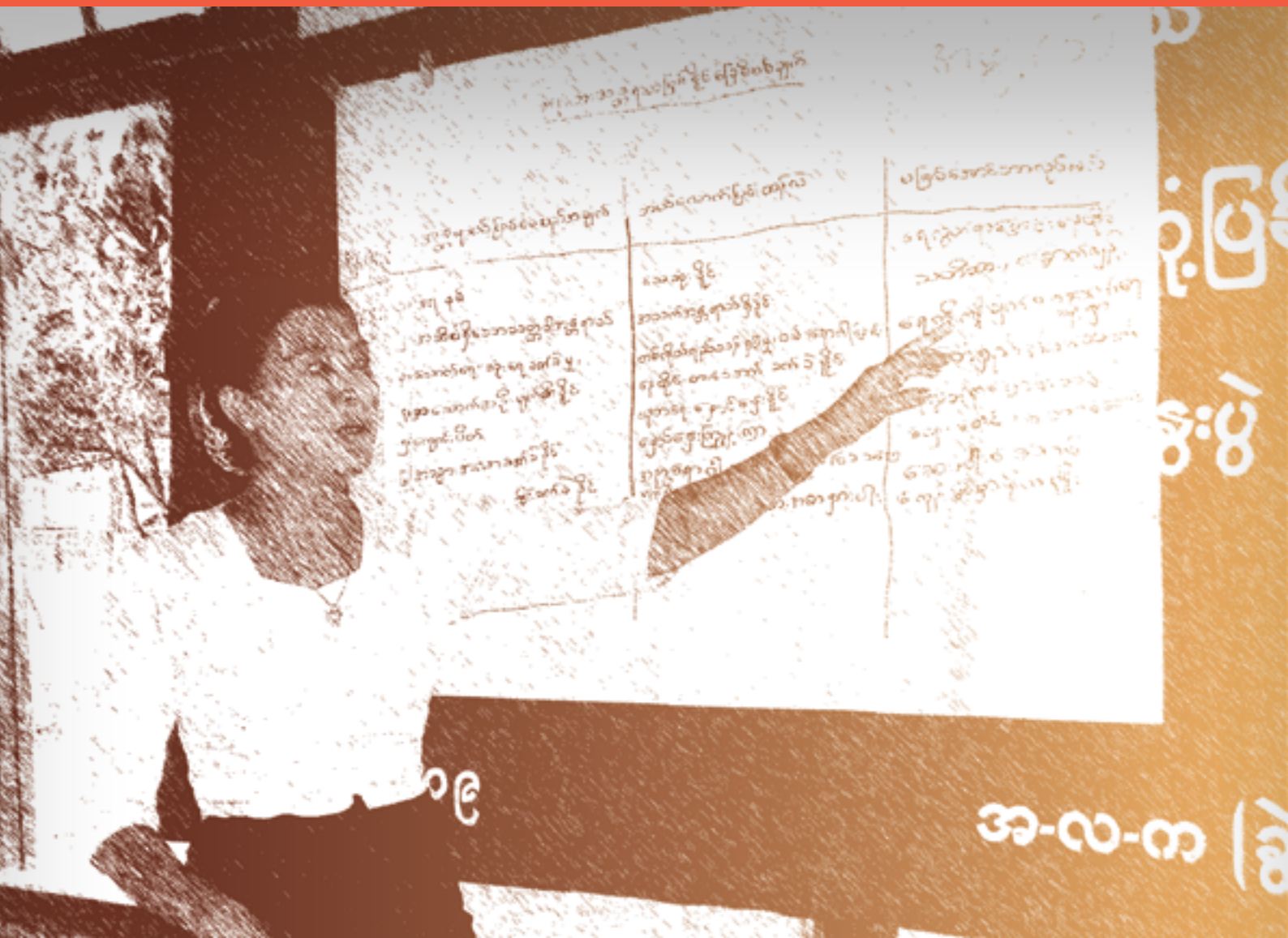
Myanmar Red Cross Society

# CBDRR Framework

## Facilitator Guide



**Disclaimer**

The Community-Based Disaster Risk Reduction Facilitator Guidebook is based on the CBDRR Manual and is part of the CBDRR Framework of Myanmar Red Cross Society. Efforts have been made to ensure the accuracy and reliability of the information contained in this document. The document remains open for correction and improvement.

**Key Contributors**

| | | |
|---|---|---|
| MRCS | Prof. Tha Hla Shwe | President |
| | U Maung Maung Khin | Head of Disaster Management Division |
| FRC/CRC | Raphaelle Goepfert | Head of Delegation |
| | Shesh Kanta Kafle | Disaster Risk Reduction Program Coordinator |
| | Herve Gazeau | DRR Regional Coordinator for South-East Asia and the Pacific |
| IFRC | John Halder | Disaster Management Delegate |
| AmRC | Adesh Tripathee | Regional DRR Advisor |
| ADPC | Aslam Perwaiz | Head of Department, DRMS |
| | Thitiphon Sinsupan | Program Manager, DRMS |
| | Mareike Bentfeld | CBDRM Coordinator, DRMS |

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# Introduction to the Facilitators Guidebook

The 'CBDRR Training Course' is conducted by the Myanmar Red Cross Society with the support of the various Partner National Societies. The course was designed at the end of 2013 as part of the CBDRR Framework of the Myanmar Red Cross Society. The CBDRR Training Course is based on the CBDRR Step-by-Step Methodology and its main goal is to teach MRCS Field Staff and MRCS RCVs to use the CBDRR Manual document which acts as a support document for the implementation of CBDRR programs in Myanmar.

The purpose of this 'Facilitator Guidebook' is to help the Course Coordinator deliver and document consistently high-quality CBDRR training courses. The package contains supporting documents aim to provide practical advice and forms. The documents accompany the training course materials – Facilitators' Guidebook, Participants' Workbook, PowerPoint presentations.

## Course Curriculum

The course curriculum consists of 2 core modules (Module 2-3). Furthermore, there is the optional Module 4 which is only being taught during a ToT as well as the introductory module "Understanding the Basics" which is only conducted during the standard CBDRR Training. In the next paragraphs, all 4 Modules are shortly presented.

### Module 1: Understanding the Basics

Module 1 introduces the participants to the basics of CBDRR implementation of MRCS. Module 1 includes a short introduction to the CBDRR Manual to familiarize the participants with the document. Furthermore, general aspects of CBDRR in the context of Myanmar are discussed to ensure that all participants have the same knowledge level.

### Module 2: Implementing the Program

Module 2 introduces the participants to the 9 CBDRR steps that are followed by MRCS when implementing community- and school-based programs. The key points for each of the steps are discussed and participants will be trained to use the CBDRR Manual as reference in future program implementation.

### Module 3: Ensuring Sustainability

Module 3 introduces the participants to two aspects that are often forgotten when it comes to program implementation. One session will deal with the development and implementation of an exit strategy, and another session will introduce the participants in detail to the process of impact measurement.

### Module 4: Being a Facilitator

Module 4 is an optional module which will only be administered during a ToT. The module introduces the participants to facilitation skills and some exercises are carried out that will help the participants to be a facilitator of the course themselves in the end.

# Training Schedule

## CBDRR Training

| Day 1 | Day 2 | Day 3 | Day 4 |
|---|---|---|---|
| Welcome Ceremony | Module 2<br>Session 1 | Module 2<br>Session 4 | Module 3<br>Session 1 |
| Introduction to the course | Module 2<br>Session 2 | Module 2<br>Session 4 cont'd | Module 3<br>Session 2 |
| Module 1<br>Session 1<br>Session 2 | Module 2<br>Session 3 | Module 2<br>Session 5 | Closing Ceremony |
| Module 1<br>Session 3 | Module 2<br>Session 3 cont'd | Module 2<br>Session 6 | |

## CBDRR Training ToT

| Day 1 | Day 2 | Day 3 | Day 4 |
|---|---|---|---|
| Welcome Ceremony | Module 2<br>Session 3 | Module 2<br>Session 5 | Module 4<br>Session 1 |
| Introduction to the course<br>Module 1<br>Session 1 | Module 2<br>Session 3 cont'd | Module 2<br>Session 6 | Module 4<br>Session 2 |
| Module 2<br>Session 1 | Module 2<br>Session 4 | Module 3<br>Session 1 | Feedback Session and Q&A |
| Module 2<br>Session 2 | Module 2<br>Session 4 | Module 3<br>Session 2 | Wrap Up and Certificates |

# Pre-Course Activities

Total Time: 3 hours

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 45 min | Opening Ceremony | | |
| 30 min | Formation of Groups | Group discussion | Flip charts and markers |
| 30 min | Expectation Review | Discussion | Flip charts and markers |
| 30 min | Establishment of Ground Rules | Discussion | Flip charts and markers |
| 15 min | Course Overview | Presentation | Course schedule printouts |
| 30 min | Pre-Course Assessment | Questionnaire | Pre-Course Assessment |

For this course, the followings are the pre-course activities:

- Opening Ceremony
- Formation of Groups
- Expectation Review
- Establishment of Ground Rules
- Course Overview
- Pre-course Assessment

## Setting up the Room

- **During the Opening Ceremony**, the room could be arranged in auditorium style with chairs in rows facing speaker's stand which is the standard set-up for the opening ceremonies of Myanmar Red Cross Society (MRCS) events.
- **After the Opening Ceremony**, the room has to be rearranged for the actual workshop. The seating of the participants should be organized in such a way that people from different divisions/ programs are sitting next to each other. The LCD projector and screen, linked to a laptop, should be placed at the front of the room. Flipcharts should always be in place, preferably in all four corners of the room, to capture any points raised by the participants for later discussions and reference. The facilitators should always be moving around the room.

## Opening Ceremony

Activity duration: 45 minutes
Materials required: Speaker's desk

The opening ceremony format should follow the standard MRCS opening ceremony with key note speakers and guest speakers. If there is no pre-appointed master of ceremony,

one of the facilitators should take on the role of the master of ceremony to invite speakers and announce the sequence of activities involved. Before starting with the formation of the groups, a group picture should be taken as well.

## Formation of Groups

Activity duration: 30 minutes
Materials required: Time cards (Annex 1), flip charts and markers (blue, green, black, red)

This activity is important because group exercises will occupy a large portion of this course. Each group should consist of people with a spread of experiences and backgrounds. It is advised to divide the training participants in groups before the actual training. Based on their experience as well as the number of trainings they have already attend beforehand, the training organizers should make sure that the level of expertise in each of the groups is more or less even. If the information about the participants is not with MRCS already, it would be possible to send a questionnaire to the participants related to their experience which then has to send back to the course organizers well ahead of the training.

The group formation can be performed as follows:

- all participants are asked to stand along the side of the room and then announce the names of the members of each group. Each group will be seated at different table.
- each group is asked to come up with a name for their group which can be used to refer to the group later during the training and also encourage initial dialogue among the group members. Furthermore, each group should choose a group leader which is presented together with the group name. During the presentation of the group, each individual group member should get the chance to shortly introduce him or herself to the rest of the participants as well.
- explain the concept of the 'host team': each individual group will take turn to play the role of host team. The responsibilities of the host team are time management, introducing ice-breaking activities in between lectures, collection of feedback from each team and reporting back to facilitators to make sure expectations are met and recommending improvements to the facilitators and organizers.

The facilitators will then chose a team to be the host team for the first day and provide them with time cards prepared beforehand. They should be encouraged to not be shy and be bold in managing the time of the facilitators.

Important note: It is crucial for the facilitators to realize that the expected participants of CBDRR trainings may already have on-the-ground experience and insights of the community they are supposed to be working with. Thus, mutual respects have to be nurtured from the very beginning.

## Expectation Review

Activity duration: 30 minutes (15 minutes - group discussion, 15 minutes - open discussion)
Materials required: Flip charts and markers

For this activity, flip charts are put up at random interval around the class room. Then five key questions as follows are written, one on each flip chart:

- What do you expect to learn from this course?
- What factors can facilitate your learning?
- What could hinder your learning?
- What can you contribute to making this course successful?
- How do you think the learning from this course could help you in your work?

After having explained the reason for this exercise ('to utilize the information to cater the course to the participants' requirements'), the participants are asked to walk around the room and write down their thoughts on each of the flip charts. Afterwards, the facilitator should summarize the points raised by the participants and address specific answers that are of interest to the whole group.

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

## Establishment of Ground Rules

Activity duration: 15 minutes
Materials required: Flip charts and markers

By encouraging the participants to develop the ground rules by themselves, the participants own them and can exert peer pressure for compliance to the rules. The facilitators can motivate the discussions with leading questions like 'what do you think of the use of mobile phones in the class room?' 'do you think it is ok to interrupt the instructors?' etc. Some examples of ground rules are: switch off mobile phones during the course lectures, no eating allowed in the class room, etc.

The facilitators' main task under this activity would be to note down the suggested ground rules. Set the number of ground rules to be developed from the beginning; for instance maximum 15. Explain to the participants that more can be added during the course as long as there is a consensus. Once the maximum number of ground rules is reached, review them with the participants and some deleting and adding might be carried out based on the time. Also inform the participants that the ground rules will be printed out and posed

on the display board (organizers need to take care of this) and their enforcement depends on the daily host team.

## Course Overview

Activity duration: 15 minutes
Materials required: Course schedule hand-outs

Distribute latest course schedules to the participants and give a quick run through of the content of modules and sessions using power-point presentation.

Key points that should be included:

Module 1: Introduction to CBDRR Manual and CBDRR in Myanmar to ensure that all participants have the same knowledge base

Module 2: Discussion of the key steps of CBDRR programs as well as exercises to put the knowledge into practice

Module 3: Ensuring the sustainability of CBDRR programs by developing and implementing an exit strategy and measuring the impact of programs

Module 4: Simulation exercise

Module 5: (if applicable): Skills and knowledge that are needed by facilitators

## Pre-course Assessment

Activity duration: 15 minutes
Materials required: Questionnaire hand-outs

Distribute pre-approved standard questionnaires to the participants. Explain to the participants that the pre-test is helpful to measure how much knowledge they already have about particular topics to be covered during the course and this will be taken into account (i.e. if a particular area requires more attention). The pre-test will also be used as a basis for assessing how much knowledge was gained through attendance of the course by comparing the results of the pre-test with those of a post test conducted towards the end of the training. Collect the questionnaires after completion.

Module 1

# Understanding the Basics

## Description

Module 1 introduces the participants to the basics of CBDRR implementation of MRCS. Module 1 includes a short introduction to the CBDRR Manual to familiarize the participants with the document. Furthermore, general aspects of CBDRR in the context of Myanmar are discussed to ensure that all participants have the same knowledge level.

## Learning Objectives

At the end of this module, the participants will be able to

- Explain basic terms and concepts related to community based disaster risk reduction (CBDRR);
- Explain the essential elements and benefits of CBDRR as well as its fundamental process;
- Understand why CBDRR is relevant for Myanmar;
- Examine challenges and opportunities in Myanmar with regards to advocating for wide-spread adoption of CBDRR.

## Learning Sessions

The following topics will be covered in Module 1:
Session 1 – Introduction to the CBDRR Manual
Session 2 – CBDRR in Myanmar
Session 3 – Key Concepts and Terminology

Total Time: 3 hours
Materials: PowerPoint presentations, LCD projector and screen, lap top, flip charts, markers

| Timing | Session | Materials |
|---|---|---|
| 30 min | Introduction to the CBDRR Manual | CBDRR Manual copies, PPT M1S1 |
| 60 min | CBDRR in Myanmar | PPT M1S2 |
| 90 min | Key Concepts and Terminology | PPT M1S3 |

Session 1.1

# Introduction to the CBDRR Manual

Session duration: 30 minutes
Materials required: PowerPoint presentation M1S1, LCD projector and screen, laptop
Methodology: Presentations, group work and discussions
Session Objective: To familiarize the participants with the CBDRR Manual

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, PPT M1S1 |
| 15 min | Objectives and purposes of the CBDRR Manual | Presentation | LCD projector, PPT M1S1 |
| 10 min | Linkages between the 9 CBDRR steps and the CBDRR Manual | Presentation, discussion | LCD projector, PPT M1S1 Procedure |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

- To familiarize the participants with the CBDRR Manual

### 2. Objectives and purposes of the CBDRR Manual

Activity duration: 10 minutes
Materials required: LCD projector, laser pointer, CBDRR Manual

During this part of the presentation, the participants should be encouraged to look through the CBDRR Manual and familiarize themselves with the structure and contents of the CBDRR Manual. To encourage understanding from the beginning, it is important to stress the objectives of the CBDRR Manual in this session.

**Objectives of CBDRR Manual**

The CBDRR Manual is a practical how-to-guide for Red Cross Volunteers trained in CBDRR, MRCS program staff as well as any other CBDRR Practitioners in Myanmar. Together with the CBDRR Awareness Tool Box, the CBDRR Manual provides guidance and support to the implementation of community-based programs in Myanmar by explaining each of the implementation steps as well as the tools used.

Furthermore, attention should be paid that all the icons that are used in the CBDRR Manual are explained in detail. Participants need to understand the structure to be able to actually use the CBDRR Manual in the end.

Section Icons

Checklist

Challenge

Attention

Additional Reference

Check Information

Cross-Cutting Issues

Climate Change

Environmental Issues

Violence Prevention

Gender Issues

Disability

Important note: You can facilitate the interaction with the CBDRR Manual during the whole workshop by encouraging the participants to look up specific information in the CBDRR Manual during the whole training.

## 3. Objectives and purposes of the CBDRR Manual

Activity duration: 15 minutes
Materials required: Linkages between the 9 CBDRR steps and the CBDRR Manual

First, show the participants the 9 Step CBDRR graphic. Then, encourage discussions about where the information for each step can be found in the CBDRR Manual. This will not only require the participants to look through the CBDRR Manual to find information, but it will also stress the linkage between the different documents that have been developed under the CBDRR Framework effort of MRCS.

**Figure 1**
**MRCS CBDRR Framework**

| step 1 | step 2 | step 3 | step 4 |
|---|---|---|---|
| Program Socialization | Pogram Site Selection | Baseline Study | Community Mobilization |
| • socialization of CBDRR activities<br>• introduction of CBDRR program | • collection of data<br>• consultation meetings<br>• village and school assessments<br>• selection of program sites | • formation of M&E team<br>• training of M&E team<br>• data collection and analysis | • formation of VDMC/SDMC<br>• role and responsibility training<br>• training needs assessment<br>• organization of events |
| Chapter 1 | Chapter 2 | Chapter 3 | Chapter 4 |

step 5
step 6
step 7
step 8
step 9
Multi-Sector Assessment
Action Plan Development
Implementation of Action Plan
Endline Study
Handover Process
• formation of MSA team
• field session including training and assessment
• assessment report
• participatory action planning
• resource identification
• proposal writing
• assignment of tasks
• capacity building
• mobilization of resources
• imp. of activities
• M&E
• revising action plan
• refresher M&E training
• data collection and analysis
• revision of action plans
• handover of program documents
Chapter 5
Chapter 6
Chapter 7
Chapter 8
Chapter 9

Session 1.2

# CBDRR in Myanmar

Session duration: 60 minutes
Materials required: PowerPoint presentations, LCD projector and screen, lap top
Methodology: Presentations, group work and discussions
Session Objective: At the end of the session, the participants will be able to

- Explain the essential elements and benefits of CBDRR as well as its fundamental process;
- Understand why CBDRR is relevant for Myanmar;
- Understand the existing natural disaster risks and vulnerability in Myanmar;
- Discuss the current disaster risk reduction institutional and policy arrangements in Myanmar;
- Define the different CBDRR stakeholders in Myanmar; and
- Examine challenges and opportunities in Myanmar with regards to advocating for wide-spread adoption of CBDRR.

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, presentation M1S2 |
| 20 min | Key elements and process of CBDRR | Presentation | LCD projector, presentation M1S2 |
| 10 min | Relevance of CBDRR in Myanmar | Presentation, open discussion | LCD projector, presentation M1S2 |
| 10 min | CBDRR Stakeholders in Myanmar | Presentation | LCD projector, presentation M1S2 |
| 15 min | Challenges and opportunities | Presentation | LCD projector, presentation M1S2 |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

### 2. Objectives and purposes of the CBDRR Manual

Activity duration: 30 minutes
Materials required: LCD projector, laser pointer, flip charts and markers

*Key elements of CBDRR and merits (15 minutes)*

The presentation can begin by asking the participants what do they understand by the word 'community'. This could be stimulated by asking the participants the following questions

- Who are the first to be affected by disasters?
- Who are the first to respond to emergencies? Why?

- Who understands the local situation?
- Who can effectively plan for/prepare for/ respond to disasters? Why?

Refer to the definitions given in the previous session. Introduce the concept of CBDRR as a process in which at-risk communities are actively engaged in the identification, analysis, treatment, monitoring and evaluation of disaster risks in order to reduce their vulnerabilities and enhance their capacities.

Then proceed with the presentation by explaining the eight major elements of CBDRR listed below.

- Participatory process and content
- Responsive
- Integrated
- Proactive
- Comprehensive
- Multi-sectoral and multi-disciplinary
- Empowering
- Developmental

Shortly discuss the following merits of CBDRR. If time allows ask participants to add their ideas as well.

- CBDRR bridges the gap between radical top-down and grass-root-based risk reduction practices.
- CBDRR helps promote sustainable development at the community level.
- CBDRR creates more disaster resilient community.
- CBDRR contributes to empowerment of the community.

Important note: The disaster-development link and dichotomy is imperative to emphasize under point 2 and should be touched upon and how much detail to present depends on the time available for the course.

*Presentation on Process of CBDRR (10 minutes)*

Introduce the nine step process of CBDRR (see Chapter 2, Section 2.1.3 of CBDRR Manual for detailed explanation) immediately afterwards by showing on the power-point slides the figure below.

*Question & Answers (5 minutes)*

Stimulate a short discussion with the participants by allowing them to ask questions on the previous presentation to clear doubts and to reaffirm their understanding. If there is time, more discussions can be kindled by asking the participants to share their real life experiences in terms of benefits and process.

### 3. Relevance of CBDRR in Myanmar

Activity duration: 20 minutes
Materials required: LCD projector, laser pointer, flip charts and markers

*Presentation and open discussion on the relevance of CBDRR in Myanmar*

Two main points as listed below will be presented on a slide.

- Myanmar is susceptible to a plethora of natural hazards.
- Disaster risk reduction (DRR) is a national priority in Myanmar.

To discuss the first point, ask the participants 'What kind of hazards and risks does Myanmar face?' Discuss the various hazards and risks in the country. The participants' responses are captured on the flip-charts. Then continue the discussion on which part of the country face what kind of hazards and ask them which are the most vulnerable zones. Follow that with another question on 'why they think these are vulnerable and talk about underlying causes, especially three main topics of poverty, under-developed infrastructure and environmental degradation and how they can make the community living in disaster prone area more vulnerable.

Important note: To emphasize in the discussion are repeated cycle of destruction that leads to wasted development investments thereby depleting community resources, loss and damage putting poor into more impoverished state, linkage between poverty and environmental degradation (over exploitation of natural resources) which increases the impact of disaster.

For the second point, ask the question 'What kind of DRR arrangements are in place in Myanmar so far?' It is likely that not many participants are aware of changes in national policy or institutional arrangements and they might not be able to provide ample response. The facilitators can, then, just continue on with the existing policy and institutional arrangements in Myanmar (see Part A in the CBDRR Manual for more details).

Important note: The participants should also be introduced, briefly, to global DRR scenario such as HFA and regional DRR happenings led by ASEAN and the participation of Myanmar.

This is an open discussion so any of the participants can contribute but make sure no single or only a handful of participants dominate the discussions while the rest just listen quietly. If that kind of situation arises, say 'let's hear from the others' or ask 'what do the rest of you think' to open the discussion to the wider audience.

## 4. CBDRR Stakeholders in Myanmar

Activity duration: 20 minutes
Materials required: LCD projector, laser pointer, flip charts and markers

*Presentation and open discussion on CBDRR Stakeholders (15 minutes)*

Start the activity by raising the question 'what are stakeholders'. With the inputs from the participants, list down different CBDRR stakeholders at three different levels: national, sub-national and local. Spend a few more minutes when discussing about MRCS and their stake in the CBDRR.

## 5. Challenges and Opportunities

Activity duration: 20 minutes
Materials required: LCD projector, laser pointer, flip charts and markers

*Presentation on challenges and opportunities (5 minutes)*

Simply present the list of bullets pointing out challenges and opportunities should suffice.

Challenges

- Lack of political support
- Poverty
- Existing DRR capacity on the ground
- Weak social and physical infrastructure
- Inadequate DRR information
- Socio-cultural issue
- Unequal involvement of stakeholders

Opportunities

- Existence of national level DRR framework
- Presence of existing guidelines
- Increased awareness on DRR
- Availability of resources
- Existence of CBDRR advocates

*Open discussion (15 minutes)*

This open discussion is to encourage the participants to share their own experiences. The participants should be asked to list the anticipated challenges and opportunities to promote CBDRR based on their actual encounter in the field. Carefully make a note of their answers.

Session 1.3

# Key Concepts & Terminology

Session duration: 90 minutes
Materials required: PowerPoint presentation M1S3, LCD projector and screen, lap top
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to
- Explain basic terms and concepts related to community based disaster risk reduction (CBDRR)

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, presentation M1S3 |
| 15 min | LCD projector, presentation M1S3 | Presentation | LCD projector, presentation M1S3 |
| 50 min | Group Exercise – Brainstorming | Group discussion | LCD projector, presentation M1S2 |
| 20 min | CBDRR Stakeholders in Myanmar | Discussion | Flip charts, marker, A4 paper |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Using power-point slide, present the session objectives

### 2. Presentation of key terms and terminology on disaster risk reduction

Activity duration: 10 minutes
Materials required: LCD projector, laser pointer, flip charts and markers

Follow the session objective presentation with a slide that contains key terms and concepts on disaster risk reduction as listed below.

| | | |
|---|---|---|
| Advocacy | Disaster Management | Preparedness |
| Capacity | Disaster Risk | Prevention |
| Capacity | Development | Disaster Risk Reduction Recovery |
| Community | Element at Risk | Rehabilitation |
| Community-Based DRR | Hazard | Resilience |
| Community Mobilization | Mitigation | Response |
| Disaster | Preparedness | Vulnerability |

The definition/ meaning of each term and concept is printed on meta card.

### 3. Group Exercise -Brainstorming session

Activity duration: 50 minutes for group exercises, 20 minutes for follow-up presentation
Materials required: Meta cards, flip-charts, LCD projector, laser pointer, maps, and markers

*Exercise 1: Defining the terms and concepts (20 minutes)*

The pre-printed meta cards with the definitions of the terms and concepts are divided as the number of participants group. Each group is given a set of cards and the groups are asked to match the terms which are also written on flip charts across the room. When the groups feel they have the right answer they have to pin the card on the flip chart next to the term and concept it belongs to.

*Presentation of answers (10 minutes)*

The correct answers are then presented to the participants with power-point slides. More basic terms such as community mobilization, capacity development, etc. (see Chapter 1 of CBDRR Manual) should be introduced through the slides. Relations between terms such as risks, vulnerability and hazard should be thoroughly explained.

Tips in preparing the power-point slides

- Animation should be used as much as possible to illustrate the terms and concepts.
- There are standard illustrations for DRR trainings and same should be used.
- Illustration may not always be possible for every term and concept and practical examples should be given.

*Exercise 2: Picture analysis (20 minutes)*

This exercise is to further explore the issues of hazards, capacities, vulnerabilities and risks. It is best to use the copies (color copies) of hand-drawn maps prepared by the community (from previous field trips). The groups are provided with maps (one map for each group) and asked to identify hazards, capacities, vulnerabilities, risks and elements at risk present in the picture. A good way to safe time is to get each group to focus on one element only: group 1 on hazards, group 2 on capacities, group 3 on risks, etc.

*Group presentation (20 minutes)*

Each group is then asked to present their findings and discussion can be stimulated by posing questions based on the participants' contributions. For instance, if they identify road networks as a capacity ask 'If the roads are running along the river, would they still be considered capacity during the onset of flooding?' etc.

Module 2

# Implementing the Program

## Description

Module 2 introduces the participants to the 9 CBDRR steps that are followed by MRCS when implementing community- and school-based programs. The key points for each of the steps are discussed and the participants will be trained to use the CBDRR Manual as reference in future program implementation.

## Learning Objectives

At the end of this module, the participants will be able to

- Understand the process of selecting the target community using suitable criteria at different levels: state/region, township and village/ village tract/ ward.
- Describe the socialization process that follows the target community selection.
- Mobilize the community by organizing them into functional entity like VDMCs and SDMCs.
- Identify capacity building needs of the newly formed community level DMCs and design and deliver the appropriate training activities.
- Undertake developing and conducting of Multi-Sector Assessment exercise to determine the community disaster risk reduction needs.
- Oversee the development of community and school action plans based on the results of the Multi-Sector Assessment

## Learning Sessions

The following topics will be covered in Module 2:
Session 1 – Program Socialization
Session 2 – Program Site Selection
Session 3 – Mobilizing the Community and the RCVs
Session 4 – Identification of Community Needs
Session 5 – Participatory Community Action Planning
Session 6 – Implementation of Action Plans

Total Time: 12 hours (two full days)
Materials: PowerPoint presentation, LCD projector and screen, lap top, flip charts, markers

| Timing | Session | Materials |
|---|---|---|
| 45 min | Program Socialization | PowerPoint presentation M2S1, LCD projector and screen, lap top, flip charts, markers |
| 2 hour 15 min | Program Site Selection | PowerPoint presentation M2S2, LCD projector and screen, lap top, flip charts, markers |
| 3 hours | Mobilizing the Community and the RCVs | PowerPoint presentation M2S2, LCD projector and screen, lap top, flip charts, markers |
| 3 hours | Identification of Community Needs | PowerPoint presentation M2S2, LCD projector and screen, lap top, flip charts, markers |
| 1 hour 30 min | Participatory Community Action Planning | PowerPoint presentation M2S2, LCD projector and screen, lap top, flip charts, markers |
| 1 hour 30 min | Implementation of Action Plans | PowerPoint presentation M2S2, LCD projector and screen, lap top, flip charts, markers |

Session 2.1

# Program Socialization

Session duration: 45 min
Materials required: LCD projector, laser pointer, flip charts, markers, information sheets on states/regions and townships, A4 papers
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to
- Describe the socialization process that is carried out at the beginning of each CBDRR program

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, presentation M2S1 |
| 30 min | Socialization of CBDRR activities | Presentation | LCD projector, presentation M2S1 |
| 10 min | Q&A | Discussion | LCD projector, presentation M2S1 |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

### 2. Program Socialization

Activity duration: 60 minutes
Materials required: LCD projector, laser pointer, CBDRR Manual

*Presentation on Program Socialization*

First, present the participants with the benefits of CBDRR socialization. Box 2 in chapter 1 of the CBDRR Manual gives some example benefits that could be discussed during the training. Afterwards, present the participants with the process of socialization at the different levels (state/region, township, village and school) and explain in detail how these socialization meetings should be done and what kind of information should be shared at the different levels. Allow participants to share their own experiences if applicable and facilitate discussion among the participants.

Example of information shared: Socialization at state/region level

- Preparation of program brief (including background info on the implementing agency and the overview of the proposed program)
- Making a list of main contact persons
- Preparation and dispatch of introductory official letters
- Preparation of a list of key information to be collected at the event (hazard and risk information of most disaster vulnerable townships within the state/region, existing DRR activities by both government and non-government agencies, DRR gaps and needs)
- Convening briefing events

Important note: The bullet points given under the sections 'Points to Ponder' and "Challenges" (see Chapter 1, CBDRR Manual) should be brought up during the session as and when appropriate. Refer the participants to the Checklist (see Chapter 1, CBDRR Manual) for verification of their actions in carrying out socialization activities in their CBDRR programs.

Session 2.2

# Program Site Selection

Session duration: 2 hour 15 min
Materials required: LCD projector, laser pointer, flip charts, markers, information sheets on states/ regions and townships, A4 papers
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to

- Understand the process of selecting the target community using suitable criteria at different levels: state/region, township and village/ village tract/ ward.
- Describe the main linkage between the socialization process and the program site selection process.

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, presentation M2S2 |
| 30 min | Selection of most vulnerable communities | Presentation | LCD projector, presentation M2S2 |
| 1 hour 30 minutes | Group Exercise – Role Play | Role play | Information sheets on states/ regions and townships, A4 papers |
| 10 min | Group Exercise - Discussion | Discussion | |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

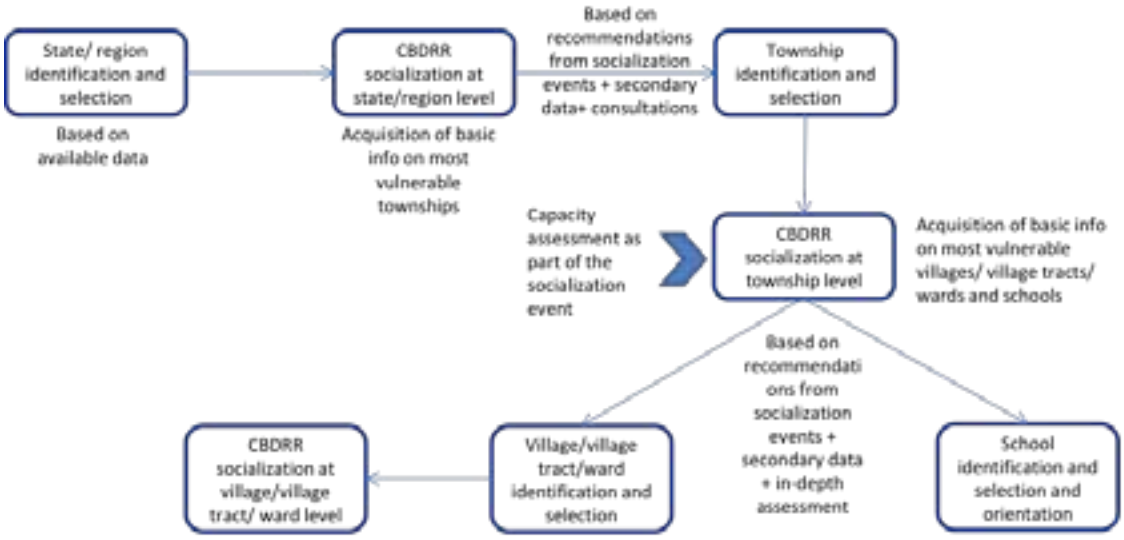
### 2. Selection of most vulnerable communities

Activity duration: 30 minutes
Materials required: LCD projector, laser pointer, flip charts and markers

Presentation on Selection of most vulnerable communities
Present to the participants the figure on the next page (Figure 2 of Chapter 1, CBDRR Manual) and emphasize to explain the following points.

- Procedures involved at different levels (from state/region to township to village/ village tract/ ward to school) in identifying most vulnerable community.
- Selection criteria employed.

The presentation should contain only a few slides containing the figure, the bullets highlighting the main procedural activities (as shown in the example in the box below) and the criteria. Remember to keep the figure as the central reference point and go back to it after level-specific procedures are explained.




Example of information: Most vulnerable state/ region identification and selection

- Review and study of historical hazard records
- Preparation of a list of most vulnerable states/regions
- Convening meetings with shortlisted state/region RCEC
- Final selection. Selection criterions are
- High level of risks and vulnerabilities
- Extent of part, on-going and planned DRR initiatives within the state/ region
- Extent of interests shown by the state/ region authorities

Important note: If available, the standardized tools that are used for a certain step should be presented and discussed as well.

### 3. Group Exercise - Role Play

Activity duration: 1 hour 30 minutes
Materials required: Information sheets on states/regions and townships, A4 papers

| Timing | Activity | Materials |
|---|---|---|
| 5 min | Division of participants into 4 groups | |
| 15 min | Preparation of questions in groups | A4 papers, markers |
| 15 min | Reading of state/region or township information | Information sheets on states/ regions and townships, A4 papers |
| 5 min | Assignment of roles | |
| 15 min | Role play – 1st round | |
| 15 min | Role play – 2nd round | |
| 15 min | Discussion of experience in groups | |
| 20 min | Plenary discussion | |

This exercise requires participants to be divided into four groups; that is if the number of original grouping is not four. The setting is the briefing meeting at the state/region level and orientation session at the township level. Follow the steps described below:

1. Each group is asked to prepare questions (maximum 5) to ask the invitees (selected stakeholder groups) at the meeting to seek information and recommendations for the next step – identification of most vulnerable townships or villages. Give 15 minutes for that activity.
2. Each group is provided with information given in the box underneath, creating two state/region and two township groups. Give 15 minutes for that activity.

**State One**

The State One is located in the remote mountain range of Western part of Myanmar and is divided into seven townships - A, B, C, D, E, F and G. Its estimated population is 150,000 unevenly spread out over the 13,000 square miles. The main livelihood activity is agriculture and shifting cultivation. Major crops are maize, rice, vegetable and fruits. Other livelihood activities across the State include livestock, fishery, small trade and seasonal labor works. Most of the inhabitants are seasonal labors and some even practice nomadic lifestyle, raising livestock (cows and goats) moving from one pasture land to another.

Geographically, it is mountainous with peaks reaching up to 18,000 feet at some areas. There is one major river flowing through it and its four tributaries. Lots of streams and waterways originating from the snowy peaks ends in high level lakes and waterfalls. Infrastructure is scarce with only one highway winding its way through the state connecting the state capital located in township A to other townships capitals.

All the township capitals, except for township F, are situated along either the major river or the tributaries and therefore are reachable by boats as well. A lone train track connects the state capital to other states and the townships A and C. Electricity and telecommunication is unreliable with very few facilities.

Due to the presence of numerous waterways and rivers, all townships occasionally face flooding and during the rainy season there is also the landslide made worse by the unstable slopes stripped off their natural vegetation for terrace agriculture. In 2007, township G experienced a devastating flash flood when one of the lakes uphill overflowed. In addition, extreme cold weather sometimes affects the townships located on high mountains such as townships F and G, destroying the winter crops and cutting the communication for weeks.

Up until 2013, the State has seen only a handful of NGOs working in the area. There is UNDP working on micro-finance program and NGOs working on child and maternal health in townships A, B and G.

**State Two**

The State Two is located along the southern coastline of Myanmar and is divided into eight townships— 1, 2, 3, 4, 5 (located along the coastline), 6, 7, and 8 (located inland). The 25,000 square miles State two has an estimated population of over 2 million mostly concentrated in the cities along the coastline. The main livelihood activity is fishery, agriculture and tourism. Major crops are rice, vegetable and fruits. Other livelihood activities across the State include palm oil production, weaving and livestock. Comparatively better off than many of the areas in the country, the wealth is not evenly distributed. Popular tourist spots are beaches in township 2, 3 and 4 and a famous religious site in township 8. The rest of the townships suffer from decrease in population as people migrate to more economically favorable townships.

It is divided from its neighbor states and regions by a mountain range. Two rivers flow through it. Since it is a popular tourist destination with pristine beaches, the transportation network is good. Land, water and air transports are available with two highways connecting the country capital with all the township capitals and there is an airport located at the state capital in Township 2.

Due to its location, those townships situated along the coast line frequently experience tropical cyclones and associated storm surges. Those townships situated inlands face occasional landslides from the steep hills and forest fire also threatens the townships 1, 6, 7 and 8. Additionally, there has been food security situation, worsened since late 2007/early 2008, triggered by rodent infestation as a result of the flowering of bamboo, which the rats feed on. The phenomenon caused widespread

damages to crops and seed stocks, and consequently, food consumption, livelihoods and deterioration of living condition of the populations. Although the rat infestation is believed to occur roughly every 48-50 years, it has found to be persisted in some localized areas especially in the townships 1, 4 and 5.

Environmental deterioration, among others, has been a major concern in the State, exacerbated by the rising sea level due to the climate change. Many natural buffer zones along the coastline has been given away for development purposes to build hotels and resorts for the ever increasing demand for tourism and recreation. Unlike State one though, State two has seen many development and humanitarian related activities. UN has been working in the State since early 90s in micro-finance (townships 5, 6, 7 and 8) and early warning (for cyclones in townships 1, 2, 3 and 4). NGOs and CSOs are also present working on sustainable fishery (townships 2 and 3) and disaster risk reduction (townships 1, 2, 7 and 8). In the townships 1 and 2, there are DRR task forces set up and trained on search and rescue.

### Township One

Township One lies at the southern end of the central plains of Myanmar in the deltaic coast. It is densely populated with close to 350,000 population living in 5,000 square miles area divided into eight village tracts (1, 2, 3, 4, 5, 6, 7 and 8) and three major towns. It has a monsoon climate with average 120 inches of rain annually. It plays a dominant role in the cultivation of rice in rich alluvial soil as low as just 3 meters above sea level and it also includes fishing communities in a vast area full of rivers and streams.

Although majority of the population (45%) is Myanmar, it is also made up of other ethnic groups such as Kayin (35%), Mon (15%) and others (5%). Since it is located in the country's largest rice producing region, its infrastructure of road transportation has been greatly developed since the 90s. Prawn fishery and harvesting sea turtle eggs are also major commercial activities both of which are now threatened by the loss of mangrove forests as clearing of land proceeds for agriculture. The extensive rivers and waterways make the communication throughout the township easiest by water, almost every household possesses a boat and major towns are served by steamer. In terms of educational facilities, every township has one primary school and there are secondary schools in townships 1, 2, 4, 6 and 8.

The township is prone to flooding from the rivers and streams that can stay up to a month at high water level (can rise up to 7 feet) as well as storm surges from the sea caused by intermittent cyclones. Rampant poverty is also causing the environmental degradation mentioned previously as more lands are claimed for rice growing areas and also cutting down of mangroves for fuels. Loss of natural buffer zones like that

has made the impacts of storm surges more destructive. Just three years ago in 2010, a category 3 cyclone made landfall in the state and the township was one of the most affected and all village tracts and the towns within the area suffered severe economic loss. Although a lot of DRR works was triggered by that event, most of the government aids went to neighboring townships which are considered more economically strategic and majority of NGOs' aids was also diverted to other townships which were considered more impoverished. There is no existing record of any work done by NGO in the township (no NGO representative for this group).

**Township Two**

The Township One is located in the central plain of Myanmar and is divided into seven village tracts — A, B, C, D, E, F and G and two major cities. Its estimated population is 200,000 spread out over the 3,000 square miles. The main livelihood activity is weaving, trade and (cooking) oil production (sesame and sunflower). Other livelihood activities include agriculture (cotton and tobacco), livestock and seasonal labor works.

Its flat landscape is surrounded on three sides by mountain ranges and opens towards South. The temperature in the township can get very high and April and May are the hottest months. Some of the locations (village tracts A, B, D and F) record temperature over 43° C while the highest mean temperature is around 32 ° C and range between maximum and minimum temperature is 15 ° C. The southwest monsoon, without monsoon winds, starts in late March or early April with local turbulence that includes tornadoes and cyclones, which causes havoc with their winds up to 200-300'. It is laden with sand and top soil and one of the important causes of the loss of top soil in dry zone. The south and southwest monsoon arrives by April end or early May laden with moisture from the sea and lasts until October end. The annual precipitation in the township is less than 750 mm, while the national average precipitation is 2353.06 mm. As the township suffers from recurring drought, it is getting worse in the last decade particularly in the village tracts A, B, D and F.

The township is also located on top of one of the active fault line in the country and three years ago, a devastating earthquake rocked the townships causing widespread damages in both cities and village tracts A, B, D and G. Because of its flatness and the presence of a major river in the township, the two cities, located on the bank of the river and the village tracts C and G are subjected to recurring riverine floods. The deterioration of natural resources such as soil erosion and deforestation has made the agricultural production base unstable. The main reasons include increased human as well as increased cattle population and demand of fuel wood for domestic as well as industrial use.

However, its centralized location has many advantages such as presence of major road networks to its two major cities and smaller but functional national roads accessible to all its village tracts. This is also the reason why there are considerable numbers of NGOs working in the area. One of the main areas they work on is climate change adaptation, in collaboration with the Forestry Department and the Dry Zone Greening Department under the Ministry of Environmental Conservation and Forestry (village tracts B, C, D and F). UN is also present in all village tracts working in the area of micro-finance.

3. Two groups are then assigned to play the role of the stakeholders (one state/ region and one township) and the remaining two groups the program personnel. In each group, assign the participants the following roles:

| Stakeholder group | Program group |
|---|---|
| Representatives from Government departments<br>NGOs<br>RCEC | Program coordinator<br>Field officer<br>HQ personnel |

4. The program personnel groups then ask their respective stakeholder groups the questions they have prepared and the stakeholder groups' response using the information provided by the facilitators. Give 15 minutes for this activity.
5. The groups are then asked to switch roles and repeat the exercise. Give 15 minutes for this activity.
6. Each group is asked to discuss their experience in terms of (15 minutes)
   a. Difficulty in getting the information
   b. Why do they think make it difficult (for instance it could be the way the questions are framed)
   c. How can they make the process easier
7. Each group is asked to share their discussion results with the class. Give each group 5 minutes.

Important note: The bullet points given under the section 'Points to Ponder' (see Chapter 2, CBDRR Manual) should be brought up during the session as and when appropriate. Refer the participants to the Checklist (see Chapter 2, CBDRR Manual) for verification of their actions in selecting the most vulnerable communities.

Session 2.3

# Mobilizing the Community and RCVs

Session duration: 3 hours
Materials required: LCD projector, laser pointer, flip charts, and markers
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to

- Understand the benefits of community mobilization function.
- Mobilize the community by organizing them into functional entity like community level DRR committees.
- Identify capacity building needs of the newly formed community level DRR committees and design and deliver the appropriate training activities.

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, presentation M2S3 |
| 60 min | Community mobilization | Presentation, Plenary discussions | LCD projector, presentation M2S3 |
| 30 min | Establishment of DMCs in communities | Presentation, Q&A | LCD projector, presentation M2S3 |
| 90 min | Capacity building of Disaster Management Committees | Presentation, group exercise, Q&A | LCD projector, presentation M2S3 |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

### 2. Selection of most vulnerable communities

Activity duration: 60 minutes
Materials required: LCD projector, laser pointer, flip charts and markers

*What is 'community mobilization'? (20 minutes)*

This activity requires interactive presentation. Start the presentation by posing the question 'what is community mobilization?' Discuss with the participants their understanding of the terms as well as their experiences in mobilizing the target community. Show the participants generic definition on 'community mobilization' and also the MRCS' definition. and the criteria. Remember to keep the figure as the central reference point and go back to it after level-specific procedures are explained.

Generic definition
Community mobilization is a process that combines the crucial rapport building with the target community and their fundamental capacity enhancement.

MRCS' Definition
Organizing key stakeholders on the ground such as RCVs, community members, teachers and students in such a way that they are actively involved in assessing their own risks and capacities, planning and implementation of the risk reduction measures along with key program personnel and authorities at different levels. Functional groups can be formed, under the umbrella of village/ township disaster management committee, each assigned specific area of tasks such as relief, search and rescue, awareness, preparedness, early warning, mitigation, preparedness, etc.

*Why is it important to mobilize the community? (20 minutes)*

The participants are then asked 'why is it important to mobilize the community in CBDRR?' Note down their answers and then present the slide on the benefits of community mobilization (see box below). Discuss this in relation to the answers provided by the participants.

Community mobilization is considered a top priority in CBDRR process because it

- Helps motivate the community by encouraging them to participate and involve;
- Builds the community's capacity to identify and address their own needs, recognizing them as the first responders in a crisis and also as the key informants familiar with their own area, cultural practices and social set ups;
- Raise the awareness of the community on important DRR issues so that they can demand for better DRR and humanitarian services;
- Helps eliminate outsiders-insiders divide sine they are the ones calling the shots;
- In the case the community has experienced any recent disaster events, can help the community to heal and move on;
- Helps promote good leadership and democratic decision making; and
- Creates new generation of DRR communicators and practitioners through school based CBDRR which ultimately would generate multiplier effects through sharing of DRR knowledge and information by teachers and students to the community at large.

*Who are the key CBDRR stakeholders at community level? (20 minutes)*

Start the discussion on 'who are the key CBDRR stakeholders at the community level in the context of Myanmar'. Note down the responses.

### 3. Establishment of DMCs in the community

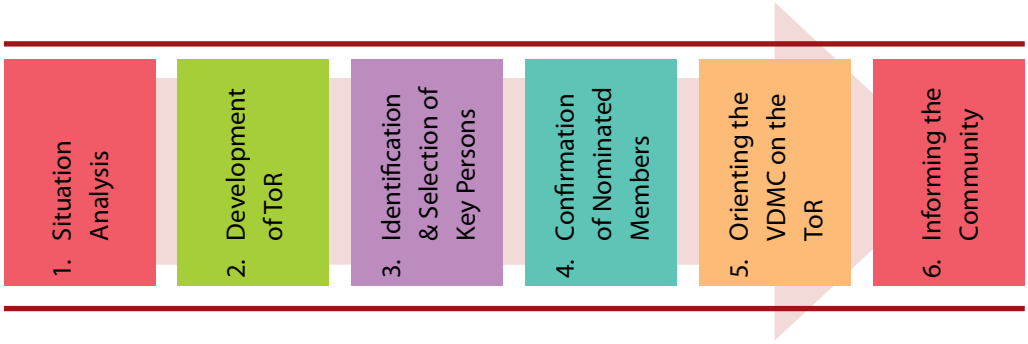
Activity duration: 30 minutes
Materials required: LCD projector, laser pointer

*Presentation (20 minutes)*

This presentation is more of lecture type and should cover:

- Factors that can influence the formation of DMCs: available resources, existence of community level organizations and public's opinion. Bring up the advantages and disadvantages of using the existing structures on the ground.
- Activities involved in the establishment of DMCs (see Figure 1)
  - + Situation analysis
  - + Development of ToR (describe the expected roles and responsibilities)
  - + Identification and selection of key community representatives
  - + Confirmation of VDMC members
  - + Orientation on ToR
  - + Informing the community

**Figure 1**
**Establishment of the DMC**




*Question & Answers (10 minutes)*

Start a short discussion with the participants by allowing them to ask questions on the previous presentation. Refer to the Chapter 4 of CBDRR Manual for more detailed information.

### 4. Capacity building of Disaster Management Committees

Activity duration: 90 minutes
Materials required: LCD projector, laser pointer, A4 papers

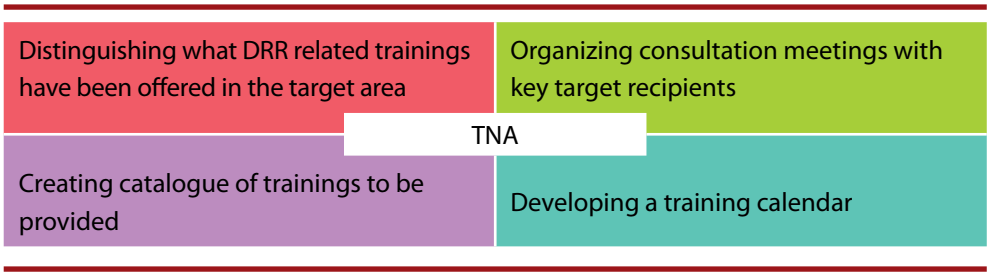
*Interactive presentation (45 minutes)*

At the very beginning, ask the participants 'what is the first thing to do in developing capacity building activities for the DRR units'. It is to identify the training needs. The follow-up question is 'how can it be done'. Probable answers are through questionnaire, direct observation or interviews or the combination of the three. Discuss with the participants the strengths and weaknesses of each method.

Then show the slides on the activities involved in the training needs assessment (TNA) recommended under the CBDRR Manual of MRCS. They are:

- Distinguishing what DRR related trainings have been offered in the target area;
- Organizing consultation meetings with key target recipients;
- Creating catalogue of trainings to be provided (on CBDRR and organizational management);
- Developing a training calendar; and
- Design and delivery of trainings (identification of resource person, venue, costs).

**Figure 2**
**Activities during a TNA**




Explain the above points. During the presentation ask the participants 'who has the experience in conducting TNA and of designing training?' Get participants to raise hands and request to share insight into their experience.

*Group exercise (30 minutes)*

For this exercise, each group is then asked to address the followings:

1. Based on your experience from the field what are the two most important characteristics of a DMC?
2. What kind of training is most important to ensure a functional DMC?
3. What challenges do you face in organizing the trainings, and what are the solutions?

The groups should be given 15 minutes for discussion. The groups present their discussion results. The facilitators should spend around 5 minutes summarizing the discussion and mention the points raised in the presentation before.

Important note: The bullet points given under the section 'Points to Ponder' (see Chapter 4 of CBDRR Manual) should be brought up during the various presentations and discussions as and when appropriate. Refer the participants to the Checklist (see Section 4.4, Chapter 4 of CBDRR Manual) for verification of their actions in mobilizing the target communities.

*Questions & Answers (15 minutes)*

Allow for any questions regarding Session 2.3.

Session 2.4

# Identification of Community Needs

Session duration: 3 hours
Materials required: LCD projector, laser pointer, flips charts, markers, A4 papers, stakeholder cards
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to

- Understand the key activities to be carried out in identifying the community's DRR needs.
- Explain different assessment tools.
- Determine which assessment tool can be employed in which assessment to ensure the optimum results.
- Undertake developing and conducting of participatory disaster risk assessment exercise to determine the community disaster risk reduction needs.

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, presentation M2S4 |
| 10 min | Introduction to Multi-Sector Assessment | Presentation | LCD projector, presentation M2S4 |
| 2 hours 15 min | Conducting the MSA | Presentation, Q&A | LCD projector, presentation M2S4 |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

### 2. Introduction to Multi-Sector Assessment

Activity duration: 60 minutes
Materials required: LCD projector, laser pointer, flip charts and markers

This activity is mainly open discussion with short presentation at the end.
The facilitators begin by stimulating a discussion among the participants with the following questions.

- What is Multi-Sector Assessment?
- Why is it needed?
- Who does the assessment?
- Who are the respondents?
- How can it be made sure that all respondent groups are addressed?
- What kind of information should be collected?
- What are the assessment results going to be used for?

Allow five to ten minutes between questions for the participants to respond and debate. Capture the replies on flip-charts. Remind the participants what to do and what not to do during data gathering. The bullet points given below are dos and don'ts to be presented to the participants on a slide.

- Don't only rely on information you already have, use your observations and keep cross checking.
- Facilitate. Don't dominate. Don't interrupt. Don't Interfere.
- Meet people when it suits them
- Spend maximum time in the villages.
- Show interest in learning from people.
- Don't indicate doubts or disbelief about responses.

### 3. Conducting the Multi-Sector Assessment

Activity duration: 2 hours 15 minutes
Materials required: LCD projector, laser pointer, flip charts, markers, A4 papers, stakeholder cards

*Presentation on the steps of Multi-Sector Assessment (30 minutes)*

Quickly go through the various steps involved in the MSA process, emphasizing on why each activity is undertaken. Key points for consideration, based on points to ponder (see Chapter 5 of CBDRR Manual) should be highlighted at appropriate moments

Key activities under participatory risk assessment process

1. Situation Analysis
2. Development of ToR
3. Identification & Selection of Key Persons
4. Confirmation of Nominated Members
5. Orienting the VDMC on the ToR
6. Informing the Community

Important note: Assure the participants that more detailed discussions on the various assessment tools are coming up with practical group exercises.

*Introduction to the assessment tools (1 hour 15 minutes)*

Explain to the participants the general sequence of the use of assessment tools which goes as follows:

- Risk Mapping
- Hazard mapping
- Social and physical vulnerability mapping
- Resource and capacity mapping
- Direct observation
- Transect walk
- Seasonal calendar
- Venn diagram (Chapatti/Roti Diagram)
- Semi-Structured Interviews (SSIs) / Focus Group Discussions
- Historical profile (visualization and projection)

For analysis of data two major tools used are: ranking and visioning.
Go into detail by describing each tool in details addressing four questions: what is it? Why is it carried out? Who does it? How? (See table 15 of CBDRR Manual). Also explain what assessment is best served by which tool as follows.

To create interaction, ask the participants which of these tools they have had experiences in using and to share their thoughts and perspectives. This would provide the facilitators with crucial information on which tools need to be paid more attention and which less.

*Exercise – 'Getting everybody's views' (30 minutes)*

This activity aims to explore strategies for making sure the assessment is participatory and inclusive of all stakeholders groups. A set of cards each with a different stakeholder would be utilized. Each card contains the name of the stakeholder (village leader, government representatives, teachers, health personnel, police, women's organization representative, business personnel, person(s) with disability, children, elderly, fisherman, housewife, farmer, student, etc.), a brief description of the person and their role in the community. Participants are paired and each pair is given two cards and are then asked to address the questions for both stakeholders:

- What kind of information can be collected from that person?
- How do I make sure that this person is engaged in the MSA process?

The participants need to come up with 3 points for each stakeholder. The answers are to be written down on A4 papers and to be pasted on the display board for everyone to see.

Example on stakeholder information
Village leader – a member of the village development council but his full time job is management of his rice mill. Have been living in the village all his life (55 years). Very active in village religious affairs.

Teacher – a primary school teacher. Come from the south of the country and have been living in the village for only 2 years.

Housewife – wife of a day laborer who works at the rice mill. Has a kid who goes to the primary school in the village.

Session 2.5

# Action Plan Development

Session duration: 1 hour 30 minutes
Materials required: LCD projector, laser pointer, flip charts, markers, A4 papers
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to

- Oversee the development of community based disaster risk reduction plans based on the results of the Multi-Sector Assessment.
- Employ participatory planning approach in formulating the essential risk reduction measures.

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, presentation M2S5 |
| 10 min | Introduction to participatory action planning | Presentation | LCD projector, presentation M2S4 |
| 80 min | Developing a community level DRR action plan | Presentation, Group exercise | LCD projector, presentation M2S4 |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

### 2. Introduction to Multi-Sector Assessment

Activity duration: 10 minutes
Materials required: LCD projector, laser pointer

The introduction to participatory action planning is an interactive presentation that commences by posing the question 'what is participatory action planning' to the participants. After 5 minutes discussion display the slide that depicts the definition - 'A planning process where all stakeholders are consulted to varying degrees; some groups' involvement more intensive than the others, to formulate locally appropriate (in cultural, religious, social and economic aspects) risk reduction measures with the goals of reducing the disaster related risks and vulnerabilities the community is facing.'

Move on to discuss the benefits that such a planning process can yield. Ask the participants to name three or four points and then present the slide on the benefits (see Section 6.1.2, Chapter 6 of CBDRR Manual) as follows:

- It captures the collective vision of the community.

- It assures the commitment (resources, duties) by each stakeholder as the plan is formulated in agreement with all the stakeholders.
- The completed plan with a comprehensive inventory of risk reduction measures can serve as a proposal to approach interested financial supporters or donors to fill the funding gaps.
- It encourages greater ownership by the community since their active involvement has been sought from the beginning throughout the entire process.
- It provides opportunities for the community level or school level DRR body with planning and management skills that would last beyond the program period.

### 3. Developing a community action plan

Activity duration: 1 hour 20 minutes
Materials required: LCD projector, laser pointer, flip charts and markers, A4 papers

*Interactive presentation on various steps under participatory action planning*

**Step 1 - Engaging the community in the action planning process**: that involves informing the communities of the upcoming planning exercise and inviting volunteers from the community. Ask the participants 'who should be involved in making the community action plan?' Make a comprehensive list which should cover the following persons:

- Influential people from all groups affected (community leaders, government authorities, local business owners, academicians)
- People directly involved in the problem or issue (representatives from different community level stakeholder groups including the most vulnerable)
- Members of grassroots organizations (business, religious, youth, social, health) or NGOs working in the community
- Members of ethnic and cultural groups of the community

Give this activity 10 minutes.

**Step 2 - Formulation of objectives of the plan**: that involves brainstorming with the planning team (formed in the previous step) to come up with the objectives for the plan that reflect the aspiration of the target community. Discuss with the participants some possible objectives. Give this activity 10 minutes.

**Step 3 - Formation of sub-teams/ group**: that involves further dividing the planning team into smaller sub-groups or sub-teams based on key aspects of DRR such as preparedness and mitigation, relief and response, recovery and rehabilitation, shelter, health care, psychosocial support, capacity building, coordination, information, monitoring and evaluation, etc. or time scale (before, during, after). In allocating members to each specific sub-group/ team, the individuals would be assigned based on a combination

of their backgrounds and interests shown. 5 minutes for the presentation of this step. Steps 2 and 3 can be combined and conducted in one single meeting.

**Step 4 - Devising of risk reduction measures**: that involves each sub-group/ team formulating risk reduction measures in their respective area. Remind the participants the measures should

- 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; and
- Ensure the needs of vulnerable people are adequately addressed.

Give 10 minutes for the introductory presentation. Refer the participants to the examples of risk reduction measures given in Box 11, Chapter 6 of CBDRR Manual.

**Step 5 - Determination of required resources**: that involves determining the following by respective sub-group/ team under their specific area:

- estimated budget;
- resources available in the community (manpower, materials, money, time), including abilities of the vulnerable groups (language skills, insight, connection, etc.);
- resources available at local level: local government, private sector, local NGOs;
- resources that could be requested to the program;
- additional resources that need to be obtained from outside the program and potential sources (donor agencies).

Give 10 minutes for the presentation.

**Step 6 - Assigning of roles and responsibilities**: that involves identification of key people or organization or group responsible to realize the developed activities.

**Step 7 - Defining the time line**: that involves determining the time line for each risk reduction activity.

**Step 8 - Development and enforcement of operational procedures and policies**: that involves finalizing the basic principles and operational procedures and policies to guide the implementation of the plan.

**Step 9 - Identification of opposing elements in plan implementation**: that involves identification of possible hindering factors that can delay or derail plan implementation and the means to address these issues.

Give 20 minutes for presentation of step 6, 7, 8 and 9.

**Step 10 - Finalizing the plan**: that involves collating the resulting information from the previous steps and arranging them into presentable format which would be a report with maps and other essential data annexed to it. Show on slides the sample outline of a community plan for reference. Take questions from the participants. This presentation and Q&A should not take more than 15 minutes.

Session 2.6

# Implementation of Action Plans

Session duration: 1 hour 30 minutes
Materials required: LCD projector, laser pointer, flip charts, markers, A4 papers
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to

- Describe the guiding principles behind the participatory implementation process.
- Manage the implementation of the developed community action plan with the involvement of all stakeholders.
- Identify and mobilize resources as and when necessary.

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, presentation M2S6 |
| 90 min | Introduction to participatory implementation process | Presentation | LCD projector, presentation M2S6 |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

### 2. Introduction to participatory implementation process

Activity duration: 1 hour 30 minutes
Materials required: LCD projector, laser pointer

*Presentation on the guiding principles of participatory implementation process (30 minutes)*

The guiding principles are:

a. *Participation of all stakeholders*: Active involvement of individuals, social groups, organizations, and other stakeholders from the beginning of the program planning process.

b. *Dialogue among stakeholders*: Respect the diversity of opinions. 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.

c. *Sequential process*: The application of different methods and tools should follow a logical and systematic process to analyze the situation, establish a clear understanding of the problems, and formulate a sound vision for the community.

d. *Cyclic process*: Carry out planning in a cyclical manner, through several feed-back loops in order to modify program 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 is regarded as the strength of the participatory program cycle management process.

e. *Systematic analysis*. The program is analyzed in relation to both its internal and external environment in which it operates.

f. *Cross-cultural sensitivity*. Use methods and tools that are acceptable to various sub-groups in the community, given their cultural context. The process should be flexible to change.

g. *Transparency*. Encourage open communication among stakeholders, continuous feedback on results of decisions and the use of methods and instruments.

h. *Consensus orientation*. Complete agreement during discussions may not always be possible due to diverse groups and interests. However, the transparency established by the process leads to developing relationships based on mutual understanding and concurrence among those involved in the planning process. This process works towards achieving the best consensus in each situation.

*Emphasize on the positive aspects, listed below, of the participatory implementation.*

- It increases the prospect of success and sustainability of DRR measures in the community;
- It helps build self-reliance and overall risk reduction capacities of the community stakeholders;
- It enables the community, especially the lead agency for the implementation - DRR committee, to learn to manage resources and time constraints and to mobilize addition resources when needs arise;
- It creates a platform for all stakeholders, from different cultural, discipline, social and economic backgrounds, to interact and work closely together and exchange ideas, experiences and skills in order to find better solutions to the common problems; and
- It, in due course, leads to greater tolerance and harmonization among different social groups, providing them a united front to counter the negative impacts of disasters.

Discuss with the participants these aspects and they might have some more points they want to add.

*Interactive presentation on the participatory implementation activities (1 hour)*

Begin the section by listing the activities entailed in the participatory implementation process: assignment of tasks, capacity building, mobilization of resources, implementation of planned activities, monitoring and review and making adjustments by formulating corrective actions. Go into detail on each activity as described below.

**Assignment of tasks**

Discuss with the participants the questions 'how best to assign the essential implementation tasks defined in the plan' and 'who should be the lead agency and who should be the cooperating agencies'. Key points for emphasis are -

- Adoption of the same sub-committee/ team/ group formation as in the planning
- Ensuring these sub-committees have access to individuals and groups with the necessary skills
- Enabling these sub-committees to nurture partnership with relevant external institutions
- Essential roles within sub-committee include
- Leadership role (overall responsibility for the activities of the committee);
- Management role (to ensure the implementation of agreed activities);
- Technical role (to provide inputs);
- Financial management role (to ensure proper accounting);
- Administrative role (to assist in management); and
- Social mobilization role (to mobilize community resources).
- Encouraging community volunteers involved in planning to remain with the implementation team as well.

Refer to Chapter 7 of CBDRR Manual for more information. Allocate 15 minutes.

**Capacity building**

Ask the participants 'what kind of skill sets the implementation party would need'. The facilitators have to bring up the fact that many members of the VDMC already has been trained on basic CBDRR knowledge and know-how and their management aptitude immediately after the committee was formed. However, the community volunteers have not been provided with in-depth training on these subjects except for orientation on risk assessment and thus refresher courses of same topics need to be organized again. In addition, in order to ensure effective execution of planned activities, some additional subject specific trainings also need to be designed and delivered to all involved in the implementation process. Ask the participants to name extra courses that should be provided. Note down their answers on the flip charts and then show them the table on examples of refresher courses and new courses.

| Type of training | Covered topics |
|---|---|
| Training courses that can be offered again as 'Refresher Course' | Disaster preparedness and response<br>• Search and rescue<br>• Medical first aid<br>• Relief coordination, distribution<br>• Emergency shelter management<br>• Evacuation management<br>Disaster risk reduction<br>• Orientation on disaster reduction<br>• Risk communication (awareness raising)<br>• Early warning systems<br>• Structural mitigation<br>• Livelihood sustainability<br>Organizational management & development<br>• Leadership (facilitation)<br>• Negotiation, conflict management and resolution<br>• Community mobilization<br>• Budgeting and financial management<br>• Proposal and report writing<br>• Facilitating a meeting or training<br>• Documentation |
| Subject specific new courses | Disaster risk reduction<br>• Disaster risk reduction and education<br>• Disaster risk reduction and health<br>• Water and sanitation<br>• Climate change<br>• Environmental management<br>• Gender and disaster risk reduction<br>Organizational management & development<br>• Resource mobilization<br>• Coordination<br>• Monitoring and evaluation |

Pose the question 'who would be able to deliver these trainings' to the participants. Let the participants respond and write down their answers on the flip-charts. Then highlight the point that the program has limited resources or timeframe, partners' agencies (government and non-government) should be approached and request for assistance. Give 25 minutes for the presentation.

**Mobilization of resources**

Remind the participants that in the community plan, the resource identification step put different resources into four categories: (i) those available in the community; (ii) those available at local level; (iii) those that could be requested to the program; and (iv) those that need to be obtained from outside the program where potential sources (donor agencies) are also named. Thus the most important activity in mobilizing the resources would be to seek confirmation of commitment from the identified donors.

Proceed then to discuss how to successfully convert potential donors into dedicated supporters including what methods (face to face meetings, proposal submission, etc.) are the most suitable ones in what conditions. Do not provide outright answers, but prompt

the discussions and keep it moving by asking questions (why do you think this method is the right one? how can we ensure the deal is confirmed, etc.) as and when required.

Just before the end of the section, ask the participants who have had experience in mobilizing resources and request those who do to share especially the problems/ difficulties they have encountered and how these setbacks were overcome. Let the participants discuss this point. Give it 30 minutes for overall discussion and debate.

**Implementation of planned activities**

Two key topics need to be focused in this interactive presentation: essential elements that need to be in place for successful implementation of planned activities and what kind of typical problems can be expected.

The discussion can be stimulated by asking the participants what issues should be prepared beforehand to make the implementation functions smooth and efficient. Write down their answers and show the participants the list of essential elements, explaining each one and comparing them to the issues identified by the participants. The elements are:

- **Implementation schedule** that shows sequence and timeframe for each activity;
- **Roles of the participating agencies** that clearly define the respective duties;
- **Beneficiary participation** through periodic review meetings/ events;
- **Incentive and reward system** (material rewards, financial rewards, promotion, certification, etc.) that recognize the hard works put in by various stakeholders;
- **Financial tracking system** that enables the management of funds;
- **Coordination and communication system** that keeps the flow of information constant between different agencies and stakeholders as well as among the different sub-committees;
- **Standard operating procedures** and policies that need to be followed in executing the planned activities (e.g. procurement procedures, recruiting procedures, etc.);
- **Monitoring and evaluation system** that facilitate periodic data gathering on progress of the program to detect any divergence from the intended goals and objectives and how that can be brought back on track. It would also include a feedback system that captures any complaints or suggestions from the ground and conveys to the decision makers; and
- **Reporting system** that documents all the happenings in the program for current and future reference.

Continue the discussion with the participants on typical problems by showing the participants the slides that contain some examples of typical implementation problems:

- Poor scheduling of programs leading to delays in implementation

- Misallocation of funds
- Lack of accountability and transparency
- Bureaucracy in decision-making
- Selfishness/nepotism/favoritism in selecting members of various operational teams (assessment, planning, implementation)
- Weak monitoring and evaluation
- Sudden policy changes
- Migration of beneficiaries (brought about by economic or natural crisis)
- Lack of team work
- Lack of incentives for implementers

Let the participants deliberate on these points and ask them to add based on their own experiences on the ground. Minimum 20 minutes should be allocated to this (10 minutes each for each point).

Module 3

# Ensuring Sustainability

## Description

Module 3 introduces the participants to two aspects that are often forgotten when it comes to program implementation. One session will deal with the development and implementation of an exit strategy, and another session will introduce the participants in detail to the process of impact measurement.

## Learning Objectives

At the end of this module, the participants will be able to

- understand the importance of impact measurement and the use of baseline and endline studies
- describe the process of carrying out a baseline and endline study
- identify the key characteristics of an exit strategy

## Learning Sessions

The following topics will be covered in Module 3:
Session 1 – Empowerment of the Community
Session 2 – Measuring the Impact

Total Time: 3 hours
Materials: PowerPoint presentations, LCD projector and screen, lap top, flip charts, markers

| Timing | Session | Materials |
|---|---|---|
| 1 hour 30 min | Measuring the Impact | LCD projector, presentation M3S1, laser pointer, flip charts, markers, A4 papers |
| 1 hour 30 min | Empowerment of the Community | LCD projector, presentation M3S1, laser pointer, flip charts, markers, A4 papers |

Session 3.1

# Measuring the Impact

Session duration: 1 hour 30 minutes
Materials required: LCD projector, laser pointer, flip charts, markers, A4 papers
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to

- Understand the difference between baseline and end-line studies.
- Describe the benefits of baseline and end-line studies in measuring the impacts of the CBDRR activities on the ground.

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, laser pointer, presentation M3S1 |
| 40 min | Baseline and Endline Studies | Presentation | LCD projector, laser pointer, presentation M3S1 |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

### 2. Baseline and Endline Studies

Activity duration: 60 minutes
Materials required: LCD projector, laser pointer, CBDRR Manual

*What is baseline and end-line studies (10 minutes)*

Start with a slide on meanings of baseline and end-line studies and explain the followings.

**Baseline study** takes place at the beginning of a CBDRR program, provides basic demographic and disaster risk related information covering current local experiences, knowledge and interpretation of risks.

The **endline study** takes place close to the end of a CBDRR program and collects the same data as baseline study but after risk reduction measures have been put in place for a considerable period of time.

The two data sets are then compared to see what changes have taken place over time, evidently triggered by the program.

Key principles are:

- **Participation**: Success depends on local people's participation in sharing information and responsibilities.
- **Teamwork**: It is best to have a mix of sector specialists and community representatives including women.
- **Systematic**: Data collected is guaranteed to be accurate, easily verifiable and carefully organized.
- Inform the participants that the baseline study serves the same purpose and collects almost exactly the same data as the participatory risk assessment. Hence, to save time and resources, baseline study could be clubbed with the participatory risk assessment. Similarly, in schools, the school risk assessment cane serves as the baseline study and only end-line study needs to be carried out.
- The information to be collected includes data on the respondent (age, gender, education, occupation, race, and religion), the household (no. of family members, no. of elderly, no. of children, no. of family members with disability, and house type), hazard experience, perception of natural hazards, and current level of natural disaster preparedness and response.

*Activities under baseline and end-line studies (30 minutes)*

This entails power-point slides explaining activities under the two studies

- Formation of study team
- Specific tasks of the study team are drafted and approved in the form of a ToR.
- The local authorities of the target villages informed of the upcoming study.
- Community meetings convened by the respective DRR committees to inform the community and to invite community volunteers to join the study team which should ideally be made up of representatives from the relevant government departments, NGOs and local community, local or traditional leaders and RCVs.

Important note: If possible, the study team for baseline and end-line studies should be made up of the same people. In end-line study, an additional sub-group focusing on schools should be established.

- Training of data collection team
- The study team is oriented on the use of participatory learning and action tools and analysis methods. If any standardized questionnaires are to be used under the survey, they should be discussed in details with different interview techniques.
- The framework for the survey (for both baseline and end-line) can be developed during the training and at least one field trip organized to test the framework.

Important note: The trainings should also cover issues relating to basic human rights, the importance of addressing real needs on the ground, including those of the most vulnerable groups, and the concepts and the advantages of gender sensitive and child focused DRR practices. The refresher courses on the same topics are highly recommended for the end-line study especially if new members are involved.

**Data collection and analysis**

Data collection is conducted by

- Employing a multi-sampling method that considers a sample size based on the number of households in each village, covering at least 10% of all households in one village.
- Choosing the households randomly by referring to a map of the village, assigning a number to each household and picking random numbers.
- Approaching the selected households with the questionnaire and interviewing one person per household.
- The pre-determined criteria for the respondents are: he/ she has to be at least 15 years of age and is a permanent resident of the villages.
- Dividing the study team into sub-groups (assigned to certain households).

Data analysis is carried out by entering the data into excel database by the assigned program personnel with the help of the study team. The specific M&E officer from the program, using computer software, interprets the generated outputs into easily comprehensible points of reference or data.

Important note: The same questionnaire and, as much as possible, the same persons from the same households should be interviewed for the end-line study. If the same person is not available, another member from the same household would be selected for interview. Another solution is to involve more than one members of the household in the first baseline study interview.

**Presentation of findings**

For easy reference, the reports should mainly contain quantitative data with changes categorized in different aspects: for instance DRR practices of the community, the capacity of the community, etc., clearly stating the before and after scenarios and the improvements or set-backs made. It should be shared with all stakeholders.

Session 3.2

# Empowerment of the Community

Session duration: 1 hour 30 minutes
Materials required: LCD projector, laser pointer, flip charts, markers, A4 papers
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to

- Understand the importance of having an exit strategy from the beginning.
- Describe different elements essential in handing over of the program activities to the selected suitable local organization.
- Formulate a suitable exit strategy to ensure the proper hand-over of the CBDRR activities to VDMCs, at the conclusion of the program activities.

| Timing | Activity | Methodology | Materials |
|---|---|---|---|
| 5 min | Presentation of session objectives | Presentation | LCD projector, laser pointer, presentation M3S2 |
| 50 min | Planning to Exit | Presentation | LCD projector, laser pointer, flip charts and markers, presentation M3S2 |
| 40 min | Realizing the Exit Strategy | Presentation | LCD projector, laser pointer, presentation M3S2 |

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

### 2. Planning to Exit

Activity duration: 50 minutes
Materials required: LCD projector, laser pointer, flip charts and markers

This is an interactive presentation and need to commence with a question on 'what is an exit strategy'. It is very likely that the concept of exit strategy is new to most of the participants and depending on the reaction of the participants to this question; the facilitators can decide whether or not to spend too much time on this topic. Follow up that question with 'what do you normally do at the end of a program and 'what difficulties/ problems do you usually face'. Let the participants share their experiences and note down their problems. Then introduce the definition of exit strategy – '*a plan describing how the program intends to withdraw its resources while ensuring that achievement of the program goals (relief or development) is not jeopardized and that progress towards these goals will continue*'.

It is crucial to convince the participants the reason for developing an exit strategy early in the program cycle, even from the time of program proposal preparation. In addition to the fact that many donors nowadays require the inclusion of an exit strategy in the program proposal document, discuss with the participants the following motives for having an exit strategy:

- To ensure the continuity of the risk reduction efforts in the at-risk target sites under localized management.
- To safeguard the investments been made in the targeted areas
- To prevent the recurrence of the original problems
- To exhibit vote of confidence the program has entrusted to the community, thereby encouraging and empowering them to carry on
- To allow the employment of participatory approaches encouraging the involvement of key stakeholders.
- To provide ample notice to the stakeholders sufficiently preparatory time
- To strengthen the relations between the implementing agency, the cooperating partners and the target communities as they work together and make incremental steps toward the exit within a reasonable period of time.

Also present to the participants the questions that need to be addressed in developing an exit strategy as follows:

- How strong is the community's sense of ownership/commitment to continue program activities?
- Do community members, groups and service providers have the knowledge and skills needed to implement the program activities?
- Who will be responsible for handling that activity?
- Is there a local NGO or agency or a community organization to which it should be transferred?
- Do the local organizations implementing the phased over activities have sufficient institutional and human resource capacity? Do the successor organizations need any training?
- How will the activity be transferred?
- How will it be funded?
- How will it be monitored?
- What will be the role of the community in managing or monitoring?
- What is the role of the local authorities/Red Cross Branch/ DMCs/ RCVs/ Community Members?
- Are the organizations responsible for implementing phased over programs resilient to shocks and changes in the political and social environment?

Important note: The strategy should be built into the program design in the form of a set of contingency plans to accommodate any unexpected delays or changes that might arise during the active life of the program. It is also vital to include the advocacy component to guarantee on-going donor and government support as well as a component on communication: to be maintained with the recipient local organization after the exit.

At the end of the presentation ask the participants whether they think problems and difficulties they shared in the beginning of this section (under normal circumstances without exit strategy) could be eased or solved by having an exit strategy by referring to the notes on flip charts.

### 3. Realizing the Exit Strategy

Activity duration: 40 minutes
Materials required: LCD projector, laser pointer

Present to the participants, two key points for consideration in realizing the exit strategy.

I. Finalization of the exit point: to identify and set the ultimate dates which can be influenced by
   - Time limit: Time limits imposed by the funding cycles.
   - Achievement of program impacts.
   - Achievement of Benchmarks (See Section 10.2, Chapter 10 of CBDRR Manual).

Important note: Any benchmarks that might mark the exit point are subjected to changes and different activities might require different exit points.

II. **Strengthening the local partnerships and local capacities**: to ensure the recipient organizations is adequately equipped to take over the program activities. With exit strategy in place from the beginning, all the capacity building activities for the DRR Committees and the community discussed under the previous sessions would be designed with the mind-set of getting ready not just for managing risk reduction activities within the program time frame but also beyond it. The periodic M&E exercises would help evaluate further the strengths and weaknesses of the recipient agency and whether there is a need for more capacity-building activities before the program ends.

Just before the final program exit, following extra activities could be undertaken to guarantee to meet capacity building needs:

III. **Revisiting the Action Plan**: to review the priorities set before and to contrast them against the evolving changes, to identify changes in the risk situation on the ground and to assist the community in revising the plan, as a repeat of planning exercise, if needed.

IV. **Provision of Hardware**: Providing some essential hardware such as emergency kit and guidance documents, that contain maps, how-to-do guides on different activities and program related dossiers as references, to recipient organization.

V. **Mentorship**: The implementing agency can act as an on-going mentor to the recipient organization which can enhance the gradual transition during the period of shifting responsibilities and activities.

Module 4

# Being a Facilitator

## Description

Module 4 is an optional module which will only be administered during a ToT. The module introduces the participants to facilitation skills and some exercises are carried out that will help the participants to be a facilitator of the course themselves in the future.

## Learning Objectives

At the end of this module, the participants will be able to

- use various methods of instructional communication
- make presentations as an individual and as a member of a team
- make use of the CBDRR Facilitators Guidebook

## Learning Sessions

The following topics will be covered in Module 4:
Session 1 – Key Facilitation Skills

Total Time: 1 hour 30 minutes
Materials: PowerPoint presentations, LCD projector and screen, lap top, flip charts, markers

Session 4.1

# Key Skills

Session duration: 3 hour
Materials required: LCD projector, laser pointer, flip charts, markers, A4 papers
Methodology: Presentations, group work and discussions
Session Objective: At the end of this session, the participants will be able to

- use various methods of instructional communication
- make presentations as an individual and as a member of a team
- make use of the CBDRR Facilitators Guidebook

## Procedure

### 1. Presentation of Session Objectives

Activity duration: 5 minutes
Materials required: LCD projector, laser pointer

Use power-point slides to present the session objectives.

### 2. Introduction to Facilitation Skills

Activity duration: 1 hour 30 minutes
Materials required: LCD projector, laser pointer

In order to deliver effective training which engages the participants for learning, the instructor or facilitator can be guided by the "6Ps":

1. **Plan**

   Content – each session has clear objectives, subject matter, and key points

   Visual aids – photos and videos should support the presentations

   Exercises – group questions and exercises should support the session learning objectives

2. **Prepare**

   Lesson plan – which serves as a "road map" and keeps the facilitator in sequence

   Visual aids - should be high quality, well done, and relevant to the session

   Practice - Physical run through with aids and equipment

3. **Personal**

   Dress – which is appropriate to participants and comfortable for the facilitator

   Playthings – avoid unnecessary distractions e.g. jewelry, pointer, pens, money; unless part of the session

   Attitude - a positive and upbeat attitude which is clear to the participants

   Perception – individual participant perceptions are understood, especially during exercises 4. **Presentation**

Energy – the facilitator is enthusiastic, has a positive attitude, and can convince the audience.

Style - the style is relaxed and natural

Activity - the facilitator uses and adjusts appropriate movement, standing, sitting, position, notes, and microphone.

Equipment – the facilitator knows how to use equipment, tries it, and checks before the training. The facilitator should be prepared if the equipment fails.

Handouts – only use and distribute handouts when appropriate, avoid distractions.

5. **Presence**

   Voice – the facilitator avoids monotone speech, and checks inflection and speed

   Vocabulary - the facilitator understands the audience backgrounds, and uses the appropriate words.

   Pace – the facilitator monitors speed of information delivery, and seeks feedback.

   Non-verbal – the facilitator seeks feedback, as about 65% communication is non-verbal: use of hands, eyes, body.

   Communication – the facilitators is aware of communication filters and barriers.

6. **Participation**

   Exercises – sessions my include exercises to reinforce learning, and give feedback about learning progression.

   Feedback – the facilitator makes use of feedback to reinforce learning, and adjusts the presentation if necessary.

   Active listening - the facilitator encourages reflection, paraphrases participant questions, uses "boomerang questions", and ask questions.

   Giving instructions – instructions are precise, concise, complete, to ensure all participants are doing the same thing.

*Common Communication Barriers*

As guided by the "6Ps", communication is the essential component of training and facilitation. Common challenges for communication during training include:

- Rate of speech
- One way communication
- No feedback
- No visual contact
- No common language
- No common frame of reference
- Disorganization of ideas
- Too much information in a short time
- Redundancy
- Frustration of communicators

*Applying Communication Skills to CBDRR Facilitation*

The key factors for effective training may also be applied to community-based disaster risk reduction (CBDRR) implementation in the communities. CBDRR is fundamentally a

participative process, and a "relationship of trust and friendship is the key to facilitate effective participation. If community members have trust in the outsiders who are working with them, then open sharing about issues, problems, concerns and solutions can take place" (ADPC, 2006). This trust and friendship relies to a large extent on the communication skills of the CBDRR facilitators.

Effective communication skills will improve behavior of CBDRR facilitators, particularly during CBDRR Step 3 – Mobilizing the community:

- Show humility
- Respect local culture, problems, and way of life
- Be patient
- Have interest in what people have to say
- Be observant rather than judgmental
- Have confidence that people can achieve what they set out to do, and transmit that confidence.

By applying effective communication skills to all steps of CBDRR implementation, from community selection to monitoring and evaluation, the CBDRR facilitators will support communities to reduce disaster risk.

VSO (n.d.) offers 13 key facilitation skills for participatory development, which can also be applied to CBDRR:

**Summary of key facilitation skills**

1. **Planning**

   The facilitator learns about the group before the session to help develop clear goals, design an appropriate programme and select appropriate methodology.

2. **Listening**

   The facilitator listens to the group and tries to make sense out of what is going on. They also clarify and help to organize information.

3. **Flexibility**

   The facilitator can adapt to the needs of the group, handle multiple tasks, and has the confidence to try new things.

4. **Focus**

   The facilitator has direction and knows where to go next.

5. **Encouraging participation**

   The facilitator can draw out individuals, involve everyone and use humor, games or music to encourage an open, positive environment.

6. **Managing**

   The facilitator guides the group through the programmes, sets limits, encourages ground rules, provides models and checks on progress and reactions.

7. **Questioning**

   The facilitator knows how to ask questions that encourage thought and participation.

8. **Promoting ownership**

   The facilitator helps the group take responsibility for their own work and helps them to reflect on necessary follow-up work.

9. **Building rapport**

   The facilitator demonstrates responsiveness and respect for people, is sensitive to emotions, watches body language and helps to construct relationships within the group.

10. **Self-awareness**

    The facilitator examines their own behavior, learns from mistakes, is honest and open about the limits to their knowledge, and shows enthusiasm.

11. **Managing conflict**

    The facilitator encourages the group to handle conflict constructively and helps the group come to agreement and consensus.

12. **Broadening discussion**

    The facilitator encourages different points of views and uses techniques and examples to get the group to consider different frames of reference.

13. **Presenting information**

    The facilitator uses clear and concise language, gives explicit instructions, and is confident with visual, written, graphical and oral methods.

*Sources*
*ADPC (2006) Community-Based Disaster Risk Management for Local Authorities.*
*ADPC (2012) Training of Trainers for CBDRR Facilitators to Strengthen CBDRR in Myanmar.*
*VSO (n.d.) Participatory Approaches: A Facilitator's Guide.*

### 3. Exercises

Activity duration: 1 hour 30 minutes
Materials required: Flipcharts, markers

In order to test the acquired skills, the participants are asked to prepare small presentations about themselves or about a topic they feel comfortable about and present these small presentations in front of the group who will provide feedback with regard to the facilitation skills.

## Helpful Tools

### Training Energizers and Ice-Breakers

This section includes a variety of icebreakers, energizers and team-building activities for use at your meetings. These are some suggestions on ways to have some fun, establish trust and build shared experiences between group members.

Team building activities and icebreakers are fun ways to start the process of building a strong team based on positive relationships. They can allow group members to get to know each other, practice different styles of communication, make group decisions, solve problems, work with people they wouldn't ordinarily, test leadership skills, and laugh together. Energizers can help renew the group or release tension that may develop.

### Name Speed

Everyone stands in a circle. One at a time, each person says their first name. Everyone around the circle participates. The timekeeper times how long it takes the group to say their first name one at a time. The group gets a few tries to bring their time down.

### ESP (giants, wizards, elves)

Teach the group three distinct gestures. Standing back to back with a partner, the pairs try to guess what gesture the other person is going to do when they turn around. No talking, only using ESP!

### Rain

A facilitator talks the group through this energizer. Get everyone to stand up. Start tapping your head lightly with your fingers imagining soft rain. Let it slowly get heavier the further you move your hands down your body. Let the rain turn into a thunderstorm on your calves. Clap them hard with your hands. Then move your hands back up your body, ending with soft rain on your head. Everyone copies. There are multiple versions of this game.

### Earthquake and Eviction

1. One group member stands alone to start, the rest of the group members need to join groups of three.
2. The groups of three have two people making a house with their hands and one person standing underneath.
3. The lone person calls either "Eviction!", in which everyone in a house must leave and find a new one.
4. Or the person may call "Earthquake!", in which all houses collapse and everyone must form a new threesome of house and resident.
5. Either way, the lone person tries to get into one of the threesome, so the person left becomes the new "caller."

The Community-Based Disaster Risk Reduction Framework is an initiative led by the Myanmar Red Cross Society with the support of the International Federation of Red Cross/Red Crescent Societies, the French Red Cross, the Canadian Red Cross and the American Red Cross to harmonize and consolidate existing CBDRR methodologies, procedures, and practices of Myanmar Red Cross Society. The CBDRR Framework entails 5 different outputs.

1. **CBDRR Practice Case Studies**: Five CBDRR Practice Case Studies have been developed under the CBDRR Framework so far showcasing a range of activities undertaken by MRCS to implement CBDRR projects. The topics of the CBDRR Practice Case Studies are project site selection, township capacity building, baseline studies, community mobilization and awareness raising in communities. These Practice Case Studies reflects the status quo, highlighting commonalities but also points out the different approaches, methodologies and tools used by MRCS in their project implementation.

2. **CBDRR Step-by-Step Methodology**: The CBDRR Step-by-Step Methodology is a consolidation and harmonization of existing CBDRR methodologies, procedures, and practices of Myanmar Red Cross Society. It aims to guide the development and effective implementation of new community-based as well as school-based interventions implemented by the Myanmar Red Cross Society as well as other DRR actors in Myanmar by identifying key steps that form the basis of each CBDRR program.

3. **CBDRR Manual**: The CBDRR Manual is a practical how-to-guide for Red Cross Volunteers trained in CBDRR, MRCS program staff as well as any other CBDRR Practitioners in Myanmar. Together with the CBDRR Awareness Tool Box, the CBDRR Manual provides guidance and support to the implementation of community-based programs in Myanmar by explaining each of the implementation steps as well as the tools used. It is based on the Minimum Activities that have been identified in the CBDRR Step-by-Step Methodology.

4. **CBDRR Training Modules**: The CBDRR Training Modules are based on the common CBDRR implementation approach as defined in the CBDRR Manual and will teach Red Cross Volunteers, MRCS program staff as well as any other CBDRR Practitioners in Myanmar how to implement CBDRR programs with the common approach as well as how to use the CBDRR Manual in a field setting. The CBDRR Training Modules include PowerPoint presentations as well as a facilitator guidebook and a participant's handbook.

5. **CBDRR Awareness Tool Box**: The CBDRR Awareness Tool Box includes all the tools that are currently used in CBDRR programs to raise awareness. The CBDRR Awareness Tool Box provides an overview about all the existing tools and provides guidance about the use of the tools in CBDRR programs.

*For more information, please contact;*
**Head of Disaster Management Division**
**Myanmar Red Cross Society (MRCS)**
Raza Thingaha Road, Dekhinatihiri, Nay Pyi Taw, Myanmar
Tel (+95) 067-419017 Ext. 220
Fax (+95) 067-419017 Ext. 221
Email dm1@myanmarredcross.org.mm

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