening communication and coordination with external agencies providing emergency assistance
- § Improved access health serves
- § Minimizing impact on education

Mitigation for flooding and drought:

- § Reinforcing positive coping strategies
- § Flood proofing households
- § Protecting and strengthening livelihoods

- § Micro-credit for households
- § Environmental conservation and rehabilitation
- § Land use planning at community level
- § Creating/constructing and developing community flood safe areas

Mitigation for drought:

- § Reinforcing positive coping
- § Shallow tube wells
- § Rain water harvesting and recycling
- § Constructing check dams for water retention
- § Rehabilitation of existing canals
- § Managing water needs and protection from contamination

Below are examples of Menu of Options:

1. Community Based Flood Preparedness Interventions – Options and Corresponding Actions

Flood Preparedness measures	Processes/Activities required
Household level preparedness – Protecting lives	<ol style="list-style-type: none"> 1. Ensuring that all family members understand flood risks 2. If families continue to live at home during floods, appropriate measures such as confining barriers to protect babies/children from falling into water must be taken 3. Switching off and securing power supply mains to prevent electrocution 4. Taking appropriate action to ensure supply of safe drinking water, storing water in large water barrels – cleaning water filters, stocking coagulants for water purification or fuel wood for boiling water, etc 5. Stock food and medicine supplies for use when isolated from the community during flood season 6. Plan and prepare for evacuation to safe area in case water rises high, i.e. identify route to nearest safe area and have boat/rafts or other mode of transportation ready for access, identify safest exit from household (e.g. from loft/raised deck within house)
Household level preparedness – Protecting household assets	<ol style="list-style-type: none"> 7. Raised decks for cattle/livestock/poultry to protect from floods 8. Secure household valuables at elevated level within household and in water-proof bags as possible 9. Hide and secure valuables to prevent theft
Preparing and maintaining safe area	<ul style="list-style-type: none"> - Provision of potable water - Provision of sanitation - Contingency supply of fuel wood for boiling water and cooking purposes, utensils and stove for cooking - Stocking supplies of medicines for typical water borne or vector borne diseases such as diarrhoea and malaria, as well as suitable medical supplies for cattle, poultry and other livestock

	<ul style="list-style-type: none"> - Food supplies (by both individual families and community) - Fodder supplies (families and community) - Fishing equipment and other supplies for sustaining livelihoods - Seeds and equipment for homestead garden on safe area - Temporary shelter - In cases where schools and other such community structures are used for evacuation, appropriate measures to facilitate modified use as safe shelter -
Access to safe areas	<ul style="list-style-type: none"> - Identifying nearest evacuation point or safe area (pagoda or school located on elevated ground) - Labelling safe area - Identifying safest short route to safe area and alternate route in case on unforeseen route blockages, avoiding possible high current or water logged areas of unknown depth - Preparing boats for transport to safe area - Community organizing into committees for safe area maintenance - Where appropriate, locating more vulnerable households closer to flood safe areas
Access to flood season information/ early warning	<ul style="list-style-type: none"> - Information/bulletin boards providing flood forecast - Public information systems such as loudspeakers or mobile loudspeakers for relevant announcements - Access to radio/TV or other sources of early warning, at least for a small set of personnel (Red Cross Volunteers?) in each village - Public awareness material regarding do's and don'ts before, during and after flood season in relation to households, livestock/animals, livelihoods, etc
Community organizing and community development for flood preparedness planning	<ul style="list-style-type: none"> - Community based hazards, vulnerabilities, capacities' assessment - Conduct community based preparedness drills - Evacuation drills by household and community to the identified safe area using the preferred route and alternate route - Community first responders' training - Organize community self help groups to support the vulnerable households in flood preparedness - Swimming lessons for young children - Community may organize themselves to create a team of village volunteers who can provide services to the community during flood season such as facilitating evacuation and rescue, first aid for injuries, guarding households from thefts etc. - Identify community elderly or women who can look after children during floods to protect them from drowning and to enable parents to continue work (and therefore earning) without interruption
Local (commune or district level disaster preparedness and mitigation planning)	<ul style="list-style-type: none"> - Developing a plan for addressing various community needs highlighted in this table, undertaking actions as per the plan
Improved communication of	<ul style="list-style-type: none"> - As soon as a community is exposed to an emergency situation, it is essential to communicate this to agencies

emergency situation to agencies providing relief	undertaking emergency response to ensure community access to external assistance in case internal resources are inadequate
Improved access to health care services	<ul style="list-style-type: none"> - During flood seasons, typically, access to health care services is essential, but often lacking. Communities need to stock basic medical supplies such as oral re-hydration salts for diarrhoea among young children. - Having a team of mobile health workers during floods - Training of village health workers and greater engagement during flood season - Ensuring access to nearby health care facilities particularly in the case of pregnant women or young babies
Minimizing impact on education	<ul style="list-style-type: none"> - In Cambodia, schools are mostly closed in flood season, but in case of prolonged flood season, arrangements must be made to ensure continued access to education

2. Community Based Flood Mitigation Interventions – Options and Corresponding Actions

Flood mitigation measures	Processes/Activities required
Flood proofing households from disaster impacts	<ul style="list-style-type: none"> - Creating household safety hills - Raising homesteads above expected flood level - Anchoring household assets so that they don't get swept away by floods - Creating embankments around households to keep floods out While this is a practice used in several countries of our region, in the context of Cambodia, given the complex river morphology, feasibility of earthen or concrete embankments should be examined carefully since flooding prevented in one geographic area (particularly if the area is part of a floodplain) often implies flooding created elsewhere.
Protecting and strengthening livelihoods	<ul style="list-style-type: none"> - Homestead vegetable gardening for short-term food supply (on floating soil beds or on elevated flood safe area) - Adapting regular livelihoods to ensure continued income generation during flood seasons. Several households in rural Cambodia switch to livelihoods such as fishing during flood season - In agricultural fields, prevent erosion by leaving unploughed grass strips between ploughed lands. - Draught animals should be kept away from the fields by having adequate fodder supplies for them and confining them away from fields. Draught animals trample the ground, and in wet times, farm animals can cause soil compaction by pugging it. Compaction causes the soil to lose its porosity and its ability to absorb and to drain water, resulting in water logging. - Feasibility of using and promoting crop insurance in Cambodia could be explored - Exploring alternate livelihoods which are less prone to flood impact, particularly during flood season, such as traditional handicrafts, wickerwork etc, - Diversifying types of livelihoods in a village to minimize

	excessive dependence on one form of economic activity
Planting fuel wood trees	- Planting of trees which can yield extra fuel wood during the flood season helps in ensuring fuel for cooking and boiling water, which are the two key concerns increasing vulnerability in floods
Micro-credit for households	- Provision of micro-credit for households within or outside self-help groups is essential to allow households enough cash for household risk mitigation or preparedness. In Cambodia, one of the main issues hampering adequate community preparedness is the shortage of funds available to some very poor households for buying food on a day-to-day basis, let alone stocking for emergencies. These households do not have access to formal credit mechanisms. During floods, communities borrow money at high interest rates, which indebts community members for repayment through contributing labour - Some community members might use micro-credit for post-flood rehabilitation of livelihoods if their farm implements have been swept away due to floods
Environmental conservation and rehabilitation	- Upstream communities working on forestation and curbing deforestation to limit impact on downstream flooding patterns
Land Use planning at community level	- Community members analysing flood hazard for village level and planning location of households, schools, pagodas and flood safe areas, in addition to fields, in order to maximize benefits from floods (fields closer to flooded area for maximum benefit from alluvial soil that accompanies riverine floods, homes clustered closer to safe areas, or on higher ground, etc.
Creating/constructing and developing community flood safe areas	- Selecting suitably raised site for developing flood safe area/hill, based on proximity to road/health care/other critically essential services - Inviting cash or in-kind contributions from community - Planning safe area – separate area for cattle, structures for maintaining food, fuel wood and medicines stock, plan for temporary shelter, water and sanitation - Materials procurement and construction of flood safe area - Providing fresh water source - Sanitation on flood safe area

3. Community Based Drought Mitigation Interventions

Structural drought mitigation measures at community level	Processes/Activities required
Shallow tube-wells	- Boring shallow tube-wells for extracting sub-surface water using low cost diesel pumps for household use and irrigation purposes
Rain water harvesting and recycling	- Rain water can be collected in a community pond or pit, and used during non-rain seasons for household use and irrigation purposes - Such ponds also serve the purpose of percolation for recharging sub-surface water

	<ul style="list-style-type: none"> - Re-excavating old ponds if they have been filled up due to silting or otherwise
Constructing check-dams for water retention	<ul style="list-style-type: none"> - In Cambodia, where several communities depend on flood water retained for obtaining a dry season crop, it might be useful to construct check-dams which promote retention and storage of water for irrigating fields during the dry season
Non-structural drought mitigation measures at community level	Processes/Activities required
Access to seasonal forecast for expected drought years	<ul style="list-style-type: none"> - Setting up information system / information bulletin in collaboration with local departments of hydrology and river works for seasonal forecast for expected dry spells and updating of information during the flood/dry season - Public information systems such as loudspeakers or mobile loudspeakers for relevant announcements - Public awareness material regarding do's and don'ts before, during and after dry season in relation to households, livestock/animals, livelihoods, etc
Improved communication of emergency situation to agencies providing relief	<ul style="list-style-type: none"> - As soon as a community is exposed to an emergency situation of food shortage, it is essential to communicate this to agencies undertaking emergency response to ensure community access to external assistance in case internal resources are inadequate
Rehabilitation of existing canals	<ul style="list-style-type: none"> - Dredging and de-silting, de-weeding existing canals for facilitating water supply - Promote use of plastic pipes to transport water as required
Managing water needs and protection from contamination	<ul style="list-style-type: none"> - This activity complements the rainwater harvesting activities by bringing community together in assessing their water needs and maximizing water resources at community or household level by increasing rain water collection and storage - Identifying and accessing alternate water sources (such as sub-surface water) - Protecting water sources from contamination by maintaining basic hygiene - Promoting use of water filters
Managing food and fodder reserve	<ul style="list-style-type: none"> - Developing village grain and forage banks - Identify mechanisms that will facilitate sharing of resources with other communities - Construct and maintain food and fodder storage areas - Develop a participatory plan within community for food distribution in case of food shortage
Protecting livelihoods and promoting alternate livelihoods	<ul style="list-style-type: none"> - Planting of dry seed beds in case of delayed rainfall or high water level in irrigation canals or streams (seeds are planted in anticipation of rainfall and transplanted once the rain arrives so as to save cropping time and maximize benefit from rains) - Promoting seeds storage and use of drought-resistant seed varieties - Planting alternative crops that require less water - Promoting home based enterprises such as sewing, local handicrafts, wickerwork etc
Public health concerns	<ul style="list-style-type: none"> - Some typical health concerns in droughts are related to

	malnutrition, lack of drinking water, diseases arising due to consumption on contaminated water, which may be dealt with through use of water filters, coagulants and water purifiers

4. Community coping strategies in drought

Community coping strategies in drought	Processes/Activities required
Maximizing water retention by soil for minimizing impact on crops	<ul style="list-style-type: none"> - Mulching (spreading organic matter above soil surface to increase surface roughness, thereby maximizing retention of moisture from rains) - Deep tillage of soil to increase amount of soil exposed to rain, also leading to increased moisture retention
Collecting rain water at household level	10. Using large earthen jars or mini-ponds at household level to collect and store water for use by households

5. Community Health and Safety

Public Health Measures	Processes/Activities required
Safe areas	<p>§ Community members analysing flood hazard for village level and planning location of households, schools, pagodas and flood safe areas, in addition to fields, in order to maximize benefits from floods (fields closer to flooded area for maximum benefit from alluvial soil that accompanies riverine floods, homes clustered closer to safe areas, or on higher ground, etc.</p> <p>§ Provision of temporary shelter</p>
Water and sanitation	<p>§ Boring shallow tube-wells for extracting sub-surface water using low cost diesel pumps for household use and irrigation purposes</p> <p>§ Protecting water sources from contamination by maintaining basic hygiene</p> <p>§ Promoting use of water filters</p> <p>§ Rain water can be collected in a community pond or pit, and used during non-rain seasons for household use and irrigation purposes</p> <p>§ Re-excavating old ponds if they have been filled up due to silting or otherwise</p> <p>§ Provision of potable water (consider quantity, quality of water and no. of people)</p> <p>§ Provision of sanitation (for men, women, children and people with disability)</p> <p>§ Stocking supplies of medicines for typical water borne or vector borne diseases such as diarrhoea and malaria, as well as suitable medical supplies for cattle, poultry and other livestock</p>

Public health Promotion	<ul style="list-style-type: none"> § mobilizing communities on public health promotion issues § to provide culturally appropriate information on preventive measures to reduce public health risks. § disseminate information using creative communications strategies on public health § Train community to assist in the program e.g. mobilisers, water point committees § Non-Food-Item distribution § Having a team of mobile health workers during floods § Training of village health workers and greater engagement during flood season § During flood seasons, typically, access to health care services is essential, but often lacking. Communities need to stock basic medical supplies such as oral re-hydration salts for diarrhoea among young children. § Ensuring access to nearby health care facilities particularly in the case of pregnant women or young babies
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6. Sustainable Livelihoods

Measures	Processes/Activities required
Provision of micro-credit	<ul style="list-style-type: none"> § Provision of micro-credit for households within or outside self-help groups is essential to allow households enough cash for household risk mitigation or preparedness. In Cambodia, one of the main issues hampering adequate community preparedness is the shortage of funds available to some very poor households for buying food on a day-to-day basis, let alone stocking for emergencies. These households do not have access to formal credit mechanisms. During floods, communities borrow money at high interest rates, which indebts community members for repayment through contributing labour § Some community members might use micro-credit for post-flood rehabilitation of livelihoods if their farm implements have been swept away due to floods § Adapting regular livelihoods to ensure continued income generation during flood seasons. Several households in rural Cambodia switch to livelihoods such as fishing during flood season
Alternative agriculture	<ul style="list-style-type: none"> § Homestead vegetable gardening for short-term food supply (on floating soil beds or on elevated flood safe area) § In agricultural fields, prevent erosion by leaving unploughed grass strips between ploughed lands. § Feasibility of using and promoting crop insurance § Exploring alternate livelihoods which are less prone to flood impact, particularly during flood season, such as traditional handicrafts. etc, § Seeds and equipment for homestead garden on safe area § Planting of trees which can yield extra fuel wood during the flood season helps in ensuring fuel for cooking and boiling water, which are the two key concerns increasing vulnerability in floods

<p>FOOD SECURITY AND OTHER ALTERNATIVE</p>	<ul style="list-style-type: none"> § Contingency supply of fuel wood for boiling water and cooking purposes, utensils and stove for cooking § Cash for work or cash for food § Draught animals should be kept away from the fields by having adequate fodder supplies for them and confining them away from fields. Draught animals trample the ground, and in wet times, farm animals can cause soil compaction by pugging it. Compaction causes the soil to lose its porosity and its ability to absorb and to drain water, resulting in water logging. § Diversifying types of livelihoods in a village to minimize excessive dependence on one form of economic activity § Food supplies (by both individual families and community) § Fodder supplies (families and community) § Fishing equipment and other supplies for sustaining livelihoods § §
	<ul style="list-style-type: none"> § Developing village grain and forage banks § Identify mechanisms that will facilitate sharing of resources with other communities § Construct and maintain food and fodder storage areas § Planting of dry seed beds in case of delayed rainfall or high water level in irrigation canals or streams (seeds are planted in anticipation of rainfall and transplanted once the rain arrives so as to save cropping time and maximize benefit from rains) § Promoting seeds storage and use of drought-resistant seed varieties § Planting alternative crops that require less water

Session 3B

HOW TO PLAN

CBDRR Planning is a process where all parties propose concrete risk reduction measures based on the following:

- § vision of their ideally prepared and resilient community
- § determining the acceptable level of risk
- § decision as to whether identified risk can be prevented, reduced, transferred or lived with
- § their own capacities and other resources that can be generated outside of their community.

Taking off from the results of the VCA in which the community ranks the disaster risks according to priority for action, the VCA team will now proceed to participatory disaster risk management planning. The following steps may be followed:

Steps in Formulating the Community Disaster Risk Reduction Plan (CDRRP)

1. Risk Assessment (Hazard Vulnerability Capacity Assessment)
 - § Also referred to as the community problems to address
2. Identify the objectives and targets of the CDRRP
 - § 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
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?
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 CDRRP 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

**PARTICIPATORY RISK REDUCTION PLANNING
REFLECTIONS UPON PRACTICE...**

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

- Ø EWS
- Ø -Search & Rescue
- Ø -Shelter Management
- Ø -Livelihood

*For specific strategies related to addressing the needs of People with Disabilities and the elderly in DRR activities refer to the following resources:

1. Disability in Disaster Management- HI BGD (2005)
www.handicap-international.org
2. Disability Checklist for Emergency Response
office@handicap-international-atlas.org
2. Older People in disasters and humanitarian crises: Guidelines for best practice. HelpAge International www.helpage.org

Parts of the Community Disaster Risk Reduction Plan

- a. *Brief Description of the Community*
 - § Location, population, livelihood, community in relation to other villages (significance of community)
- b. *Community Disaster Situation*
 - § Summary of Disaster History and Risk Assessment Results
 - § People and other elements at risk in the community
 - § Why they are at risk
- c. *Objectives and Targets of the CDRRP*
 - § Target number of population or families to cover; target percentage decrease in deaths and damages to property

d. *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.

e. *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.

Prepare a section in your plan focusing on PwDs and their special/specific needs

SUGGESTIVE FORM TO INCLUDE DISABILITY ASPECTS IN A CONTINGENCY PLAN				
Phase	Criteria	Approaches	Specific intervention for PWD	Remarks
Preparedness				
Assessment				
Rescue/Evacuation				
Response				
Recovery				
Camp/Shelter management				
Others: (be specific) Specific support for PWDs				

Steps in formulating a Community Disaster risk Reduction Plan:

1. VCA
2. Identify the objectives and targets of the CDRRP
 - § 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 CDRRP 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

§ 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 VCA and visioning into a Community Disaster Risk Reduction Action Plan format.

§ **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>

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Activity
Drafting the CBDRR Plan

Using the above template, draft a plan for the community based on the results of the VCA and other relevant information gathered in the field

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

The following are principles which can guide the field practitioners in implementing CBDRR plans and activities. :

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.

Incorporating the Better Programming Initiative (BPI) into Participatory Processes

As stated previously, the vulnerabilities of a community do not necessarily remain constant but are subject to change. Following on from this, relationships between various parties in the community are also not necessarily constant but subject to change. Therefore involvement of all sections of the community in participatory processes cannot be taken for granted after initial success. The Better Programming Initiative is a tool developed by the IFRC/RC to aid participatory processes. It's use can encourage inclusive participatory review.

The main aim of BPI is to develop the International Federation's capacity to plan and implement relief and rehabilitation programming which encourages longer-term, sustainable recovery. It does this by providing a tool that supports systematic context analysis to help ensure that programmes strengthen local capacities for recovery and avoid reinforcing systems of inequality.

How does BPI work?

The BPI methodology applies five analytical steps:

- 1. Context analysis:** identify and rank the dividers and connectors that characterize the context.
- 2. Aid programme description:** describe planned actions in detail: why, where, what, when, with whom, by whom and, most importantly, how is aid being offered?
- 3. Impact identification:** will aid reinforce or weaken existing dividers and connectors? Aid may have impact through material consequences – who receives what – and symbolic consequences – who is legitimized and who is not.
- 4. Options:** for each impact identified in step 3, brainstorm programming options that will decrease negative impact and reinforce positive impact.
- 5. Repeat the analysis:** contexts change rapidly, as do constraints and opportunities for aid programming. Analysis should be undertaken as frequently as the project cycle permits. This is an especially important part of the BPI methodology for ensuring inclusive participatory process.

Session 4B

FORMING OR UTILIZING EXISTING OF COMMUNITY BASED ORGANIZATIONS FOR DRR or VILLAGE DISASTER MANAGEMENT COMMITTEES

Activity 1: Draw and Guess

Given a set of metacards with words which will be used for this session, a group representative will draw on the flip chart or act on what is written on the card. Talking is not allowed. The rest of the participants will identify the word written on each of the metacard.

When a plan is made, the next key requisite to achieve its goals and targets is the organizational mechanism for its implementation. The Community Based Disaster Risk Reduction Plan will just remain on paper or in the minds of those who participated in the planning activities, if there is no group/s of people, organization or team at the community level to see the plan implementation through.

The formation and strengthening of the community based organizations key to mobilize communities for sustainable disaster risk reduction. They are essential in sustaining the risk reduction process for the community to meet intended aims and targets in CDRR in progressively achieving safety, disaster resilience and community development. The community based organizations are also the necessary conduits or channels for outsiders such as NGOs or government agencies to assist / support the community at-large.

The range of expression for community based organizations may vary, but the basic functions remain the same. In some communities, they are referred to as the:

- Community Disaster Management Committee, Team or Group
- Disaster Management Task Forces
- Village Protection Unit
- Community Disaster Management Group,
- Grassroots Disaster Response Organization
- Village Disaster Management Committee

While these groups are specifically created in the community for disaster risk management, an existing community/people's organization engaged in developmental activities such as self-help groups, farmers association, women's organization, etc. may also realign one of its committees or have a separate committee for disaster risk reduction functions.

The community based organizations can also take the form of a network or coalition among various community/people's organizations and NGOs in disaster response, especially for emergency operations during major disasters.

In case there are no existing community organizations and therefore warrants the formation of new community based organizations, the following steps maybe undertaken:

1. Identify a core group
2. Meet the core group and identify collectively its role and functions
3. Expand the members of the core group
4. Elect officers and formulate by laws
5. Implement the CBDRR plan

Activity: Discussion of a Case Study

Given a case, questions related to principles of forming community based organizations, steps in organizing community base organizations, functions of community based organizations and characteristics of a functional CBO will be asked. A group will be tasked to answer one

The following are some of the functions of the community based organizations:

Prevention, Mitigation, Preparedness

- Share CBDRR Plan with all community members
- Mobilize community members in plan implementation activities
- Mobilize resources that the community can not produce or access on its own
- Conduct disaster preparedness training with community members
- 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
- 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

Emergency Response

- Issue warning

- 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

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 organizations capacity and effectiveness to promote safety and reduce disaster risk and identify strategies for future improvement

Key characteristics of a functional community based organizations are the following:

- 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 community based organizations 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

Some guide for the community based organizations:

1. *Start simple.*
Keep the structure of the organization simple and the scale of the activities small and manageable, progressively (or even incrementally) growing as capacity develops.
2. *Harness people's collective strengths.*

Strive to build broader consensus and reach.

3. Designing organizational structures and procedures which *encourage participation and ensures transparency and accountability*
4. *Maximize the power of numbers and unity.* Addressing issues and concerns of members to strengthen unities.

The advantages of using existing groups include:

1. Avoidance of delays in start-up. Extra time is not needed to organize new groups and give members time to become acquainted.
2. 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.
3. 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.
4. Altruism. Group members have demonstrated their interest in giving support to others.

Using existing groups also has certain disadvantages:

1. Inflexibility. Groups may not be open to taking on new issues or different approaches.
2. 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.
3. 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.
4. Unequal structures. The existing structure of a group may perpetuate inequities.
5. When minority subgroups are excluded from participation in existing

Session 4C

CAPACITY BUILDING AND TRAINING A FUNCTIONAL COMMUNITY BASED ORGANIZATIONS

Capacity building and public awareness activities enable communities to increase participation and to sustain the CBDRM activities. Capacity building involves various training workshops with community members on the why, what and how of CBDRR; the facilitation of the formation and organizational development of CBOs which include leadership training, study tours to other communities engaged in CBDRR and government agencies; technical assistance and support in fund-raising; facilitation of contacts and networking to involve a wide range of stakeholders in the CBDRR process. Within this capacity building process, information made available to the people is an important means to empower communities.

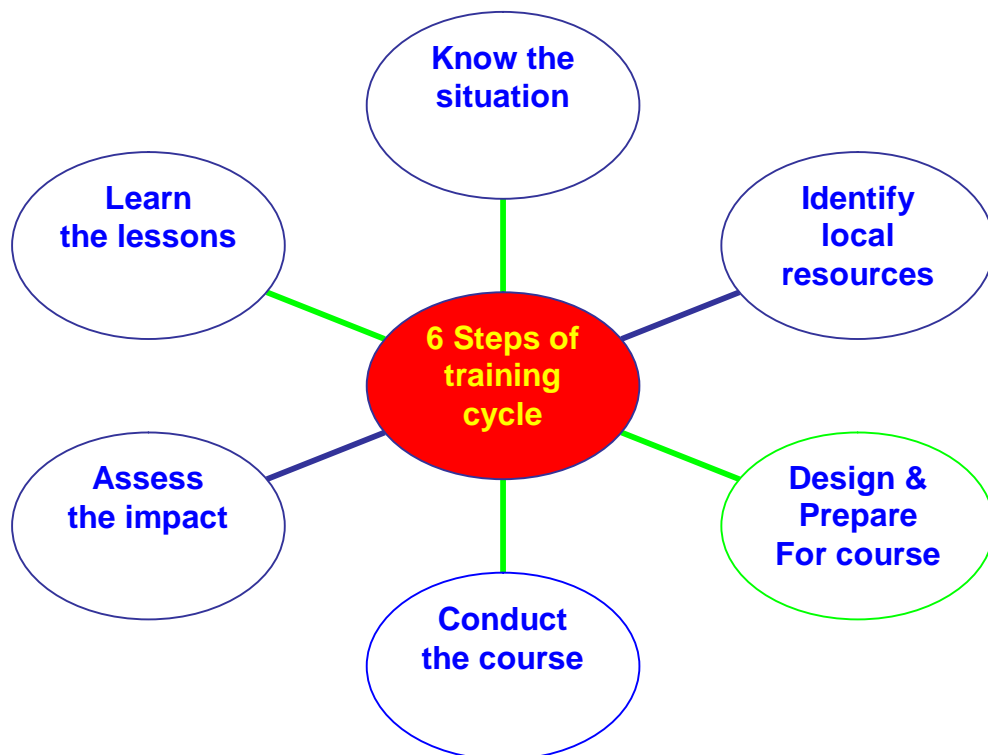
Enhancing knowledge and skills on various areas of disaster risk management are combined with organizational strengthening activities. Aside from training on search and rescue, first aid, management of an emergency operations center, and other preparedness activities, training on specific disaster mitigation measures should also be undertaken. These include sustainable agriculture, retrofitting and safe building construction, community based health care, and the like. Organizational development involves development of leadership skills like facilitation of meetings, planning and assessment, and finance management. Negotiation and conflict resolution skills are also important within the CBOs and in building partnerships with other stakeholders.

Aside from training workshops, study tours to government warning agencies and other institutions, and cross visits to other communities are important forms in capability building in CBDRR for the CBOs.

Depending on community needs, below is a list of key areas for consideration in building community capacities on CBDRR

- Disaster Preparedness and Response (Search and Rescue, Medical First Aid, Relief coordination and distribution, emergency shelter and Evacuation management)
- Disaster Risk Reduction (Risk Assessment, Risk Communication, early warning systems, structural mitigation, livelihood sustainability, advocacy for vulnerability reduction)

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

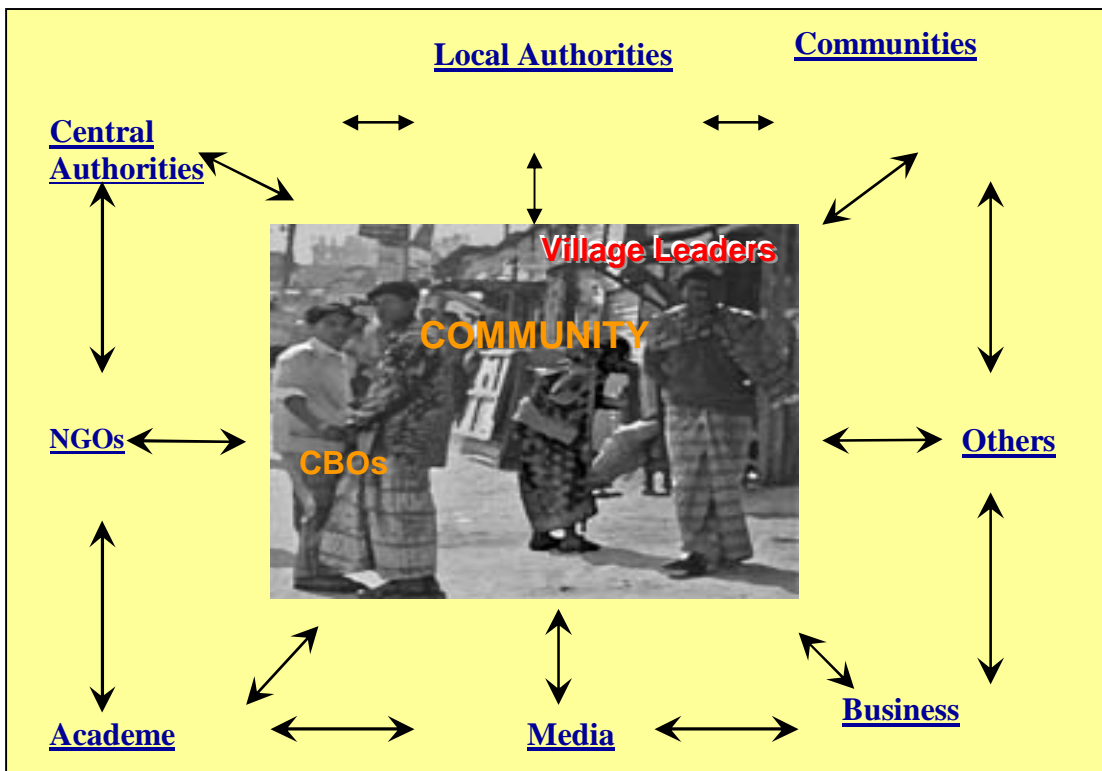
- Detail process documentation at each step
- Causes of failures and success
- Reflect or review of lessons

- Share the lessons learnt with community

Session 4d
BUILDING AND SUSTAINING PARTNERSHIPS FOR CBDRR

While communities are the main actors in disaster risk management at the local level (individual, family, community), communities alone cannot reduce their disaster risks. The scale, frequency and complexity of disasters as physical and social phenomena can only be addressed by deploying a wide range of knowledge, skills, methods and resources. Risk reduction is necessarily multi-disciplinary partnerships involving a range of stakeholders. Such partnerships should be vertical (between local and national actors) and horizontal (between the community, civil society, the private sector and government).

While discouraging dependence on outside assistance in disaster risk reduction, communities necessarily coordinate and tap the expertise and resources of other stakeholders. On the other hand, the actors in disaster risk management are enjoined to include and recognize the vital role of communities in disaster risk reduction and achieving a culture of safety and prevention throughout society.



Source: L.P. Victoria for CBDRM Training for Volunteers, ADPC & CARE-BD, Feb. 2007

Disaster risk management is necessarily multi-sectoral, multi-disciplinary and multi-stakeholder. Each stakeholder has its own contribution to the objective of disaster risk reduction at the various levels of the disaster risk management system.

Activity

Complete the Puzzle on Partnerships for CBDRR

Detailed instruction will be provided

a. Roles of Various Stakeholders

Referring to the Community Disaster Risk Reduction Plan and Stakeholder Analysis results, particular roles of stakeholders in community risk reduction are determined and set.

Some roles of various stakeholders for safer, livable and sustainable built and natural and built environment: community; local government; national government; community; private sector; NGOs; academe; media; etc.

1. National Government - sets in place policy, legal, institutional and operational framework for disaster risk mitigation within the central level and with the local level; technical support and resource augmentation to the local level; multi-hazard mapping and early warning system
2. Local Government - develops local policy, legal, institutional and operational framework consistent with national level; comprehensive risk assessment; risk reduction planning (master plan; action plan, strategic action plan, plan); allocates funds for disaster risk management; enacts and enforces safety standards and regulations; integrates disaster risk management functions within each service and organization of the local government; enables the participation of institutions and organizations of civil society, business, academia, media, church, etc.;
3. Communities - active participants and decision makers in disaster risk management; individual, family and community preparedness and mitigation actions; holds government accountable for its responsibilities; their organized involvement in CBDRR is through the community disaster management committees or disaster risk management volunteer teams
4. Community Based Organizations and People's Organizations - spearheads and mobilizes community members in disaster risk reduction activities; interfaces with the government, NGOs and other outsiders and the community on disaster risk reduction agenda and activities; capacity development; resource mobilization
5. Business - logistics and equipment during emergency response; safety in the workplace; disaster preparedness outreach to nearby communities; environmental protection and management; incorporate disaster risk issues in corporate social responsibility planning; extension of management service

6. Non-Government Organizations - capacity development and resource mobilization for disaster preparedness and mitigation; interface between the government and community; advocacy and networking for disaster risk reduction
7. Media - risk communication; dissemination of early warning; influencing public opinion and government influencing policy in favor of disaster risk reduction; documenting and dissemination of good practices in disaster risk reduction; training in “community journalism”; responsible reporting of disaster events
8. Schools - integrate disaster risk reduction education in school curriculum and subjects; public awareness and advocacy; evacuation center management
9. Academia - research and knowledge development; dissemination of good practices
10. Scientific community - scientific and technical products and support
11. Urban planners, architects, engineers, contractors and other urban development professionals – technical support to land use planning; safe building and infrastructure design and construction; consideration of risk reduction in settlements planning
12. Religious and interfaith groups – values formation and capacity development; public awareness and advocacy; resource generation; evacuation center management
13. Others

The challenge is to form creative partnerships, recognizing that this is the only way that sustainable risk reduction will occur in any community. Such partnerships need to occur at all levels

Sustainability of CBDRR: Roles and Relationship of Stakeholders

Community	Local-level Government/ Organizations	National Government/ Organizations	International Organizations
<ul style="list-style-type: none"> - Coping mechanism - Awareness & positive behavior - Choice based in informed awareness - Participation - Self-help and mutual aid schemes - Livelihood - Avoidance of hazardous conditions 	<ul style="list-style-type: none"> - Local Planning - Capacities - Resources - Funds - Training - Networking - Empowerment - Transparency - Accountability - Good governance - Institutionalization - Local legislation 	<ul style="list-style-type: none"> - Good Governance - Incorporate risk reduction into development plan - Policy, national plan & legal instruments promoting CBDM - Decentralization policy - Infrastructure development - Hazard Monitoring, Prediction Science - Early Warning System - Sustainable Development Policy and implementation - Information 	<ul style="list-style-type: none"> - Strategy for risk reduction - Sustainable development policy - Link to Environment, development and poverty reduction programmes - Functional regional cooperation - Conflict resolution of trans-boundary issues - Sharing of best practices in risk reduction - Financial and technical support

		Communication Technology - Finance and technical support	
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Case study on linking community based organizations and their programs to local government programs

a. Overarching Goal of Linking community based programs to government initiatives

- (1) Increasing the scale of CBDRR (up scaling vertical integration and expansion of coverage)
- (2) Increasing the impact of CBDRR (addressing vulnerabilities which communities can not address on their own with mainstreaming into development sectors – access to basic wellbeing services, resources...)

b. Why alignment is needed?

- It shows CBDRR agencies to establish right linkages with sector and actors to reduce risk for most vulnerable people
- It can generate synergetic knowledge how different actors increase and reduce disaster risk, which helps to guide future policy practice
- It empowers CBDRR actors to identify right institutions and process to do advocacy on behalf of the most vulnerable people

c. Aligning CBDRR with:

- National, Sub-national, Local Development Plan
- National, Sub-national Physical Framework Plan, Local Land Use Plan
- National Millennium Development Goal Targets and Localization
- National Disaster Management Act, Local Disaster Management Policies
- Poverty Reduction Strategies Paper
- Hyogo Framework for Action and key relevant national policy/strategy for CBDRR work

d. Strategic Guidance to integrate national (and local) priorities into CBDRR work

- Integrating national (and local) targets and actions in the analysis, planning, designing of CBDRR programme
- Taking opportunities from national (and local) plans such as health service and gender for disaster reduction work at community level
- Using selected national (and local) goals and priorities in CBDRR analysis, planning and advocacy

e. Example of Linking Community Plan on CBDRR with Local Development Plan

- 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)

Community Disaster Preparedness Plan

§ Livelihoods during volcanic eruption

Integrated in the local development plan

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Comprehensive Land Use Plan

§ *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.*

§ *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.*

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Asian Disaster Preparedness Center

- 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

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

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

Participatory Monitoring and Evaluation (PME) involves the local community, development agencies, donors and other stakeholders deciding together how progress should be measured and what actions need to be taken as a result of this analysis. This approach assumes that all concerned parties need to know how effective the project efforts have been. It may be challenging, because it encourages people to examine their assumptions on what constitutes progress, and to deal with contradictions and conflicts that may emerge.

What is monitoring and why is it necessary?

- 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.

Why monitoring is necessary?

- 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

What is evaluation and why is it necessary?

- 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.

2. Principles of Participatory Monitoring and Evaluation

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 alternates 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

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

What are indicators? What are good indicators, and why? How are indicators produced?

- 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.

Indicators can be:

- *Quantitative* Indicators show changes which can be monitored numerically

- *Quantitative* Indicators show changes which cannot be measured, but must be described.

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 lease 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

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Community Participatory Monitoring & Evaluation: *Reflections Upon Practice...*

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

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

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

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

Activity:

Formulation and Classification of Indicators

Given a set of metacards each containing an example of an indicator, classify this whether qualitative and quantitative indicators.

Based on the objectives and activities of the CBDRR plan earlier drafted, formulate the appropriate indicators

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