



Asian Disaster Preparedness Centre



Facilitator Guidebook

Community-Based Disaster Risk Reduction (CBDRR)



Preface

Community Based Disaster Risk Reduction (CBDRR) is inhaling its importance with the increasing threat of disaster in the developing countries. As the developing countries like Bangladesh has lack of resources to cope with the disasters, the importance of adopting community based approaches is increasing day by day. Moreover, from the sustainability point of view, it is very important to involve community from the very beginning of any development initiatives. From these points of view, it is urgent need of this part of the world to have competent people who would understand the process of CBDRR and react accordingly. This guidebook has focused those issues so that the CBDRR process is better comprehended and practiced.

This guidebook is having four working modules with an introductory part. The introductory part focuses about describing the rational, terminologies, roles and responsibilities of the facilitators etc. The first working module provides the concept and facilitation process about different terminologies on Disaster Risk Reduction (DRR) using practical examples. It also discusses about the importance and process of CBDRR, under which the definition of community is clarified with different exercise. Later part of this module covered the characteristics, process and outcome of CBDRR process. The second working module describes the Community Risk Assessment model, which is developed by the Comprehensive Disaster Management Program (CDMP) of Disaster Management Bureau (DMB), under Ministry of Food and Disaster Management (MoFDM). This section also focuses on using different PRA techniques for effective participation of the community. Using of different case study, group work, and practical example other interactive techniques has made this section effective for the practitioners. The third working module focuses on the process of participatory risk, resource analysis and evaluation. It also addressed the importance of participatory M&E system for the CBDRR process. In the fourth module advocacy process for sustaining the CBDRR process is discussed and elaborated with reference different disaster management model, institutions, regulative frameworks and organization bodies of Bangladesh.

It is our pleasure to share the accomplishment to Asian Disaster Preparedness Center (ADPC), who has provided their technical support using their expertise and knowledge for developing the guidebook. Though the module is being published under the DIPECHO project of IRW and Plan Bangladesh, it is nevertheless a combined initiative of all partners. This guidebook development team is very grateful to the IRW and Plan Bangladesh DIPECHO team for their support while developing this. Without their technical support and constant feedback it would be really difficult to develop and contextualize the whole document in the country context.

We would like to applaud and express our cordial gratitude to European Commission for supporting the project. We are also grateful to all those who have put their valuable contributions in making the model successful specially the Comprehensive Disaster Management Program (CDMP) and Disaster Management Bureau (DMC) of Ministry of Food and Disaster Management (MoFDM). If this guideline could bring any positive change in the life of the vulnerable people of the country then all the efforts would be successful.

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Acronyms

ADPC	Asian Disaster Preparedness Center
CBDRR	Community based Disaster Risk Reduction
CBO	Community based Organization
CCDMC	City Corporation Disaster Management Committee
CDMP	Comprehensive Disaster Management Program
CRA	Community Risk Assessment
DDMC	District Disaster Management Committee
DIPECHO	European Commission Humanitarian Aid department's Disaster Preparedness Program
DMB	Disaster Management Bureau
DRR	Disaster Risk Reduction
IRW	Islamic Relief Worldwide
IMDMCC	Inter-Ministerial Disaster Management Coordination Committee
MoFDM	Ministry of Food and Disaster Management
NDMAC	National Disaster Management Advisory Committee
NDMC	National Disaster Management Committee
NGO	Non-governmental Organization
PDMC	Pouroshava Disaster Management Committee
PRA	Participatory Rural Appraisal
UDMC	Union Disaster Management Committee
UZDMC	Upzila Disaster Management Committee

Introduction to the Facilitator's Guide

Disaster risk is intimately connected to the processes of human development. Disasters put development gains at risk. The destruction of infrastructure, a decrease in standard of living, damage to the integrity of ecosystems and architectural heritage, injury, illness and death toll are direct outcomes of disasters. A health center or school that collapsed in an earthquake, every road or bridge or housing resettlement that is washed away in a flood, probably came from development activities. The vulnerability is increased generally in congested urban centers thus exposed to multiple and higher hazards. **Preparedness measures** have demonstrated their usefulness to create safer communities and reduce vulnerability.








The European Commission Humanitarian Aid department's Disaster Preparedness Program (DIPECHO) targets vulnerable people living in the main disaster prone regions of the world. The activities of the European Commission Humanitarian Aid department (DG ECHO) in the field of Disaster Preparedness are "to ensure preparedness for risks of natural disasters or comparable circumstances and use a suitable rapid early warning and intervention system. The DIPECHO programme was set up in this context by DG ECHO to improve the capacities of communities at risk to better prepare and protect themselves against natural hazards. On 5 December 2008, the European Commission adopted the Humanitarian Aid Decision ECHO/DIP/BUD/2009/02000 "Fifth DIPECHO Action Plan for South Asia". The overriding objective of this DIPECHO's Fifth Action Plan is "to reduce the vulnerability of South Asian populations living in areas most affected by natural disasters"- increasing the awareness and the response capacities of local communities to potential and frequent natural disasters and to reduce the effects of these disasters on the most vulnerable.

The purpose of the foundation training is to provide comprehensive understanding on disaster risk reduction and practices to the DRR practitioners. The training will also assist the project staffs to develop their knowledge base and enhance skills to undertake multi-hazard approach at the same time would develop the understanding and abilities of the staff members in light of the planned activities, implementation process and monitoring methodology.

Intended Audience: Project staffs, field facilitators and community volunteers

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

Guidance on terms used in this guide

Keyword	Symbol	Description
Discussion		Discussion refers to a session, or part of a session, where the facilitator encourages the participants to share and listen to each other's Views and reflections on good practice.
Method of Presentation		Presentation refers to a session, or part of a session, where the facilitator (with the aid of visual aids or other media) provides information to the participants. Presentation also refers to the presenting of information or conclusions from group activities by participants to the rest of the participants.
Group Work		When activity, workshop or exercise is preceded by the word Group it indicates an interactive session, or part of a session, where the Participants work in their pre-arranged groups.
Note!		When this is used in the Facilitator's Guide it is to direct the facilitator to useful information to Consider when conducting that part of the course.
Suggestion for facilitator		When this is used in the guidebook it is directed to the facilitator to conduct the suggestion
Summarization of the session		When this is used in the guidebook it is directed to facilitator to summarize the whole session
Further Reading		When this is used in the guidebook it is directed to facilitator and participants

Guidance on the roles and requirements for facilitators

Training on Community based disaster risk reduction (CBDRR) requires facilitator to have a deeper understanding of community. The person who will facilitate should have adequate knowledge and experience at the community level. Facilitators needs to distilled many experiences, information and knowledge to the level of participants who have little exposure on CBDRR. As the training has been designed based on the interactive sessions to avoid presentation and lecture only. Facilitators should try to '**Ask Questions and Ask Right Question**'- this is the mantra of the training to encourage participants to ask questions.

Facilitators also should give practical examples suiting to the local context, hazard and disaster. Participants may have their own interpretation and understanding about managing the disaster, in this case facilitator needs to link those within CBDRR framework. It also has been observed that, games, role play, hands on exercises, audio-visual presentation are more effective than power point presentation with only texts. Facilitator should avoid making long presentation and lecture. Facilitator may find two kinds of participants based on their participation; active and passive. Effective facilitator for this course should possess the following competencies and Characteristics:

A. Competencies	B. Characteristics
<ul style="list-style-type: none"> • Able to distinguish process from content • Manages the participant’s relationship with each other and with the facilitators • Prepares lessons thoroughly • Uses time and space intentionally • Skilled in evoking participation and creativity • Practiced in honouring the group and affirming its wisdom • Capable of maintaining objectivity • Skilled in reading the underlying dynamics of the group • Releases blocks to the process • Adapt to the changing situation • Shares responsibility with the course participants • Demonstrate professionalism, self-confidence and authenticity • Maintains personal integrity • Time management • Positive attitude 	<ul style="list-style-type: none"> • Asking rather than telling • Paying personal compliments • Willing to spend time in building relationships rather than always being task oriented • Initiating conversation rather than waiting for someone else to • Asking for other’s opinions rather than always having to offer their own • Negotiating rather than dictating decision-making • Listening without interrupting • Emoting but able to be restrained when the situation requires it • Have sufficient self-confidence that they can look someone in the eye when talking to them • More persuasive than sequential • More enthusiastic than systematic • More outgoing than serious • More like a coach than a scientist • Can keep the big picture in mind while working on the nitty-gritty

Pre-Training Activity

Inspection of Logistic and administrative arrangements

1. Facilitator should visit the training venue prior to the day of the scheduled training to inspect the necessary logistics and administrative arrangements
2. Facilitator should also check the multi-media arrangement and suggest locate it at the suitable place. If possible there should be electricity back-up as well to avoid any hindrance in the training. Facilitator should also check up the window operating system and its connection with Multi-media to ensure that installed computer for the power point presentation support the multi-media. Following are the checklist for the stationary which is required for the training and need to ensure that these are available before the training:
 - a. LCD projector
 - b. Flip chart- 5 set
 - c. White board marker- several colors
 - d. Permanent marker- several colors
 - e. Scotch Tapes
 - f. Flip chart stand
 - g. Note pads and pens for all the participants
 - h. Meta Card/VVIP card- several colors
 - i. Scissors
3. Facilitator should also check the space of the training venue as well. Many of the times it is the training venue which sets the better environment. Training venue should be spacious (not necessary air conditioning) and ventilating so that the in-house environment suits participants. During the training there will be several games and role play and these require space to conduct effectively.
4. Name card for the participants should be displayed for everyone. Participants would like to know the name of each participant during the first day of the training. Podium for resource persons and guest speaker should be arranged in advance.

Opening Ceremony-25 mins

1. It should start with the welcome speech by the organizer and followed by speech by guest speaker.
2. In the opening ceremony participants should introduced themselves

Group Formation-25 mins

1. Once the opening ceremony is finished, organizer should request the leading resource person to take up the platform to start training activities.

2. Group formation should be done at this stage. Facilitator may have different option to form group. The only important thing facilitator should remember that, there should not be a group belongs to the same area (if different regional offices are going to be trained).
3. There should be gender balance in the group.
4. If possible each group may have its own name.
5. Facilitator should encourage the groups for better performance to make the training a successful one.

Expectation Review-30 mins

1. Facilitator should present the course overview. Arrange 4 flip chart stands in each corner of the room. Each flip chart stand will consist one question which are as follows:
 - a. What do you expect to learn from this course?
 - b. What factors can facilitate your learning?
 - c. What could hinder your learning?
 - d. What can you contribute in making this course successful?
2. Explain to the participants that this session will be conducted through an activity known as the “Bus Stop” methodology.
3. Ask the groups to go to one flipchart each and spend 5-10 minutes writing their responses.
4. Once the time is over the groups should move to the next flip chart and repeat the process.
5. Repeat until each group has written on each flipchart.
6. Summarise the points raised by the participants.
7. Review the expectations and also discuss with participants about the content which will cover their expectation. If additional issues can be added then it should be done at this time only.

Course overview

1. Distribute the handout featuring the course schedule to each participant.
2. Referring to the handout, guide the participants through how the course will proceed.

Further Information!

- *Module 1 is named as CBDRR: A Framework for Reducing Risk which will include introduction to DRR, importance and process of CBDRR*
- *Module 2 will be named as Community Risk Assessment Model and this will include introduction to CRA model and stakeholder analysis*
- *Module 3 will be participatory CBDRR planning, stakeholder and resource analysis and it will include identification of hazard, vulnerable sectors, elements and location, participatory community resource analysis, risk analysis and evaluation, specific risk reduction options and action planning.*
- *Module 4 will be on Advocacy for Sustaining CBDRR where topics like disaster management institutions in Bangladesh, CRA-CDMP model, regional experiences of ADPC on CBDRR, public awareness and advocacy for CBDRR and presentation from Handicap International will also be made.*



Working Module1



Module 1: CBDRR: A Framework for reducing risk

Facilitator should clearly spell out the objective of each session. There will be two sessions under this module. Session one will be focused on introducing the basic concepts of Disaster Risk Reduction whereas session two will be focused on defining the importance and process of community based disaster risk reduction.

Session 1: Introduction to DRR

Objective: to introduce the basic concepts of DRR and develop understanding about the paradigm shift approach in Disaster Management

Method of Presentation: this presentation will be interactive and it will engage participants to define the terminologies as per their understanding first. Power point presentation will be done while narrating each of the disaster management terminologies referring to one or the other impacts of hazard at the local level. Facilitator will show the narrative of each terminology separately and ask the group to answer.



Materials to be used: LCD projector, flip charts, permanent and white board marker.

Time allocated for this session: 90 minutes

Session Plan

Activity	Time Allocation
Key concept	10 minutes
Group Work	30 minutes
Defining term	30 minutes
Facilitating question discussion	10 minutes
Pictorial Presentation	10 minutes

Key Concept:

1. Disaster occurs when a hazard impacts on a vulnerable community and causes damage, casualties and disruption.
2. Vulnerability is a set of prevailing or consequential conditions, which adversely affect the community's ability to prevent, mitigate, prepare for and respond to hazardous events.
3. Capacities are resources, means and strengths which exist in households and in the community and which enable them to cope with, withstand, prepared for, prevent, mitigate or quickly recover from a disaster.

4. Disaster Risk = Hazard x Vulnerability

Capacity

5. Disaster risk reduction includes all measures, which reduce disaster-related losses of life, property or assets by either reducing the hazard or vulnerability of the elements at risk.

(30 minutes): Facilitator should divide participants in group of four. All the definitions on terms and terminologies can be printed out in four sets to distribute among participants. These definitions will be without their respective terminologies and participants have to read the definition very carefully and match them accordingly. At the end of group work, facilitator may require to check the definitions group wise.



Facilitator’s note: facilitator requires clarify all the doubts regarding the terms and terminologies to the participants. This is very important from participants’ point of view to understand the terms and terminologies which will clear the basics of disaster risk reduction.



1. Disaster	9. Rehabilitation
2. Hazard	10. Reconstruction
3. Risk	11. Development
4. Vulnerability	12. Mitigation
5. Capacity	13. Preparedness
6. Response	14. Prevention
7. Relief	15. Disaster Management
8. Recovery	Risk

These are fifteen definitions that will be talked in this session and group work will be based on these too.

Define the terms:

1. A natural disaster has occurred, which has affected the community by killing 35 people, losses of normal functions, loss of agriculture, more than 150 houses are partially or completely damaged, people are badly helpless, local resources are running short to cope the situation. Government is likely to mobilize resources from other unaffected areas. Please define what this situation is.....
2. *“The community is living in slum near the unstable slope of hill. There has been report of 15 landslides in past 50 years affecting the community. More than 35 people has been died and damaged more than 145 houses in past. There is a expansion in slum shanties”*. Please define the term “.....” which is Phenomenon or situation, has the potential to cause disruption or damage to people, their properties, their services and their environment.
3. A community is living in the low lying areas, regularly affected by floods during Monsoon. This has resulted negatively to their health livelihood, loss of properties, housing etc. “.....” is a is a condition or sets of conditions that reduces people’s ability to prepare for, withstand or respond to a hazard
4. A community is living in the low lying areas, regularly affected by floods during Monsoon. In due course, community has learnt to prepare themselves to fight with flood situation by creating awareness, making disaster response team etc. What are those positive condition or abilities which increase a community’s ability to deal with hazards. Define the Term “.....”
5. The probability that a community’s structure or geographic area is to be damaged or disrupted by the impact of a particular hazard, on account of their nature, construction, and proximity to a hazardous area. Define the term “.....”
6. Sylhet is prone to moderate level of earthquake risk. In view of the impending disaster, your organization has planned to take some initiatives, which will be taken in advance prior to earthquake event, which will reduce the negative impacts. This will include structural and non-structural measures. Please define the terminology “.....”
7. In view of floods in your work area, you are planning to take suitable measures in anticipation of a disaster to ensure that appropriate and effective actions are taken in the aftermath. Please define the term “.....”
8. You are working for slums which have been gutted by fire three times in last 10 years, The Mayor is requesting to take necessary steps for to avert a fire incident from occurring. The process is called “.....”

9. The earthquake event has taken place, which has affected more than 30000 families. You are planning for take immediate actions following the impact of a disaster when exceptional measures are required to meet the basic needs of the survivors. The term is defined as “.....”
10. After earthquake, measures are taken which are required in search and rescue of survivors, as well to meet the basic needs for shelter, water, food and health care. Define the term “.....”
11. Define term “.....” which lists actions taken in the aftermath of a disaster to: assist victims to repair their dwellings; re-establish essential services; revive key economic and social activities
12. “.....” are Permanent measures to repair or replace damaged dwellings and infrastructure and to set the economy back on course.
13. Sustained efforts intended to improve or maintain the social and economic well-being of a community. Define the term.....
14. A broad range of activities designed to: Prevent the loss of lives, Minimize human suffering, Inform the public and authorities of risk, Minimize property damage and economic loss, Speed up the recovery process

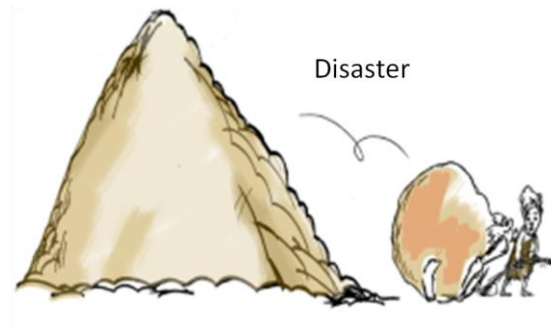
Facilitating Questions

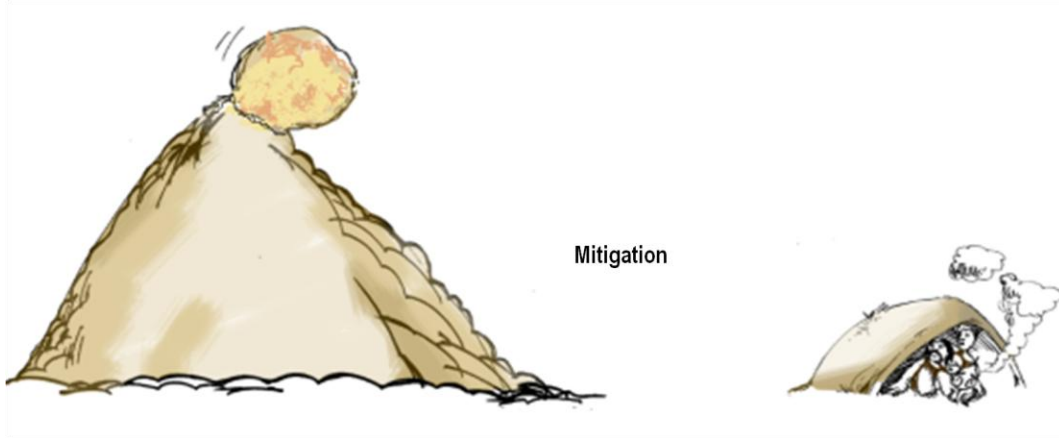
1. What is the difference between 3 R (Response, Recovery and Rehabilitation)?
2. Based on the definition draw a Disaster Risk Reduction Cycle assuming that a disaster in your area has struck?
3. Facilitators may ask the participants that, if the disaster management terminologies have to be defined to children of 5 years old then what should be the methodology. (Please see below the cartoons which can be used by facilitators.



: Introducing the terminologies sometimes create confusion among participants specially defining Response, Recovery and Rehabilitation. It is advisable that facilitators should explain these terminologies through examples

Pictorial explanation of the DRR terminologies







Sources

- Anderson, M. and P. Woodrow. 1989. Rising from the Ashes: Development Strategies in Times of Disaster. UNESCO and Westview Press, Inc., Colorado.
- Anderson, M. Vulnerability to Disaster and Sustainable Development: A General Framework for Assessing Vulnerability
- Kotze, A. von and A. Holloway. 1996. Reducing Risk: Participatory Learning Activities for Disaster Mitigation in Southern Africa, IFRCRCS & Department of Adult & Community Education, University of Natal.
- Maskrey, A. 1998. Module on Community Based Disaster Risk Management, CBDM-2 Hand-out, Asian Disaster Preparedness Center, Bangkok.
- UNDP Disaster Management Training Programme. 1992. An Overview of Disaster Management.
- UNDP Disaster Management Training Programme. 1992. Vulnerability and Risk Assessment Trainer's Guide.
- Ward, B. Disaster Risk Assessment. DMC-25 Hand-out, ADPC

For Further Reading:

- "Vulnerability Analysis and the Explanation of 'Natural' Disasters" by Terry Cannon, 1994 from Disaster, Development and Environment, 1994.
- "Community Involvement: the Basis for Future Disaster Reduction" pages 1 - 4 by Zenaida Delica, 1999.
- "Defeating Disasters: Ideas for Action by Madhavi Malalgoda Ariyabandu



The foundation of community based disaster management is disaster risk management. The challenge and the task at hand are to advocate for implementation of CBDM and document lessons learned in its applications.

Session 2: Importance and Process of CBDRR

Objective: the objectives of this session are to define the perception about community and why community based disaster risk reduction is important. This session also focuses on to understand the characteristics, process and ethics of community based disaster risk reduction and at the same time relate the CBDRR characteristics and processes to expected outcomes and indicators of disaster resilient communities.



Method of Presentation: This presentation will be interactive and it will engage participants to define the community as per their roles and responsibilities they perform in their routine life. Group work and role play will be conducted to facilitate this session.

Materials to be used: LCD projector, flip charts, permanent and white board marker and meta card

Time allocated for this session: 3 hours.

This session will split in to two; first part will define what community is and why community based disaster risk reduction necessary. After developing the understanding about the basic concepts of community and CBDRR, the second session would be focused on process of CBDRR.

Part One: Importance of Community and CBDRR

Scope of this session:

- Defining community

Time allotted: 1 hr 30

Session Plan

Part 1		Part 2	
Activity	Time Allocated	Activity	Time Allocated
How to define community?	15 minutes	Why CBDRR?	25 minutes
Group Work	55 minutes	What is CBDRR?	55 minutes
		Summarization	10 minutes

Key concept:

1. Although the community is not a homogenous unit, they share some commonalities, which are the basis for their involvement in CBDRR. These may include any one or some of the following: living in the same environment or geographical location, exposure to hazards or disaster risk, having been affected by a disaster. Commonalities give rise to a sense of belonging.
2. The aim of CBDRR is to reduce vulnerabilities and increase capacities of households and communities to withstand damaging effects of disasters. CBDM contributes to people's participation and empowerment in achieving sustainable development and sharing in its benefits.
3. In CBDRR, the community and its most vulnerable groups are the primary actors while outsiders have supportive and facilitative roles from situational analysis to the planning and implementation of risk reduction and disaster preparedness measures.

How to define Community?

There are different ways to define community such as following:

1. A group that may share one or more things in common such as living in the same environment, or place of residence, disaster risk exposure, having been affected by a disaster.
2. Common problems concerns, hopes and ways of behavior may also be shared.
3. The community is not a homogeneous unit but a dynamic mix of different groups, interests and attitudes.
4. The sharing of common place and issues and problems gives a certain sense of belonging to each other.



Suggestion's for facilitator: Facilitator should explain the purpose to define community. In the context of disaster everyone gets affected direct irrespective of their religion, occupation, settlement, culture and area.

Group Work-75 minutes

To understand to define the community, facilitator needs to organize group work. In this group work facilitator can divide the participants in to four groups. Suppose there is flood in the particular area and now all the groups will take up one sector to work on to define community.



Task

- Make four groups
- Sectors to work on- health, education, agriculture and fisheries
- Things to do;
 - Identify community involved in each sector
 - What is their roles
 - Rank them in terms of their contribution (1,2,3 or 4(1 highest and 4 the lowest)
 - What type of effect due to floods to that community

- Time Limits
 - Briefing on scenario-5 Mins
 - Group Exercise-30 Mins
 - Presentation - 20 Mins(4 * 5 Min)
 - Facilitation on group Presentation-10 Mins
 - Summary by facilitator- 10 Mins

- Suggested Materials:- Flip charts and markers

After the presentation facilitator will continue the session on Importance of community and DRR.

Part two: Process of CBDRR

Scope of this session

- Why Community based disaster risk reduction is required and Process of CBDRR

Time allocated: 1 hrs 30 minutes

Ask Participants- Distribute a Meta card to the individual participants and ask “**Why Community based DRR**”



Suggestions for Facilitator: Place the entire Meta card on board and summarize it. After this facilitator can start the LCD presentation.

“Why Community based DRR”

- People in the community suffer most the disaster damages. In reality, they are first front line responders.
- They undertake some precautionary measures and respond to the disaster even before outside help comes.

**Community is frontier of Any
Disaster**

Facilitator can discuss with the participants about “Community is frontier of Any Disaster” and ask participants their opinion about it. Facilitator can also summarize that in any disaster it is community who mobilizes themselves and rescue as well during the immediate hour of disaster. Facilitator can also allow participants to narrate the story if they have any experience regarding community response. This will orient other participants that community is resilient and not recipient only.

What is CBDRR approach?

Suggestions for Facilitator: Once participants understood about the community and need for CBDRR, the next topic to discussion is, what CBDRR approach is. Facilitator can explain as shown in the picture below:



CBDRR approach is:

- Participatory where community is the core of the participation
- CBDRR approach derives community to understand the local problems, local resources and local solution while addressing the local risk reduction issues.
- CBDRR corrects the defects of the top-down approach
- CBDRR creates a meeting of the bottom-up (community and local level) and the top-down (national and higher level) approaches for an integrated and responsive disaster management system.
- CBDRR approach strengthen the community based organizations to advocate for themselves to the authorities/government
- CBDRR approach bridge the gap between community and local government
- CBDRR approach not only incorporates the DRR issues but at the same time provide equal opportunity to negotiate with development issues as well

Facilitator can discuss CBDRR approach with participants in detail. He/she can also explain the differences between CBDRR approach and traditional approach to manage the disasters to give participants clear cut understanding.



Traditional Approach:

People affected by disasters are helpless victims



CBDRR Approach:

People affected by disasters are active actors in rebuilding their lives and livelihood.



Traditional Approach:

Victims are passive recipients of external aid.



CBDRR Approach:

People capacities are used and built on through their



Traditional Approach:

Damage and needs assessment are rapidly done by external experts.



CBDRR Approach:

Damage, needs and capacity assessment are done with people's participation considering gender, culture, children and age.



Traditional Approach:

Focus on physical and material aid and technical solutions.



CBDRR Approach:

Assistance includes material aid, and organizational / motivational aspects to address root causes of vulnerabilities.



Traditional Approach:

Focus on individual households



CBDRR Approach:

Focus on individual, family, community preparedness and strengthening its organization.



Traditional Approach:

Donors (outsiders) decide on what the affected families and community needs.



CBDRR Approach:

Community members participate in decision - making to prioritize needs and risk reduction measures.



Traditional Approach:

Providing aid is the responsibility of the disaster management institution.



CBDRR Approach:

Disaster risk management is everybody's responsibility. Disaster agencies have supportive role.



Traditional Approach:

The aim of disaster management is to reduce the immediate suffering and meet emergency needs, and to bring things back to normal.



CBDRR Approach:

The aim is to reduce long – term vulnerabilities and to increase people’s capacities to better cope with disasters. Building a safe, disaster resilient and developed community

Summarization: 10 Minutes



Facilitator should summarize this session and allow participants to ask question if they have any. At the same time, facilitator should also display the objective of this session to verify whether this session achieved its objective or not

Session 3: Community-Based Disaster Risk Reduction: Characteristics, Process & Outcome

Learning Objectives:

At the end of the session, you should be able to:

- ▶ Understand the characteristics, process and ethics of community-based disaster management;
- ▶ Relate the CBDRR characteristics and processes to expected outcomes and indicators of disaster resilient communities



Method of Presentation: This presentation will be interactive and it will engage participants to explain the characteristics, process and outcomes of CBDRR. Role play will be conducted to facilitate this session.

Materials to be used: LCD projector, flip charts, permanent and white board marker and Meta card

Time Allocated: 1:30 hrs

Session Plan

Activity	Time Allocated
Key concept of CBDRR	10 minutes
Characteristics of CBDRR	10 minutes
Group Work	40 minutes
Value, ethics, commitment and accountability of CBDRR	10 minutes
Code of Conduct	10 minutes
Outcomes of CBDRR	10 minutes

Suggestion for facilitator: As the previous session was based on defining community and develop understanding about CBDRR approach. This session will focus on emphasizing the characteristics, process and outcomes of CBDRR. Facilitator should explain to participants that this session will provide participants an idea to work with community on CBDRR.



Key Concepts of CBDRR:

- ▶ Reduce vulnerabilities & increase capacities of households and communities to prevent and withstand damaging effects of hazards.
- ▶ CBDRR contributes to progressive realization of safety, disaster resilience and development for all
- ▶ The aim of CBDRR is creating resilient people living in resilient environments within resilient countries
- ▶ Community cannot be resilient alone - the support of local as well as national stakeholders is important

Characteristics of CBDRR

- | | |
|---|--|
| <ul style="list-style-type: none"> ▶ Participatory process <ul style="list-style-type: none"> ✓ Community is the key actor and primary beneficiary ✓ Involves all the vulnerable groups ▶ Responsive <ul style="list-style-type: none"> ✓ Considers the community's perception & prioritization of DRR ✓ Community empowerment through ownership creation | <ul style="list-style-type: none"> ▶ Proactive: <ul style="list-style-type: none"> ✓ Prepares the communities to face disasters beforehand ▶ Comprehensive: <ul style="list-style-type: none"> ✓ Structural mitigation (dam construction, early warning centers) ✓ Non-structural mitigation (education & training, public awareness) ▶ Integrated <ul style="list-style-type: none"> ✓ Involves all the stakeholders in DRR |
|---|--|

Characteristics of CBDRR...continued

- ▶ **Integrated**
 - ✓ Involves all the stakeholders in DRR
 - ✓ Pre-, during & post-disaster measures are planned and implemented as necessary by the community
- ▶ **Multi-sectoral & Multi-disciplinary**
 - ✓ Combines **indigenous/local knowledge** with sciences and new technologies
 - ✓ Builds capacity within while bringing resources externally
- ▶ **Empowering**
 - ✓ People's options and capacities increased
 - ✓ More access to and control of resources & basic services
 - ✓ Meaningful participation in decision-making
- ▶ **Developmental**
 - ✓ Contributes in poverty reduction
 - ✓ Correlated to developmental activities



Note: Facilitators should explain the participants about the key concept and characteristics of CBDRR clearly. Facilitator should also provide examples with each of the characteristics where CBDRR is involved.

Group Work: 40 Minutes

The community should be taken out of the classroom and advise them of their roles. They are supposed to strongly disagree with the NGO project objectives and idea. NGO is advised to try to convince the community to agree with their project idea/implementation others are advised to observe the behaviors of each group closely



Project idea

The NGO has recently got AID to implement a community-based Flood disaster risk management project. They have selected Sri Mangal to implement the project. Now they are going to get the consent from the community to participate in their project implementation.

The objective of this exercise:

To learn and understand the community dynamics, problems faced by the NGOs and how to approach the communities to gain their trust.

Community's questions to the NGO

Community leader – “Why did you come here? What do you want from us?”

Unemployed villager – “Will I get a job with you? How much money can I get?”

Imam – “before you, more than 20 NGOs came. We know that you have money and you want to do some discussions with us and then you'll go and do a nice report. What do we get? We don't get anything. We are still poor and we still face problems. You are wasting our time. The time we use to talk to you and do all these painting and playing with cards, we can use it productively to go do some work. So go away. We don't want to work with you.”

Farmer – “Sir we don't have a problem with the flood. The flood brings in many good things – the soil becomes good and very productive. So we need the flooding to do good farming. I say, we don't have any problem with the floods. But the problem is water logging. Before, when I was a teenage, once a year, the flood comes and within 5-7 days it goes. Thereafter we start harvesting in the fresh soil. We got good income. But now, after the flood, water logs and stays for more than a month to completely subside. We lose our crop and income. Our children are starving, they can't go to school. So sir, water logging is the main problem. Don't do anything to flood sir, but please sir, do something for water logging.”

Women – “We can't decide anything. You have to ask our husbands”; “Our main problem is sending our kids to school. We don't have money. We eat only once a day. My husband is unemployed. I have 5 children. I need money to feed my children and send them to school. Do you give money for us? We can do a small corporative and earn money. Sir sir give us 10000 taka and we'll be fine. Sir would you like to have some water?”

School teacher – “when it rains, the children stop coming to school. Even the school is flooded. So we have to close the school. And then after the flood subsided the roads are bad, or the kids have to work to earn money or help repair the houses. So for 4-5 months kids are not coming to school. We can't continue education like this. So I think, you first have to build the roads. Without good roads we can't do anything”.

How the NGO can answer these questions and make clear their objectives to the community?

What strategies they use to gain the trust of the community?

How do they mobilize the community?

How do they gather community to 1 place to discuss?

Values, Ethics, Commitment & Accountability of CBDRR Practitioners

Ethical Principles

Principle 1: Observe Basic Rights

Principle 2: Share Information concerning those-at-risk

Principle 3: Share Assessment Information

Principle 4: Collaborate rather than Compete

Code of Conduct

- ▶ Respect for community members
- ▶ Interest in what community members know, say, show and do
- ▶ Include EVERYBODY – seek out for least participating (women, children, elderly, persons with disability)
- ▶ Culturally sensitive
- ▶ Relaxed, open, friendly, compassionate, humility
- ▶ Learn from the community
- ▶ Careful not to raise too much expectations

Outcomes of CBDRR

- ▶ Progressive improvements in
 - Public safety
 - Community disaster resilience/resistance
 - Equitable and sustainable community development
- ▶ Community Empowerment
- ▶ Community based organizations
- ▶ Community Early Warning System
- ▶ Skilled manpower in the community (Trained)
- ▶ Community Disaster Management Action Plans and Maps

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Working Module 2



Module 2: Community Risk Assessment Model

This module discusses about the purpose, steps and outcomes of the Community Risk Assessment (CRA) where it explains about What is CRA, steps of CRA, when CRA is used, who is the guide for, and who are the participants of CRA, guideline structure and resource needed for CRA were discussed in detail. This module also focuses on understanding the need of the community risk assessment, learning participatory rural appraisal tools and its application and how to capture importance of hazard specific information.

Session 1: Introduction to Community Risk Assessment Module

Objective of this Session:

- To explain the participants, what is CRA?
- To discuss the major steps of CRA
- To discuss when CRA is Used
- To explain who is the guide for
- To explain who are the Participants of CRA
- Discuss Guidelines Structure of CRA



Method of Presentation: this presentation will be interactive through power point presentation.



Materials to be used: LCD projector flip chart stand, flip charts and white board marker.

Time Allocated: 60 minutes

Session Plan

Activity	Time Allocate
Major Steps of CRA	25 minutes
When CRA is used?	5 minutes
Who is the guide for?	5 minutes
Who are the participants?	10 minutes
What resources are needed?	10 minutes
Summary of the session	5 minutes

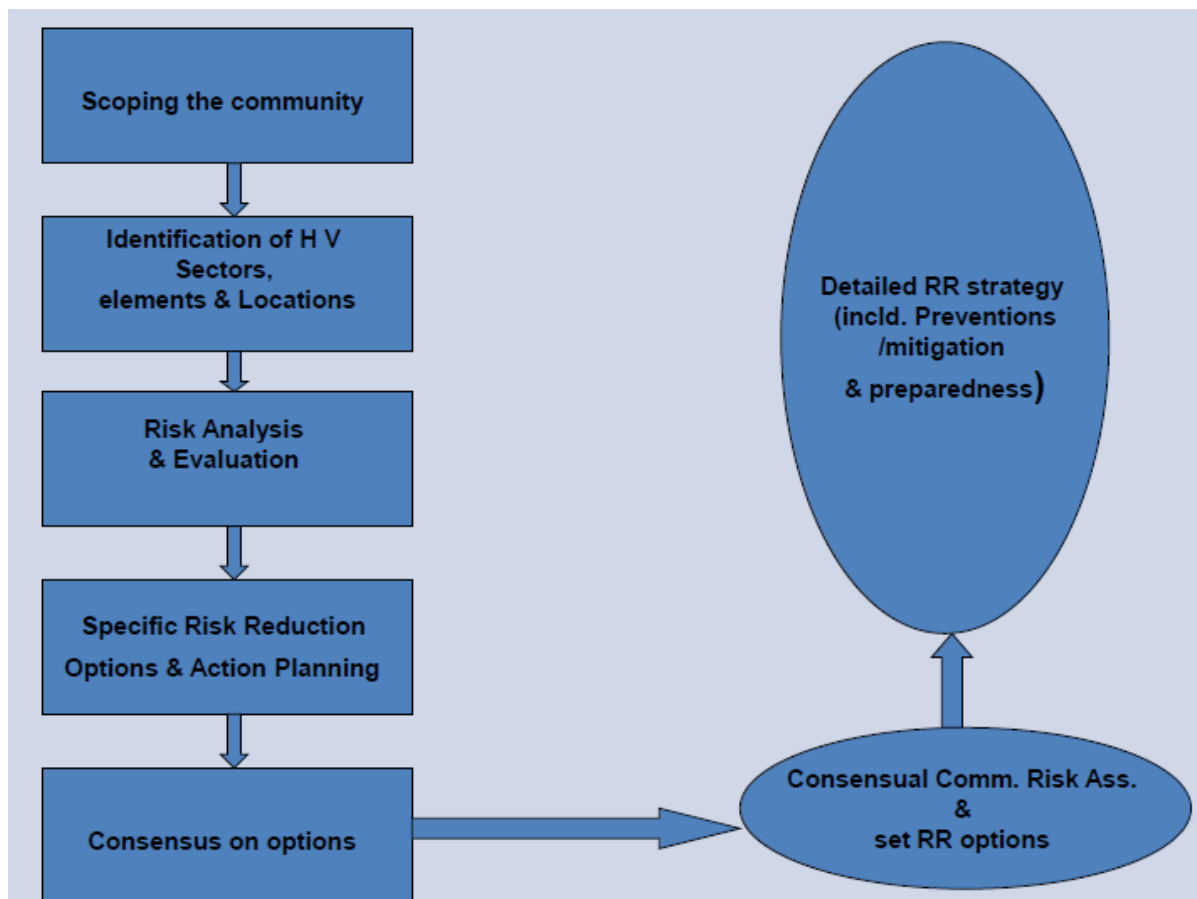
Suggestion for Facilitator: Facilitator can take the CRA document as a reference to explain WHAT IS CRA? Mentioned below reference has been taken from CRA document to explain participants.



- CRA participatory process for assessing hazards, vulnerabilities, risks, ability to cope, preparing coping strategies and finally preparing a risk reduction options implementation plan by the local community.

- CRA uses scientific information and predictions and participatory discourses to identify, analyze and evaluate risk environment of a particular community, reach consensus amongst the community
- The method recognizes that the vulnerability, loss, reduction or mitigation strategy and coping mechanism vary from community to community and group to group
- It ensures representation of professional, community and other groups and that CRA encourages community participants to respect others' concerns.

Major steps of CR A



Facilitator needs to explain each of the steps in detail to the participants. This will help participants develop the conceptual understanding of CRA.

- 1. Scoping the Community:** This is basically a step of knowing the community in-depth. Building the relationship with the community while interacting with them, having discussion on physical, geographical, socio-economic and cultural aspects of the community is the main objective of this step. This step involves some of the PRA tools i.e direct observation; transect walk, key informants interview and focus group

discussions. This helps collect primary level information as well as gives deeper understanding about the community.

2. **Identification of hazard, vulnerable sectors, elements and location:** After knowing the community, the next step is to identify hazards in and around the community lives. Hazard, we have already defined, what is hazard? Identifying vulnerable sectors and elements is the most important aspect of CRA. This will set foundation for further steps such as, who is vulnerable, what are the vulnerable sectors, and what are the elements that is vulnerable with regards to the existing hazards.
3. **Risk Analysis and Evaluation-** After identifying the vulnerable sectors, location and element, the risk statement will be developing for each of the hazard. Based on the risk statements, the risk analysis and evaluation will be done. In this step, priority about the hazard and its impact will be set. There can be several hazards existing in a particular location. This step will provide the severity and impact of hazard on the community and based on that, priority will be fixed.
4. **Specific risk reduction option-** effective risk reduction is about to identify the most suitable solution to manage risk or reduce the impact of the disaster. Meaning, there can be several options to reduce the risk but it depends on the resources, time and scale of the intervention.
5. **Consensus on Options-** facilitator should explain the participants that any option will viable if there is a consensus on it. Everyone should feel confident and agree with the identified option to manage risk or reduce the impact of the disasters. All primary stakeholders can sit together and discuss with the option identified and later on a joint discussion with the secondary stakeholders can be organized.
6. **Consensual Community Risk Assessment and set RR options:** This step is basically developing the disaster risk reduction plan
7. **Detailed RR strategy-** This step will follow the implementation of the developed Risk Reduction plan.

When CRA is Used

- CRA can ensure **effective participation** of vulnerable communities to achieve their risk reduction goals.
- CRA can be used at **all levels** to involve stakeholders from professional groups, agencies and departments and specialists from various disciplines, to prepare long term risk reduction actions. It is expected that organizations involved in similar types of activities will be benefited using CRA.

Who is the guide for?

- CRA is a comprehensive method to be used by organizations involved in hazard management and risk reduction activities particularly the CDMP and its partners where participation is a central consideration.

- It is also relevant to organizations involved in community based planning and management at local, regional or national levels.

Who are the Participants of CRA?

- Participation of both primary and secondary stakeholders of any locality is considered important and essential in CRA.
- Participation of secondary stakeholders in CRA is therefore very important. Types of participants might vary depending on the locality, occupational groups etc. and the objectives of conducting CRA.

What Resources are needed?

- Time and other resources required to conduct CRA are not fixed. These can vary considerably depending on the objectives; hence this guide does not prescribe a structured timetable and resources. Instead the guide provides scenarios based on the field experience of CNRS.
- The facilitators must have basic knowledge and some experience on PRA and have properly gone through this guide. Besides a clear idea of the locality, its livelihood options, local tone, conflicts, history of entitlement, physical situation of the resources, present hazard management initiatives, etc. will help the facilitators conduct a successful CRA.
- In Bangladesh the dry winter season is suitable for conducting CRA, though the schedule should be synchronized with the farming system and local practices. Rice planting and harvesting times should be avoided. In rural settings of Bangladesh, schools, NGO offices, and UP offices can be used as venues.

Summary of this session: Facilitator should ask at the end of the session about CRA that, what they understood from this session. This can be done by VVIP card. Each group will write their understanding about this session and make a brief 2 minutes presentation. After the group presentation then facilitator can summarize the session by highlighting following points:



1. The CRA guidebook unfolds the risk assessment process in to several participatory steps by involving the community, local authority, NGOs and CBOs at different levels.
2. It provides the specific steps from *identification of community* to *assessing the risk* and *finally developing risk reduction options*.
3. The Comprehensive Disaster Management Programme has taken initiatives to bring the scientific knowledge in assessing the Community Risk Assessment at different levels.
4. The CRA guidebook is primarily developed to assist the local community in addressing the local risk with the mobilization of local resources.

5. There are two kinds of beneficiary for this guidebook; one- community who are the frontier of disasters and its impact called as primary stakeholder of community risk assessment process and second-who take part in response/managing the disasters to assist the community are called as secondary stakeholder such as government agencies, non-government organizations and local government.

Session 2: Introduction to Participatory Rural Appraisal (PRA) Tools

Objective of this session: This session will be focused on describing the PRA tools and its application.



Methods of Presentation: Power point presentation

Materials to be used: flip chart, whiteboard marker and VVIP card



Time Allocated for this session-1:45 hrs

Session Plan

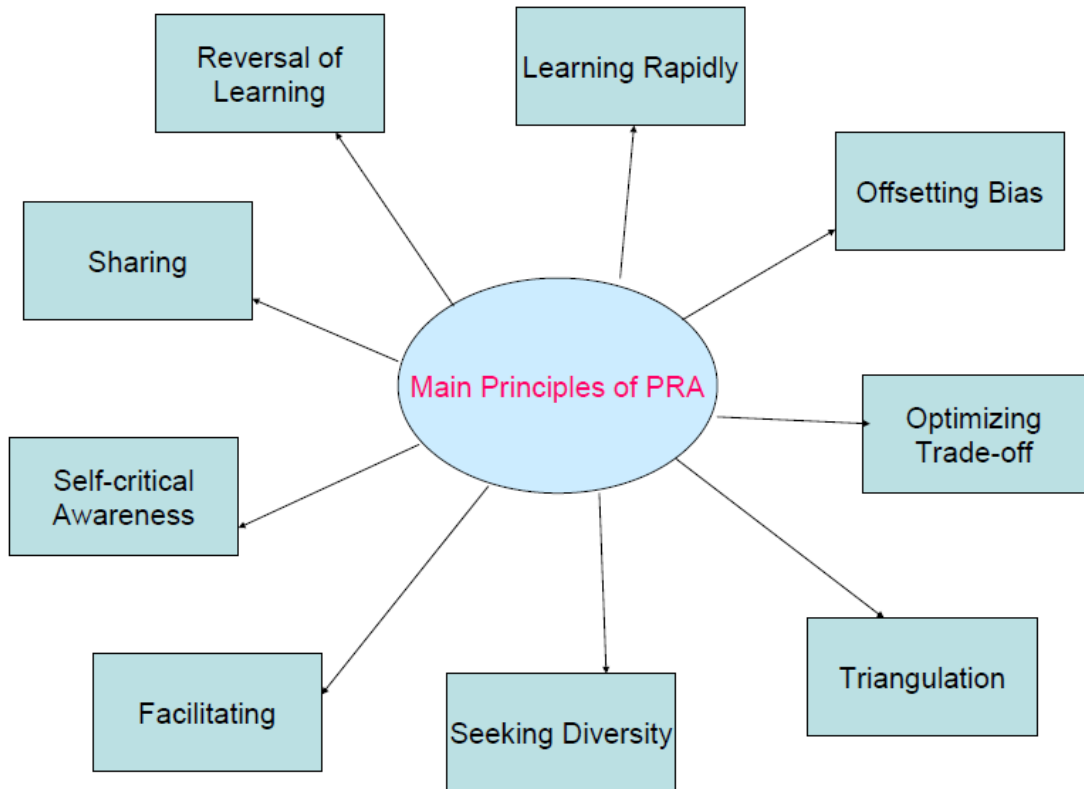
Activity	Time Allocation
Ask Participants	5 minutes
What is PRA?	5 minutes
Principles of PRA	15 minutes
Effective and ineffective PRA facilitator	15 minutes
PRA tools	60 minutes
Summary	5 minutes

Ask Participants: Facilitator can ask participants about their understanding on PRA tools in terms of their importance in facilitating the activities at the community level. Facilitator can distribute the VVIP cards to each of the group and ask them to write the IMPORTANCE of PRA TOOLS in facilitating the activities at the community level.

What is PRA?

PRA is a set of approaches used in promoting participation at local level in collecting and analyzing data and planning for development and other issues. It is a “shared learning process” for the communities and the outsiders i.e. facilitating organization, government. “The purpose of PRA is to enable development practitioners, government officials, and local people to work together to plan context appropriate programs. PRA techniques are equally applicable in urban settings and are not limited to assessment only. The same approach can be employed at every stage of the project cycle and in country economic and sector work”.

Principles of PRA



Reversal of Learning:	PRA is a two-way learning technique. Facilitator should not consider himself/herself as the “expert”. Facilitator should respect the local knowledge and expertise of the community and be open hearted to unlearn what he knows and learn what the community knows.
Learning Rapidly	The facilitator should be able to learn fast regarding the participant’s knowledge and level of understanding and adjust the method of conducting PRA accordingly.
Offsetting Bias	The facilitator team should not go into the community with the mind set that they are the experts. They should respect each and every member of the community and treat them equally without favoring one group over the other.
Optimizing Trade-offs	To efficiently use time and money the facilitator team needs to gather just enough information to make the necessary recommendations and decisions. The facilitator team should decide what information they want to gather from the community using PRA and what information they do not need for the present

	intervention purposes. Based on that the facilitators may need to trade-off information and opportunities for the most important information/opportunity.
Triangulation	PRA requires qualitative data. To ensure that information is valid and reliable, at least three sources must be consulted or techniques must be used to investigate the same topics. If there are no other sources of information available (e.g. Baseline maps for community level), available information are deemed true and reliable.
Seeking diversity	To ensure that all aspects with regards to CBDRM are captured a diversified group representing socioeconomic, cultural, gender, and generational perspectives should be present during PRA meetings.
Facilitating	In community, all other outsiders who willing to intervene, should be “facilitators” not “Lecturers or trainers”. The community should be guided through the process of CBDRM using PRA tools by the facilitators.
Self-critical awareness	Facilitators should be able to criticize themselves regarding their performance as well as be ready to any of the feedbacks given by the participants
Sharing	Whatever the information gathered during PRA is owned by the community. The facilitator team should take measures to share the information gathered from the community and whenever those information is used, get that community’s prior approval for their use.

Effective and Ineffective of a PRA Facilitator

Effective Facilitator	Ineffective Facilitator
✚ Listen to participants very attentively and say little.	✚ “I know all” thinking attitude
✚ Have good presentation skills	✚ Unnecessary interference
✚ Be clear about objectives, content and methods of the session	✚ Talking must
✚ Before discussion on the main topic rapport building with the participation is a must	✚ Being tense
✚ Before conducting a session better do a rehearsal	✚ Dominating discussion
✚ Maintain eye contact with all participants	✚ Be a participant in analysis
	✚ Emphasize individual rather than group
	✚ Imposing any ideas
	✚ Rough behavior

Effective Facilitator	Ineffective Facilitator
<ul style="list-style-type: none">+ Not to do any artificial behavior+ Cite life oriented example+ Create responsive environment+ in the session+ Ensure active participation of all+ Do not hurry+ Be relevant+ Follow main sequence and+ concentrate on one issue	

A Good PRA Facilitator

- Creates an atmosphere of friendliness and equality
- Stimulates community members to reflect on their problems and needs
- Give opportunities to all participants, encourages those who are not used to speak in group meetings.
- Listen, is patient and non-dominating
- Is modest
- Helps people to analyze their situation and to plan activities together
- Values participants opinions; does not criticize others
- Is not biased or judgmental
- Deepens the analysis by asking relevant questions facilitating decision-making by mediating between different interests groups.

Participatory Rural Appraisal Tools

- REVIEW OF SECONDARY DATA
- DIRECT OBSERVATION
- SEMI-STRUCTURED INTERVIEW
- HISTORICAL PROFILE
- MAPPING
- SEASONAL

- TRANSECT
- CALENDAR
- RESOURCE MAPPING
- PROBLEM TREE
- RANKING
- IDENTIFICATION OF EXTERNAL DYNAMICS

Secondary Data Review

WHAT	WHY	WHO	HOW
<ul style="list-style-type: none"> ✚ Concerns collection of existing data & information about: ✚ Relevant background info on community (census, research findings, reports etc.) ✚ Possible threats to the community ✚ Scientific info about hazards/threats 	<ul style="list-style-type: none"> ✚ Concerns collection of existing data & information about: ✚ Relevant background info on community (census, research findings, reports etc.) ✚ Possible threats to the community ✚ Scientific info about hazards/threats 	<ul style="list-style-type: none"> ✚ To get an overview of the situation and context; ✚ to save time; to learn from experiences elsewhere ✚ Team; community members can validate information 	<ul style="list-style-type: none"> ✚ Visit libraries, government offices, universities research centers, collect newspaper clipping, maps, etc.

Direct Observation

WHAT	WHY	WHO	HOW
<ul style="list-style-type: none"> Systematically observing objects, people, events, relationships, 	<ul style="list-style-type: none"> ✚ To get a better picture of the situation, especially of things that are difficult to verbalize ✚ To cross-check verbal 	<ul style="list-style-type: none"> ✚ Everybody 	<ul style="list-style-type: none"> Think about the purpose of why you are in the community, and identify indicators, which

WHAT	WHY	WHO	HOW
participation, and recording these observations.	information. Observations are analyzed afterwards, women participate in community meetings		you can assess through direct observation these will make up your checklist

Semi-structured Interviews (SSI)

WHAT	WHY	WHO	HOW
<p>SSI is discussions in an informal and conversational way. SSI does not use formal questionnaire but at the most a checklist of questions as a flexible guide. There is different type of SSI:</p> <ul style="list-style-type: none"> ✚ Group Interview ✚ Focus Group Discussion ✚ Individual Interview ✚ Key-Informant Interview 	<p>✚ To get info (general and specific), to analyze problems, vulnerabilities, capacities and perceptions, to discuss plans etc. each type of SSI has its specific purpose</p>	<p>Team of 2-4 people</p>	<ol style="list-style-type: none"> 1. Prepare key issues in advance 2. Select one person to lead the interview 3. Ask questions in an open-ended way (what, why, who, when, how, how do you mean, anything else?) 4. Ask for concrete information and examples 5. Try to involve different people (if present) 6. Pay attention to group dynamics 7. Ask new (lines) of questions, arising from answer given 8. Make notes in a discreet way

Historical Profile

WHAT	WHY	WHO	HOW
Gathering information about what happened in the past	<p>✚ To get insight in past hazards, changes in their nature, intensity and behavior;</p> <p>✚ Understand present situation in community (casual Link)</p>	<p>At initial Phase</p>	<p>✚ Plan a group discussion and ensure that key-informants (old people, leaders, and teachers) are present. Invite as much people as possible, especially the young ones, for them to hear the history of their community</p> <p>✚ Ask people if they can recall major events in the community, such as:</p>

WHAT	WHY	WHO	HOW
	<p>between hazards and vulnerabilities;</p> <ul style="list-style-type: none"> ✚ To make-people aware of changes ✚ To make the people understand about the disastrous effect of the hazards 		<ul style="list-style-type: none"> ▪ Major hazards and their effects ▪ Changes in land use (crops, forest cover, etc.) ▪ Changes in land tenure ▪ Changes in food security and nutrition ▪ Changes in administration and organization ▪ Major political events

Mapping

WHAT	WHY	WHO	HOW
Making a spatial overview of the area's main features	Maps facilitate communication and stimulate discussions on important issues in the community.	Community members	<ul style="list-style-type: none"> ✚ Decide what kind of map should be drawn ✚ 2. Find men and women who know the area and are willing to share their experiences ✚ 3. Choose a suitable place (ground, floor, paper) and medium (stick, stones, seeds, pencils, chalk) for the map ✚ 4. Help the people get started but let them draw the map by themselves

Transect Walk

WHAT	WHY	WHO	HOW
Systematic walk with key-informants through the community to explore spatial differences or land use zones by observing, asking, Listening & producing a transect diagram	<ul style="list-style-type: none"> ✚ Visualizes interactions between physical environment & human activities over space & time; ✚ Identifies danger zones, evacuation sites, local resources 	Team with six to ten community members representing the cross-section of the area	<ul style="list-style-type: none"> ✚ Based on map, select a transect line (can be more than one) ✚ Select a group of six to ten people who represent the cross-section, and explain purpose ✚ During walk, take time

WHAT	WHY	WHO	HOW
	used during emergency periods, land use zones, etc.; Seeks problems and opportunities		for brief and informal interviews at different places in the transect <ul style="list-style-type: none"> Focus on issues like land use, proneness to particular disasters, land tenure, and even changes in the environment to draw a historical transect

Seasonal Calendar

WHAT	WHY	WHO
Making a calendar showing different events, experiences, activities, conditions throughout the annual cycle	<ul style="list-style-type: none"> Identify periods of stress, hazards, diseases, hunger, dept, vulnerability, etc. Identify what people do in these periods, how they diversify sources of livelihood, when do they have savings, when do they have time for community activities, what are their coping strategies; Identify gender specific division of work, in times of disasters and in normal times 	Team and community members; have separate sessions for men and women

Ranking

WHAT	WHY	WHO	HOW
Tool to facilitate prioritizing issues & concerns	Problems, risks, solutions concerns might not be common for the entire community. Perceptions differ according to class, gender religion, ethnicity, etc.	Team facilitates community meeting (ranking can be done in sub-groups)	<ol style="list-style-type: none"> Set up a matrix listing issues along horizontal & vertical axis Give each topic a letter or symbol Ask groups to compare urgency of issue A on the horizontal axis with issues B, C, D, E, & F on the vertical Write in the box the symbol, which corresponds to the most

WHAT	WHY	WHO	HOW
			<p>important of two issues</p> <ol style="list-style-type: none"> 5. After completing all boxes count the times each letter appears in the matrix 6. The more times one letter appears, the higher its urgency 7. Ask for presentation 8. Discuss similarities & differences in priorities of various groups

Summary: Facilitator needs to summarize the PRA tools in following manners:

PRA is an on-going process. The analysis of problems and potentials is ongoing because the priorities and problems of a community change from one period to another. Community activities and programmers need to be adapted to changes that occur



Session 3: Stakeholder Analysis

Learning objectives:

- Analyze and make categorization of the stakeholders, identify nature and their roles and responsibilities
- Apply the methodology for conducting stakeholder analysis
- Identify who should conduct the stakeholder analysis and when is the most opportune time for that
- Understand how to carry out a similar analysis in their respective work place, community so on.



Method of Presentation: Power point presentation, Group work, flip charts and whiteboard marker



Time Allocated: 1:30 Hrs

Session Plan

Activity	Time Allocated
What is Stakeholder Analysis	10 minutes
Why use Stakeholder Analysis	5 minutes
Who are the stakeholders	5 minutes
How do we categorize stakeholders	5 minutes
How do we conduct stakeholder analysis	10 minutes
When to do stakeholder analysis	5 minutes
Group Work	50 minutes

What is Stakeholder Analysis?

An organized approach to understanding a system and assessing the impact of changes to that system, by means of identifying stakeholders and assessing their relationships and their respective interests in, or influence on, that system.

Why use Stakeholder Analysis?

- Map the network of actors and institutions involved in disaster risk reduction efforts
- Define their roles, interests, and capacity to participate
- Clarify key issues of partnership or conflict
- Assess appropriate type of participation of different actors in disaster management
- Formulate strategies to strengthen support or counter opposition
- Address distributional impact of projects and programs related to disaster risk reduction

Who are the Stakeholders?

Stakeholders include all actors and groups who affect and/or are affected by the policies, decisions, and actions of the system. They have rights or interests in the system.

How do we categorize the Stakeholders?

- Key stakeholder
- Primary and secondary
- Active and passive
- Internal, interface, and external
- Latent, expectant, and definitive

How do we conduct Stakeholder Analysis?

- Identify main purpose of analysis and develop an understanding of the system
- Identify stakeholders
- Investigate stakeholders' interests, characteristics, and circumstances
- Assess stakeholders' power, interest, or potential
- Define and assess options

When to do Stakeholder Analysis?

- Program formulation, monitoring, and review
- Should be an ongoing activity
- A “living document” that should be continuously updated, revised and used



Group work- 50 minutes

Questions

This is the story about the village having more than 3000 population. The village is susceptible to frequent floods, earthquake, landslides and epidemics. You are one of the communities in the village.

1. You are aware about the exiting hazards and impacts
2. You know how to receive the early warning during flood situation
3. Once water is rising, you know what to do for protect yourself

4. You could be able to help in search and rescue operation for floods
5. You know the government policies for flood risk reduction
6. You know the existing plan for flood risk management
7. While sleeping at night, there is an earthquake with strong motion, you know what you should do
8. you know what you should do to reduce the impact of earthquake risk
9. you are aware about how to make earthquake resistant construction and planning
10. You have discussed with your family about hazards and necessary mitigation strategy
11. Your kids know how to protect themselves from existing local hazards
12. you listen to radios for early warning for impending hazards
13. You have used insurance for hazard risk reduction
14. In case of road accidents, you know how to give first aid to the victims
15. IN case of heart attack, you know what is required to be done with the patient

Suggestions for Facilitator:

1. Space should be considered to organize this game.



Old person (65 year)	Rikshaw Driver	Postman
School Teacher	Student (VIII Class)	House Wife
Pregnant Women	Clerk	Administrative Office
Handicap	Child (5 years)	Taxi Driver
Illiterate Man	Farmer	Beggar
Tourist	Sick person suffering from TB	Imam
Pan shop owner	Vegetable seller	Business man
School teacher	Professor	Disaster management officer
Village leader	Washer man	Mechanic
Mason	Labour	Nurse

Session 4: Identification of Hazard, vulnerable sector, elements and locations

Learning objectives: At the end of this session participants will be able to understand following:

1. What are the hazards in the community?
2. How to locate origin of the hazard or source of hazard?
3. What are the vulnerable sectors with respect to hazard?
4. What are the elements at risk?



Method of Presentation: This session will be conducting by using PRA tool call MAPPING. Hands on exercise will be facilitated to conduct this session.



Time Allocated: 2:30 minutes

Session Plan

Activity	Time Allocated
Mapping: Empowering community	10 minutes
Ask Participants	5 minutes
How to develop risk and resource map at the community level	20 minutes
Mapping process	25 minutes
Group work	90 minutes

Suggestions for Facilitator: Before conducting this session, facilitator needs to ensure following things:

1. Training venue has enough space to organize mapping activity.
2. All participants can sit in circle to learn and participate in this process.
3. For mapping facilitator needs to identify the location and collect the necessary information such as; demographic, basic infrastructure facilities, socio economic information, community based organizations, ward/union boundary, hazards in the selected location, river, drainage, culture/religion/language/, previous intervention on DRR and development
4. The above information will help facilitator to develop a case study for that location
5. The case study will be used for in house mapping session



Mapping: Empowering Community

Mapping itself is not only about developing maps, it is one of the strongest assets that a community can have to make their voice heard. Map is the base of community level advocacy where identified risks and problems can be discussed Face to Face with the concerned local authorities and institutions responsible to assist in minimizing the disaster risks.

Ask Participants: Facilitator can provide VVIP cards to the participants and ask- WHY MAPPING is IMPORTANT? Participants will provide some idea about mapping and then facilitator can summarize the response of the participants.

How to develop Risk and Resource map at the community level?

Mapping can be termed differently in different organization. But facilitator needs to clarify participants that the objectives of mapping are as follows:

1. To indentify the available resources in the community and how it can be useful to deal with the disaster
2. To identify the location of hazards and its origin too
3. To indentify the vulnerability and capacity of the community with respect to hazards
4. To represent the above information over space
5. The ultimate objective of mapping to empower community and develop their ownership

The idea to provide guidelines for Risk and Resource mapping is to reach out at the community level so that community can do the assessment by themselves. The mapping provides the most simple and effective way of conducting risk assessment activities at the community level. In order to achieve the effectiveness and ensure the quality product of the risk assessment, this mapping process would capture two important elements; one- Risk and Resource mapping and second, analysis of map would provide the assessment.

Mapping Process

Stage 1: Pre-Mapping Stage

1. Community Visits to gather information on the community and to select the most appropriate community
2. Building rapport with the community

After selecting the community, the facilitator team should build good rapport with the community to gain their trust. Trust and friendship is the key to facilitate appropriate participation. This will also lead to greater understanding of the community by the facilitator team.

- The actions you can take to gain trust by the community:
- Living in the community
- Being transparent and open about your goals, who you are and what is being done
- Participating in daily life in the community, as well as community activities and cultural events
- Listening to local people about their life, issues and problems
- Learning new skills from local people
- Performing local tasks

3. Obtaining community consent and support
 - It is mandatory to explain to the community why you are proposing CBDRR in their community because having them involved from the inception increases their sense of ownership over the whole CBDRR process
 - Thereafter, inquire from the community whether they would like to draw a map of their community and explain the importance of having a map.
 - If the community agrees to do a mapping exercise and risk assessment, decide on a possible date, time and location to do the mapping exercise together with the community

Stage 2: Mapping Stage

Materials to be used

- Flip Charts (several bunch to be used in mapping)
- Permanent markers in several different colours
- Transparent polythene sheets (3m x 3m)
- 3 Acetone bottles OR nail polish remover bottles
- Packet of cotton balls
- Pair of Scissors
- Masking tape
- Transparent tape

How to facilitate mapping?

1. Making the map base

- Glue together 6 or more (depending on the size of the community) flip chart pages. The size of the base map must be enough to accommodate the number of participants who want to draw the map.
- Cover the pages with the transparent polythene sheets – laminate
- It is better to make this base on the previous day and bring it to the community on the day of mapping to save time.

2. Participant List

Send around a Participant Signature list to gather everyone's names who are participating in the mapping exercise. Including their names in the map increases their interest and sense of ownership over the map and the assessment.

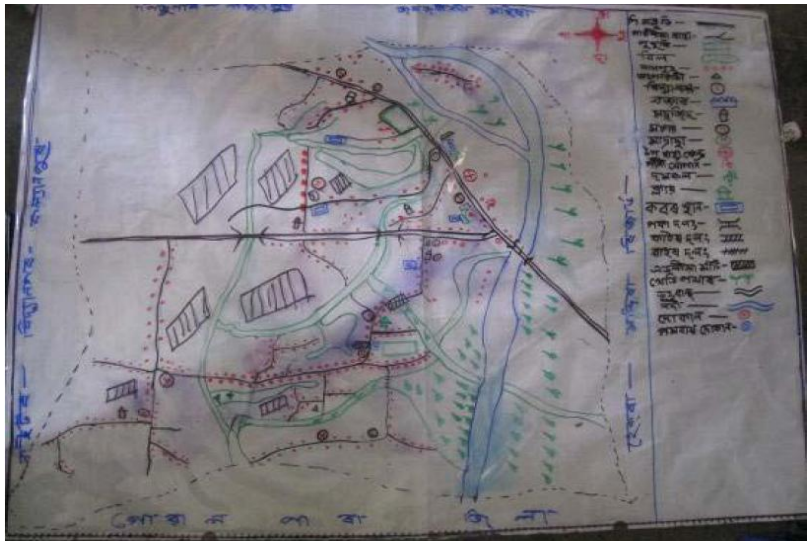
3. Legend identification

On a separate flip chart, identify the “Legend” icons with the community – which Icon they want to give for the specific resources in the village. The community should be left at liberty to decide how and what to draw for the icons.

4. North Arrow and Direction of the map Ask the community to identify which side of the paper should be north and mark it accordingly.

5. Boundaries and landmarks

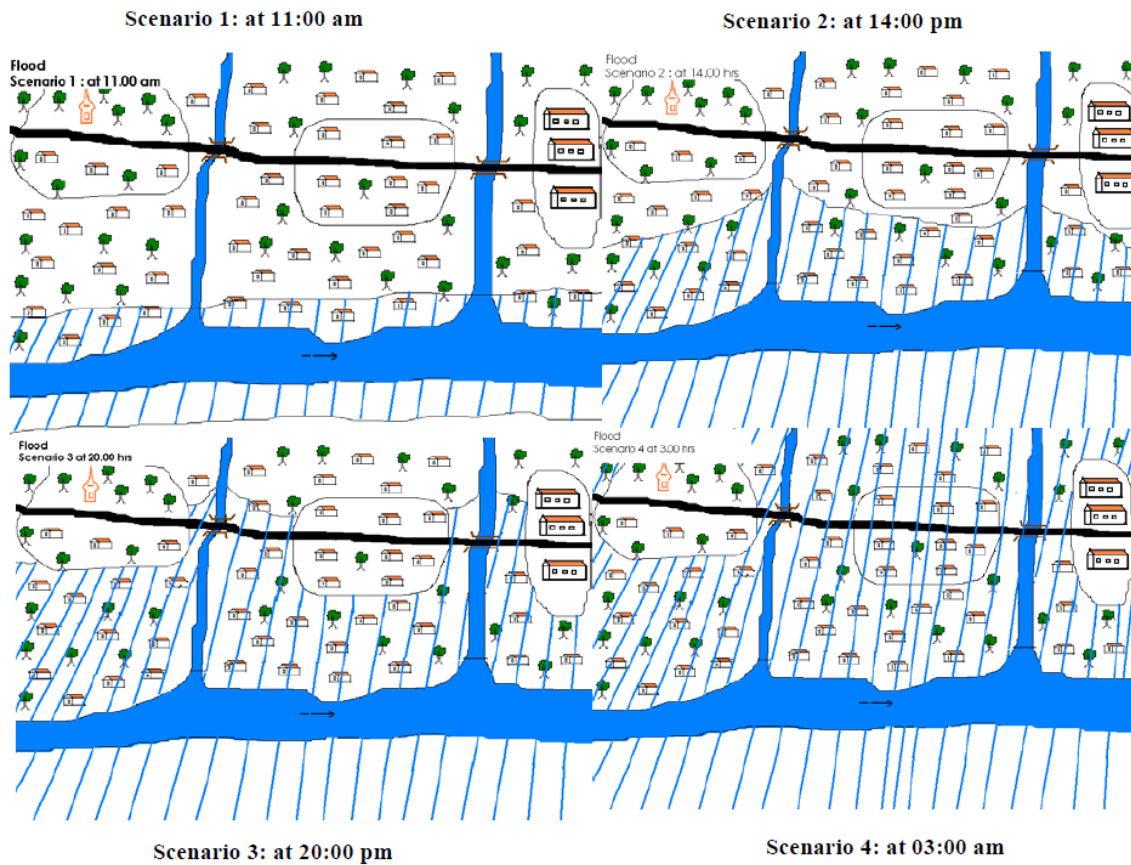
- Guide the community to identify the first major landmarks and boundaries of the community.
- Thereafter let the community to draw the resources found in their community on the map at their own liberty.
- Use the permanent markers to draw on the polythene sheet and if any mistake done, use the Acetone with a piece of cotton to erase and re-draw. This is useful because this allows children to draw their perception of the community and if the adults find it wrong, they can easily erase it and re-draw. In this manner, children are exposed to these kinds of participatory exercises as well as their sense of ownership is built from a very young age. This ensures the participation of every member in the community in this PRA activity.
- Once the community has completed drawing the map and they are satisfied, finalize the resource map: Ask questions if the community has not drawn the things which you have observed during transect walks and other information gathering exercises. Asking questions is the key to facilitate the mapping exercises. Therefore, prior knowledge on the community is important.



Flood Scenario at the community level

The completion of resource map gives the idea on existing and required resources at the community level. In the event of immediate disaster, external support from governments, donors, NGOs and others come with their own pace. Most important, the available resources are the only alternatives within the first three to five days of disaster to recover immediately. Resource mobilization also depends on the location and immediate need where people are at

high risk. To define high, medium and low risk, we need to have 'FLOOD RISK SCENARIO'. The vulnerability to FLOOD RISK will differ from one location/community/household to the others with varying time frame to respond. Below is the schematic diagram of the FLOOD SCENARIO in four different timings. This will help the practitioners to understand degree of vulnerability to FLOODS.

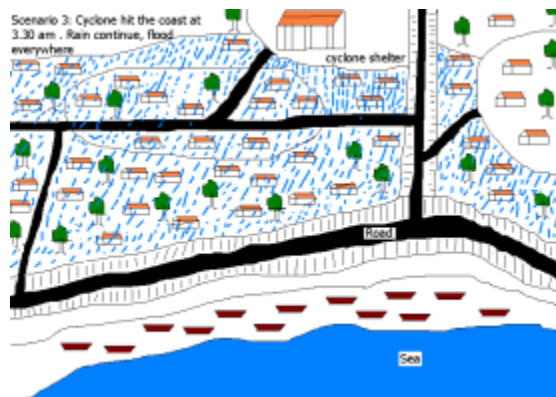
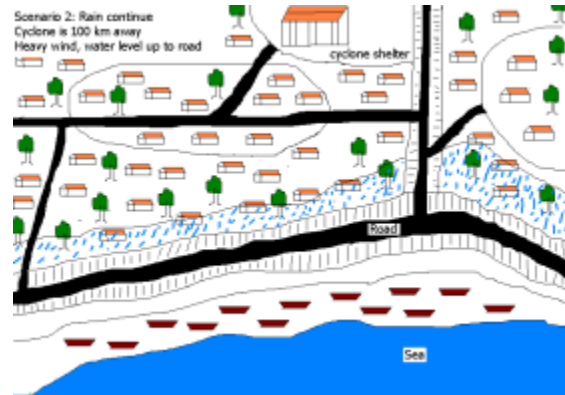


Cyclone Scenario at the community level

Scenario 1: Cyclone alert, rain started, high wind cyclone is 250 km away the coast



Scenario 2: Rain continue, Cyclone is 100 km away Head wind, water level up to road



Scenario 3: Cyclone hit the coast at 3:30 am. Rain continue, flood everywhere



Scenario 4: After Cyclone following day

Suggestion for Facilitator: Facilitator requires explain these two scenarios in detail. The above scenarios will assist the community to develop map for the flood inundation and at the same time lead time available in different scenarios. The above given two scenarios have lot of importance at the community level to conduct Disaster Risk Reduction planning. The scenarios provide the overview that how hazard will spread throughout the community. It also explains that which of the area in the community will be getting affected first from the floods or cyclones event. This sets further to decide the degree of vulnerability as well



Group Work: 1:30 minutes

Collective Task: Read the sample case study carefully and perform the following tasks:



- ✓ Identify the resources given in the sample case study
- ✓ Prepare the list of participants

- ✓ Prepare the list of legends
- ✓ Indicate the direction for the map
- ✓ Identify the hazards
- ✓ Indicate the degree of vulnerability over map
- ✓ Indicate the capacity to deal with hazards
- ✓ List out the sectors that will be affected from the hazard/disaster impact
- ✓ Identify the elements at risk (infrastructure, people)
- ✓ Presentation and Discussion

6. FLOOD Hazard, Vulnerability, Risk and Capacity (HVRC) Identification on the map

- After finalizing the Resource map, take another piece of transparent polythene sheet and laminate again the resource map. Use this overlay to identify hazards, vulnerability and risks in the community
- Facilitator should ask questions based on the map to identify HVRC

If the community is suffering from “Floods,” the following sample questions can be used to identify HVRC:

FLOOD Hazard Identification and Mapping

1. After 1 day of heavy raining which area of your community is flooded first and water stays for how many days? Please mark that area on the map in **red** colour.
2. On the 2nd day of raining, to which area the flood is extended and water stays for how many days? Please mark that area in **green** colour.
3. Stays for how many days? Please mark that area in **green** colour.
4. On the 3rd day of raining, flood is extended further and water stays for how many days. Please mark that area in **blue** colour

By doing this, you have identified the **hazard** in the village as well as the **vulnerable area** of the community according to the vulnerability rank (**High, Medium, Low**)

Elements at risk identification

1. Who are the people living in the **red** colored area? How many men/women/children/elderly and disabled per household? (if possible it is best to get an index of the names of people living in this area separately)
2. What are their livelihoods?
3. Where do the men usually work (inside the community or outside the community)?
4. Who are at home all the time?
5. How many people are living there?
6. How many households are there?

7. What are the other structures in that area?



Risk and Resource Map

Clearly note down all the answers to above questions. Some answers can be marked on the map itself – for example the evacuation centers, volunteer’s houses and health centers. The facilitating team can ask as many questions as they want. Use this as a casual and informal discussion with the community. Always refer to the map since it gives visual aid for the community to understand. These answers will create self-awareness among the community members on the hazards, vulnerabilities, risks and capacities in their community. The facilitator team is required to guide them to come to self-awareness by asking the right questions. You can repeat the same steps for each and every hazard within the community. You can do separate overlays of polythene sheets on the map for separate hazards or you can use the same overlay for different overlays. It depends on the amount of information required to be gathered on the map.

Stage 3: Validation of Maps

Display the map at the community to validate and add data missed out during the exercise. Make clear that the validation process is to make the map better with more inputs from people who wanted to add more or who were not around during the actual mapping.

Summary of this session:

1. Community participation is MANTRA to Risk Assessment
2. Mapping leads to community level advocacy



Sample Case Study

Community Description

Faredpur is one of the biggest city of Bangladesh. The city is hub of political, commercial, Industrial and educational activities. The city is divided into 12 administrative wards.



The community of the Ward 10 agreed to do the risk assessment and contingency planning for disaster risk reduction. On 08/04/09 a meeting has been called at community hall located near by the Hat Chandra slum to discuss in detail. How to assess the risk and prepare plan are the two major challenges for this ward 10. There is no data available at the municipality level which can give the clear picture of the ward 10. Lack of data availability some time hampers the risk assessment and community level plan. The community agrees to provide all relevant data during the meeting. Some of the information has already been collected.

The detail of the Ward 10 is attached. The data has been taken from local sources. The datasheet gives fare idea about population in the ward, Age and gender profile, Number of houses with classification and number of lifeline and other essential utilities.

Geographic Data

Northern boundary of the Ward 10 is the Brahmaputra River. Poldi port is located at the tip of the Western border where Brahmaputra meets Bay of Bengal. Western boundary is the Bay of Bengal. Eastern boundary is ward 11. Southern boundary is range of hills which divides Faredpur City from Chandmari. The National Railroad connecting the Poldi port runs through the ward 10 and divides the ward 10 into 2 parts.

Demographic Data

Village Name	Area (Sq. Km)	House Hold	Population			Sex Ratio	Density (per sq. km)	Literacy Rate (7+yrs)
			Both Sexes	Male	Female			
Faredpur District	53.28	26756	120955	62059	58896	105	2270	55.1
Ward No 10		2210	9635	4812	4823	100		45.0
Chandra		526	2278	1150	1128	102		44.7
Hatchandra		917	2964	1998	1966	102		44.4
Mainpur		229	994	473	521	91		47.8
Rashidpur		538	2399	1191	1208	99		45.2

Major Infrastructure

Ward no	Educational institutions	Religious infrastructure	Commercial and Industrial Facilities	Govt office	Health facilities	Cultural facilities	Sports and recreation facilities	Social welfare facilities
10	7	18	2	2	1	2	1	1
Other details								
Total area- 6 Km Sq				Number of Small ponds:2				
Number of Hand pumps are located all throughout the ward: 7 (5 are identified as Arsenic contaminated by the Water Development Board)					Health Workers: 3 (2 women and 1 man)			
Number of CBOs youth group: 1					Mosques- 1			
Temple- 5					Community hall-1			
Embankment					Sluice gate			
Pond					Country Boats- 7			
Fiber Boats- 1					Inflatable boat- 0			

Motor boats-2	Boat Operators- 3
Ward no 10 & 12 share 1 cyclone shelter at their border.	Hotel – 1 (located near the port)
Restaurants – 3	Private Hospital – 1 (located near the port & industrial area)

There is an industrial belt in North-Eastern part of the city where the Polisi Port is located. These are fertilizer companies, Ammonia production company and 25 MT LPG bottling plant. These industries are employing 25% of city Population. All throughout the year Ward 10 receives seamen and ship crews because of Polsi port. This is one of the most important sources of income for the city. The banks of the Brahmaputra River are prone to severe floods. In last 85 years, the Irrigation Department has recorded 54 floods leading to major losses at the adjacent residential, slum and low-lying areas. The slum Chandra which is located in north part of the ward near Brahmaputra is particularly highly vulnerable to floods. The low-lying areas are always inundated during monsoon season. The drainage system within the ward is non-functional. There was wide-spread chikengunia (a mosquito-borne disease) in whole city affected more than 5000 people in 2005. There is a record of malaria and cholera too. Due to damaged drainage system, there are many health related problems in the ward 10. This has become an overburden for the poor people who cannot afford medical facilities and other necessary check up. Due to this some of population across the ward loses their daily man-day.

The southeast part of the ward (Hat Chandra slum) has an unstable cliff. In last few years, because of human intervention, the slope has become unstable and landslides have been reported in that area. During the monsoon in 2003, 15 people were killed by landslide debris. Since 2003, landslides have been recorded every year and till now 2000 people have lost their lives. In October 2004, 2006 and 2007, the city was badly affected by a big cyclone that killed 131 people and damaged more than 1000 houses. The slums Manipur and Rasidpur are located in southwest and northeast respectively. River Phulki flows along the Manipur slum and meet the Brahmputra river from the outer boundary of the ward. Each year Phulki gets flooded and overtopped water directly to Manipur where people face problem of water logging. The flood water stays here for 15 days and creates lot of problems for women, children and people with disabilities. It also stops the livelihood activities for 15 days where people cannot move to go to work. All of the houses located in this slum get flooded. Based on the above observation, the hazard location can be identified and further vulnerability, risk and capacity can be mapped out.



Working Module 3



Module 3: Participatory Risk, resource analysis and evaluation

This module is focused on participatory mapping, assessment and development of risk statement as per the community risk assessment guideline. This allows facilitator to conduct mapping the risk associated with hazards and at the same time analyzing the resources that will be of use during the planning process. In this module risk analysis and evaluation have been discussed in detail and attempt will be made to define the term capacity in terms of Man, Money and Material (3M). A detail discussion was made on what to consider as capacity; is it only the resources or effective utilization of resources to be considered as a capacity. Finally the session will be summarized with the note that, identification of existing resources and skills on effective utilization of resources should be considered as the capacity.

Session 1: Participatory Community Risk and Resource Analysis

Learning Objectives:

At the end of this session, the participants should have:

- Identified the resources needed to realize the Community level Action Plan
- Describe the process of community resource analysis; and
- Selected strategies and activities to generate the resources for Action Plan implementation.



Method of Presentation- power point presentation and discussion

Material to be used: LCD projector, Flip charts and whiteboard marker



Time allocated: 1 hr: 30 mins

Session Plan

Activity	Time Allocated
Risk Analysis	25 minutes
How to do Resource Analysis	5 minutes
Group Discussion	10 minutes
How to analyze available resources	10 minutes
Ask participants	10 minutes
Group work	30 minutes

Suggestion for facilitator: Facilitator needs to explain to the participants that, why resource analysis is very important to realize any plan whether plan is being done at the national or community. Resource decides the shape of the plan and implementation activities.



Risk Analysis:

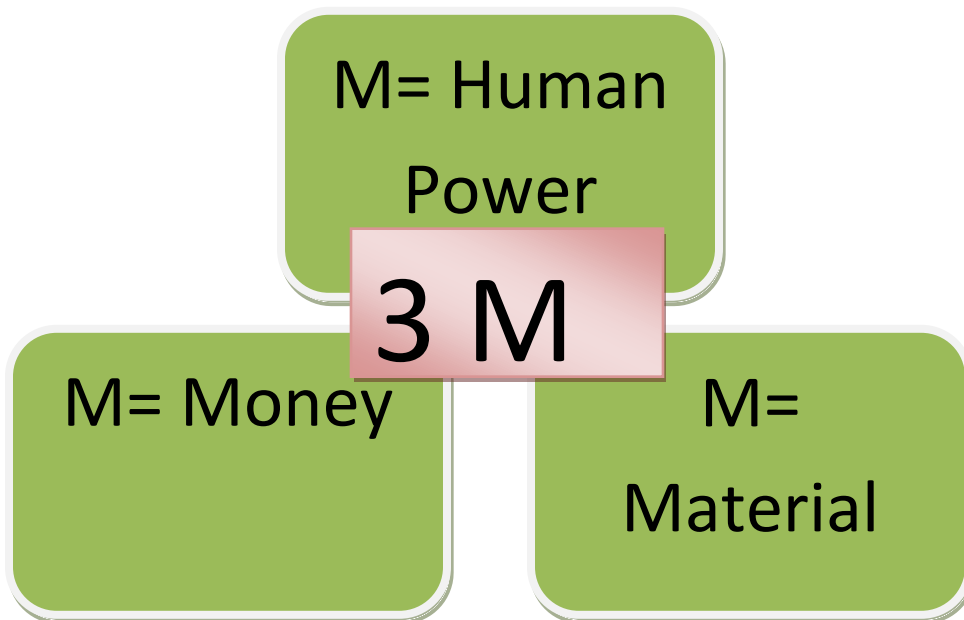
As per the Community Risk Assessment document, the risk has been analyzed as per the given matrix. The important thing about the matrix is that, it identifies the risks both acceptable and unacceptable as well. This will give participants an idea to think about the workable option to address the indentified risk

Risk Statement	Potential consequences	Consequence	Likelihood	Rating	Acceptability
1) There is risk that flooding in the delta will destroy crops and livestock.	<ul style="list-style-type: none"> - Loss of cash crops and livestock - Shortage of food - Damage to property 	Major	Possible	High	Un-acceptable
2) There is risk that the airport and nearby town will be flooded resulting in loss of lives.	<ul style="list-style-type: none"> - Relocation - Sell assets/borrow money - Increase in anti-social behaviour - Outbreak of communicable diseases and health hazards - Family income will suffer 	Moderate	Likely	Mode-rate	Un-acceptable
3) There is risk that the 90% satellite health clinics and EPI centres will be closed for four weeks due to severe flood.	<ul style="list-style-type: none"> - Pregnant women and children under 6 years of age will be deprived from essential health services. 	Major	Possible	High	Un-acceptable
4) There is risk that most of the thatched houses / shanty will be destroyed by tidal surge.	<ul style="list-style-type: none"> - Loss of life among the people with disabilities, women, elderly and children will be high. 	Major	Possible	High	Un-acceptable

Source: CRA document

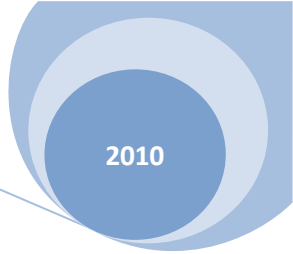
How to do Resource Analysis?

Resources	
Human/manpower, labor, civil engineer	Materials and supplies : First Aid kits, cement, rocks, trees, animals
Equipment: communication & transportation equipment such megaphone, 2-way radio, telephone, bicycle, truck, tractor, etc.	Facilities : warehouse or godown, evacuation center or shelter, bridge
Knowledge, technology, skills	Organizational and leadership
Money	



Group Discussion: Facilitator can conduct a small discussion with participants about the importance of 3M. In the event of disaster everybody gets affected including poor and rich depending upon the respective hazard. Because disaster do not differentiate people based on rich and poor. It the people who have great combination of all 3M together, individual will be able to recover comparatively quickly than those who do not have. Facilitator can also discuss that, how 3M is interdependent among each other. For example-in most cases, human resources are available but not the money and material. This requires a balance approach to do the effective resource mobilization.





How to analyze available resources:

Resource Analysis		
WHAT?	HOW?	WHY?
An identification and analysis of the resources needed to implement the risk reduction measures.	Identifying needed resources and matching with existing	Even with a road map and a driver, the car will not run and reach its destination without a fuel!
What are the existing resources?	Determining the resources gaps	To determine which are the Immediately do-able risk reduction activities -- those which can be undertaken with available resources (existing and accessible resources)
What resources have to be generated?	How can these resources be made available for the	
	Identifying who owns or control these resources?	
	Community's particular risk reduction activities? pre, emergency phase, post disaster?	
	Making use of the Resources Analysis Matrix	

Ask participants: Facilitator can ask participants based on the above discussion that what they do understand about the resources they use during the project implementation. Is it effective to analyze the resources as mentioned in the above matrix? Facilitator can distribute the VVIP card to get participants opinion about it. Facilitator can also discuss about gaps and weakness in their current practice of resource analysis.

Group Work: 30 minutes

Facilitator can divide the participants in to groups and assign each group to fill the matrix based on the above discussion. Group can refer their project to fill out the matrix. The group work can be done in 20 minutes and rest 10 minutes can be devoted for the presentation and discussion.



Resources Analysis Matrix

Resources needed to implement the risk reduction measures and activities	Resources existing in the community and its location (ownership) & -- accessible for use)	Resources existing in the community and its location (ownership) – not accessible for use; why not accessible?	Actions or interventions needed to make existing resources accessible. How long will it take to make these available?



Sample Resource Map

Session 2: Participatory Monitoring and Evaluation for Community Based Disaster Risk Reduction

Learning objectives:

At the end of session participants will be able to:

1. Explain the importance of and process in participatory monitoring and evaluation for Community Based Disaster Risk Reduction (CBDRR);
2. Analyze issues related to participatory monitoring and evaluation for CBDRR.



Method of Presentation: power point presentation and group discussion

Material to be used: LCD projector, flip charts and whiteboard marker

Time Allocated: 120 minutes



Session Plan

Activity	Time Allocated
What is monitoring	15 minutes
Process and effect indicator	15 minutes
Qualitative and quantitative indicator	10 minutes
What is evaluation	15 minutes
Key indicator	20 minutes
Why participatory M&E	15 minutes
Evaluation process	20 minutes

What is *Monitoring*?

Monitoring is the continuous or periodic review to ensure that input deliveries, work schedules, target outputs and other required actions are proceeding according to plan;

Monitoring provides timely, accurate and complete information on the effectiveness of the input being used to provide the desired results;

Monitoring is mainly descriptive; Monitoring should be frequent, throughout the project.

What are Monitoring Indicators?

- Indicators are markers showing us the progress of the activity and helps us to measure changes;
- It represents a set of criteria that indicates in concrete terms whether expected results or objectives are achieved;
- can focus on: the process of project implementation (focus on outputs) or on the effects of the project;
- Must be designed at the planning stage;

Process & Effect Indicators	
<i>Process/Output Indicators</i>	<i>Effect Indicators</i>
Show the volume, efficiency and quality of work.	Assess the progress being made towards reaching objectives of each activity and its effects (To determine if any changes took place, refer to the baseline study and compare with ongoing data collection within the phase of operation).
Also refers to changes in external circumstances affecting project activities	

Quantitative & Qualitative Indicators	
<i>Quantitative Indicators</i>	<i>Qualitative Indicators</i>
<ul style="list-style-type: none"> • Shows changes which can be monitored numerically; • e.g., number of participants, percentage of children treated, meters of irrigation constructed, etc. 	<ul style="list-style-type: none"> • Show changes which cannot be measured but must be described; • e.g., increase in knowledge, participation, or commitment among members of the community are difficult to measure - they, however can be described. For instance, how knowledge gained from a training in CBDRM is being applied in practiced

What is Evaluation

- an assessment of the results and effects of the project;
- focuses on outputs, to what extent objectives have been met, and especially on impact;
- is more analytical, concerned with long-term outcomes;
- Is infrequent; usual to have evaluation at the end of a phase or towards the end of the plan or project implementation.

Key indicator
Ability to manage – plan, develop, and maintain community property resources, which include public infrastructure
Existence and effective management of community fund
Transparent and accountable behavior vis-à-vis decisions and transactions. Ability to be accountable
Extent of people participating from all sections in key community meetings. At least 60% participation
Regular attendance and active participation by all committee members in committee meetings.
Increase in number of people within the community who serve as skilled, informed or knowledgeable resource people within the community since start of CBDM.
Number and nature of community norms and legislations developed by the community for ensuring safety of that community.
Existence and active functioning of customs or systems for generating people’s contribution for developing common facilities
Extent of women’s role in decision-making and management of CBDM processes.

Why Participatory M & E for CBDRR?

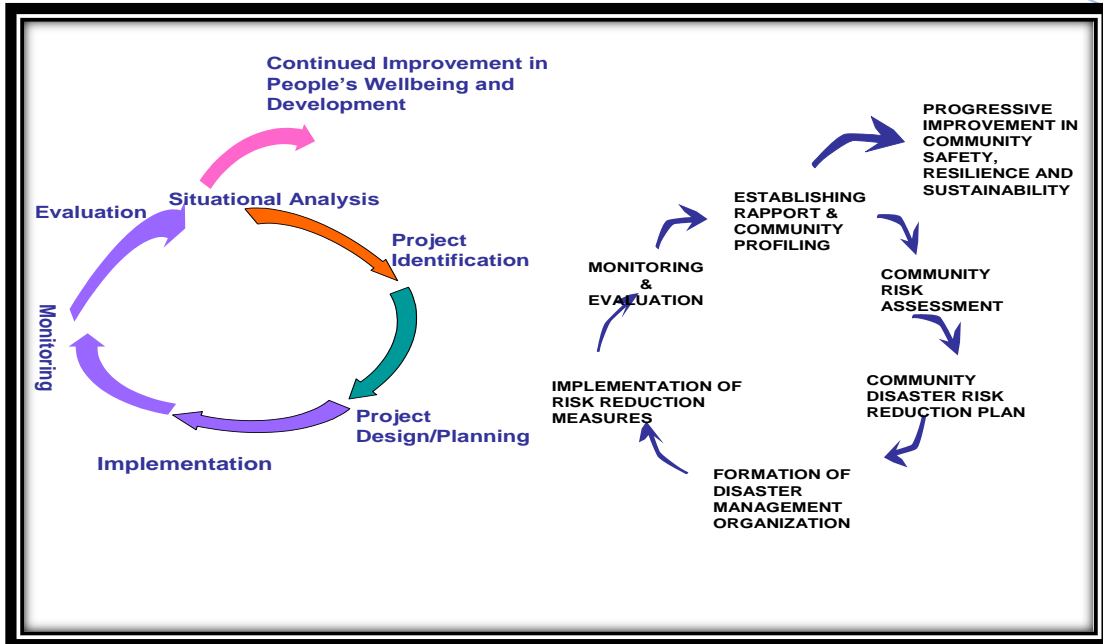
- Projects have to be designed and managed with the active involvement of communities at risk.
- Must be a process by which communities can claim ownership over the entire content and conduct of the project from inception to completion.

Principles of Participatory M & E

- Monitoring system designed with the stakeholders;
- External monitoring needs defined from local monitoring needs (not the other way around);
- Provides ongoing information on project progress;
- Ensures information transparency;
- Information is analyzed locally;
- Follow-up actions defined and implemented locally.

Phases of Project Cycle

1. **Situational Analysis**
2. **Project Conceptualization**
3. **Project Planning**
4. **Crafting the Project Document**
5. **Project Implementation**
6. **Project Evaluation**



Evaluation Process

1. Define the purpose of the evaluation.
2. Formulate indicators.
3. Define the focus of the evaluation.
4. Define methodology for the conduct of evaluation.
5. Define methods for the analysis of the evaluation results.
6. Define how the evaluation report will be written.
7. Finalize the overall evaluation plan.

What to Look Into When Monitoring & Evaluating CBDRR Activities

Appropriateness	<ul style="list-style-type: none"> • Assistance is based on actual needs and capacities, and does not create new vulnerabilities; • Assistance increases peoples participation and organizing efforts to better cope with future disasters; • Increase in people’s knowledge and skills in disaster risk reduction.
Timeliness	<p>Assistance reaches the members of the community while there is still an urgent need for that particular assistance.</p>
Efficiency	<ul style="list-style-type: none"> • Refers to the rate at which inputs are converted to outputs and effects; • The results of an intervention are compared with the means (costs, staff, labor, materials and other resources) to achieve them; • The focus is on the process of how results were achieved.
Impact	<ul style="list-style-type: none"> • Is associated with the broader material, social and environmental consequences of a project or a combination of projects; • For example, changes in the standard of living of members of the community.
Sustainability	<p>Refers to the longer term continuation of the project and the benefits derived from it, after the withdrawal of the external organization and financial support.</p>

Session 3: Specific Risk Reduction options and action planning

Learning Objectives: The objective of this session is to give participants practical approaches for developing the understanding about risk reduction options and action planning

Method of presentation: Power presentation

Materials to be used: Flip chart and whiteboard and permanent marker

Time Allocated: 140 minutes



Session Plan

Activity	Allocated time
Specific Risk Reduction option	30 minutes
Examples of mitigation activities for hydro-met hazards	15 minutes
Specific risk reduction strategy	15 minutes
Risk reduction action plan	15 minutes
Steps for formulation disaster risk management plan	15 minutes
Group work	35 minutes
Useful reminded on community disaster risk management planning	20 minutes

Specific Risk Reduction Options: effective risk reduction is about to identify the most suitable solution to manage risk or reduce the impact of the disaster. Meaning, there can be several options to reduce the risk but it depends on the resources, time and scale of the intervention.

Why Plan?

Community Risk Assessment unites the various segments and members of community in understanding the disaster risk (hazards exposure, elements at risk and why they are at risk, local resources and coping strategies). The community disaster risk management plan (CDRMP) unites the community in commitment and action to reduce these risks.

What to Plan?

The Plan is the blue print, road map, or guide in changing or transforming their at-risk community to become a disaster resilient community. The CDRMP charts the course of the community's progression towards safety, disaster resilience and sustainable development. The CDRMP can also be referred to as the Community Risk Reduction Plan, Community Preparedness and Mitigation Plan, Community Contingency Plan, Community Counter Disaster Plan, or Community Development Plan. Risk analysis and evaluation provides the basis to

discuss about the risk reduction options. In reducing the risk, there can be several options including structural and non-structural measures.

Mitigation should be an ongoing effort which long-term activities aiming to reduce the risk, occurrence and/or the effects of multiple hazards. Mitigation includes the holistic (all hazard approach) identification of hazards and hazard-prone locations, risk assessment and identification of patterns of physical vulnerabilities (at both the national and local levels), legislative lobby to protect vulnerable groups, information network and system, public awareness, training and education, incentives and resources, leadership and coordination between all stakeholders and launching of other specific mitigation activities (economic safeguards for at-risk communities, health projects to prevent epidemic outbreaks, technical innovations such as drought-tolerant seed production, etc.). With the growing need to shift from a “culture of relief” to a “culture of prevention”, from a focus on immediate recovery to an emphasis on the reduction of catastrophic losses, mitigation is the cornerstone of disaster risk management.

Mitigation addresses either the hydro-meteorological hazard, thru structural measures like damming or riff-rapping. Or it addresses the physical vulnerabilities to the hazard, thru non-structural measures like relocation, retrofitting, zoning and building codes. The mitigation paradigm stresses the above approaches to hydro-meteorological hazards and disasters. Mitigation can, and more properly, be approached using the development paradigm i.e. putting the necessary emphasis on non-structural measures like land ownership, credit access, livelihood diversification, technological innovations, and strengthening the community’s coping mechanisms.

Mitigation offers bright promise for achieving lasting results – enabling disaster-prone communities to become active drivers toward change, rather than passive victims of nature. It is a strategy for sustainable development, encouraging the integration of risk reduction principles with development program, particularly those targeted at economically-vulnerable communities. Hazard event or none, steps toward sustainability through mitigation initiatives promise far-reaching benefits.

Examples of mitigation activities for hydro-meteorological hazards:

For tropical cyclones, typhoons and flooding

Non-structural:

- Monitoring and early warning system, community look-outs/monitors and rapid warning/response teams - increasingly important role played by the rapidly evolving fields of space and information technology
- Communication network/system

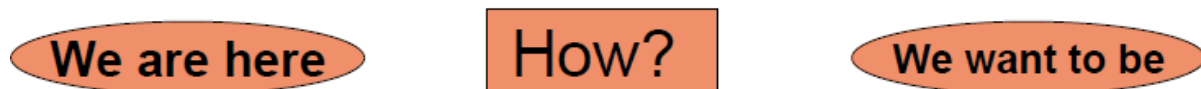
- Flood/floodplain mapping system – map what rivers or creeks flood frequently and where the flood usually courses thru; estimate and inform the public about floodwater depths at different points to prevent unnecessary accidents
- Evacuation mapping system – to prepare safe places that the people can evacuate to
- Transport network/system for flood-prone communities
- Seed-banking
- Credit/micro-credit cooperative
- Crop/flood insurance
- Public awareness and education. Public awareness about vulnerability and the true, long-term cost of disasters, on responsible land use (e.g. sustainable agriculture, integrated agricultural development, etc.)
- Erosion-control and coastal conservation
- Long-term hydrological data collection; establishing a hydrology branch in the Drainage and Irrigation agency
- Environmental protection and enhancement

Structural:

- Typhoon-resistant core shelter
- Building safely within the flood plain
- Relocation/resettlement of flood-prone communities
- Flood control/safe dikes/dams/levees/drainage/culvert installation and riff-rapping banks of bodies of water to control flood waters
- Bridge/road construction, reinforcement or repair

Specific Risk Reduction option Strategy –what is it?

- A way of describing how we are going to get from where we are to where we want to be



- How to remove obstacles
- How to mobilize resources

Criteria for Good Risk Reduction option Strategy

- Give overall direction
- Fit resources and opportunities
- Minimum resistance from within and outside
- Reach those unreachable and affected
- Advance the mission and contribute to attain vision

Risk Reduction Action Plan

- Process that guides the day to day activities
- Answers the questions like what, who, when, where, how

Action Plan Steps

- Action step (s): What will happen
- Person (s) responsible: Who will do what
- Date completed: Timing of each action step
- Resources required: Resources and support (both what is needed and what's available)
- Barriers or resistance, and a plan to overcome them!
- Collaborators: Who else should know about this action

Action Plan

- What specific actions do you take to support your strategy?
- Who does what, where, when and how? (4W & 1H)

Roles & Responsibilities to Implement

- Disaster Mitigation Committee
- Early Warning Committee
- Evacuation Committee
- Search and Rescue Committee
- Evacuation Center Management Committee
- Health committee
- Food committee
- Networking and Public Information Committee
- Training and Education Committee

Steps in Formulating Disaster Risk Management Plan

1. Hazard vulnerability Capacity Assessment (Risk Assessment)
2. Identify the objectives and targets of the plan
3. Identify the Disaster Risk Measures
4. Determine the resources needed
5. Assign responsibilities for activities
6. Determines schedules and deadlines

7. Identify and address critical elements and barriers to plan implementation
8. Discuss with community members and other stakeholders
9. Implementation, periodic review and plan improvement
10. Continued improvement

Template or Format for Disaster Risk Management Plan

1. Brief Description of the Community
2. Community Disaster Risk Situation Attachments: Risk Assessment Maps
3. Objectives of the Risk Reduction Plan
4. Risk Reduction Action Plan for the Period
 - What are the Strategies/Activities for the Disaster Risk Reduction?
 - hazard mitigation/prevention, vulnerability reduction, capacity building
 - preparedness, mitigation, prevention; emergency phase; recovery
 - When will these be done?
 - Who is/are responsible?
 - What Community Resources can be used for the activity? What other Resources are needed?
 - What Agency/ies or organization/s can support the community?
 - When will the activity be completed?



Group Work: 35 minutes

Activities	When	Responsible			Resource Needed		Support Agency	Completion Date

Note: If doing the action plan for several hazards, does the action plan per hazard first. Then, organize into a multi-hazard action plan.

Task

1. Facilitator needs to divide participants into groups
2. Based on the hazard assessment, risk statement, risk analysis and evaluation, resource analysis-each group will take one risk statement to develop this action plan
3. Presentation by the group 4 minutes each

Some Useful Reminders on Community Disaster Risk Management Planning

1. *Plans must be clear.* Aims must be positive, clear and precise
2. *Plans must be flexible.* Events will seldom go exactly as anticipated; planning data and assumptions will never be absolutely correct.
3. *Ensure there is an effective management information system.* Good information is fundamental to sound planning and effective response.
4. *Continuity in management is essential.* Wherever possible adhere to the existing organizational infrastructure.
5. *Make maximum use of all resource.* Planning is a cooperative effort.
6. *Plan in packets.* Think in round numbers or “ball park figures”.
7. *Create and maintain reserves.* If the inventory of resources precisely matches the anticipated workload, there will not be enough. Always create and maintain reserves for the unexpected.
8. *Coordinate* at all levels and at all stages.
9. *Train and practice regularly,* not just once. Practice plans to identify and correct weaknesses in them.
10. *Validate and evaluate.* The lessons which have been learned can be applied in future plans.



Working Module 4



Module 4: Advocacy for Sustaining CBDRR

The objective of this module is to highlight the institutions of disaster management in Bangladesh and at the same time discuss about the importance of mainstreaming disaster and development. On the other hand *Public awareness and advocacy for CBDRR*- has also been focused on concepts of Public Awareness and Advocacy, difference between public awareness and advocacy, importance of building public understanding, needs and challenges in creating public awareness and advocacy, different terms and elements and understand various tools, benefit and lessons learned. This module emphasizes on *Mainstreaming Disability into DRR* as well where it covers the objective of situation of person with disabilities in Bangladesh and worldwide and visualize the situation and vulnerable conditions of persons with the disabilities.

Session 1: Disaster Management Institutions in Bangladesh

Learning Objectives:

- To explain the Disaster Management Institutions at all levels
- To understand the Disaster management regulatory framework
- To discuss disaster management plans at all levels



Method of Presentation: Power point presentation and group discussion

Material to be used: LCD projector, flip charts and whiteboard marker



Time Allocated: 60 minutes

Session Plan

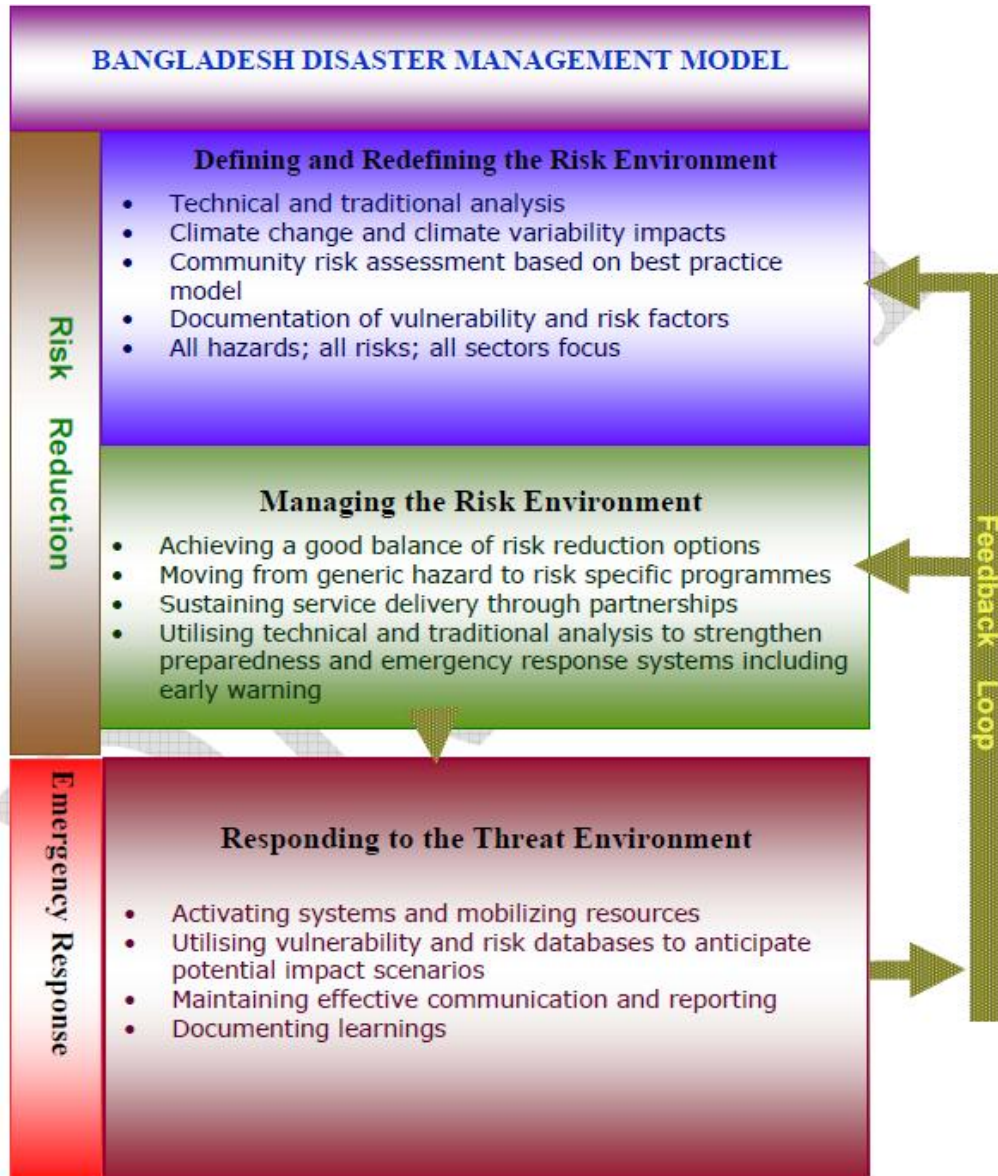
Activity	Time Allocated
Bangladesh Disaster Management Model	15 minutes
Disaster Management Institutions in Bangladesh	10 minutes
Disaster Management Regulative Framework	10 minutes
Disaster management bodies and their key functions	25 minutes

Suggestions for Facilitator: This session is has a lot of significance as most of the non-government organizations are working with government institutions. Understanding about existing structure on Disaster Management will assist practitioners to involve government in to project planning and implementation. In other sense, involvement of government institutions brings sustainability to the initiative towards reducing the disaster risk. This session has primarily taken reference from the National Disaster Management Policy of Bangladesh.

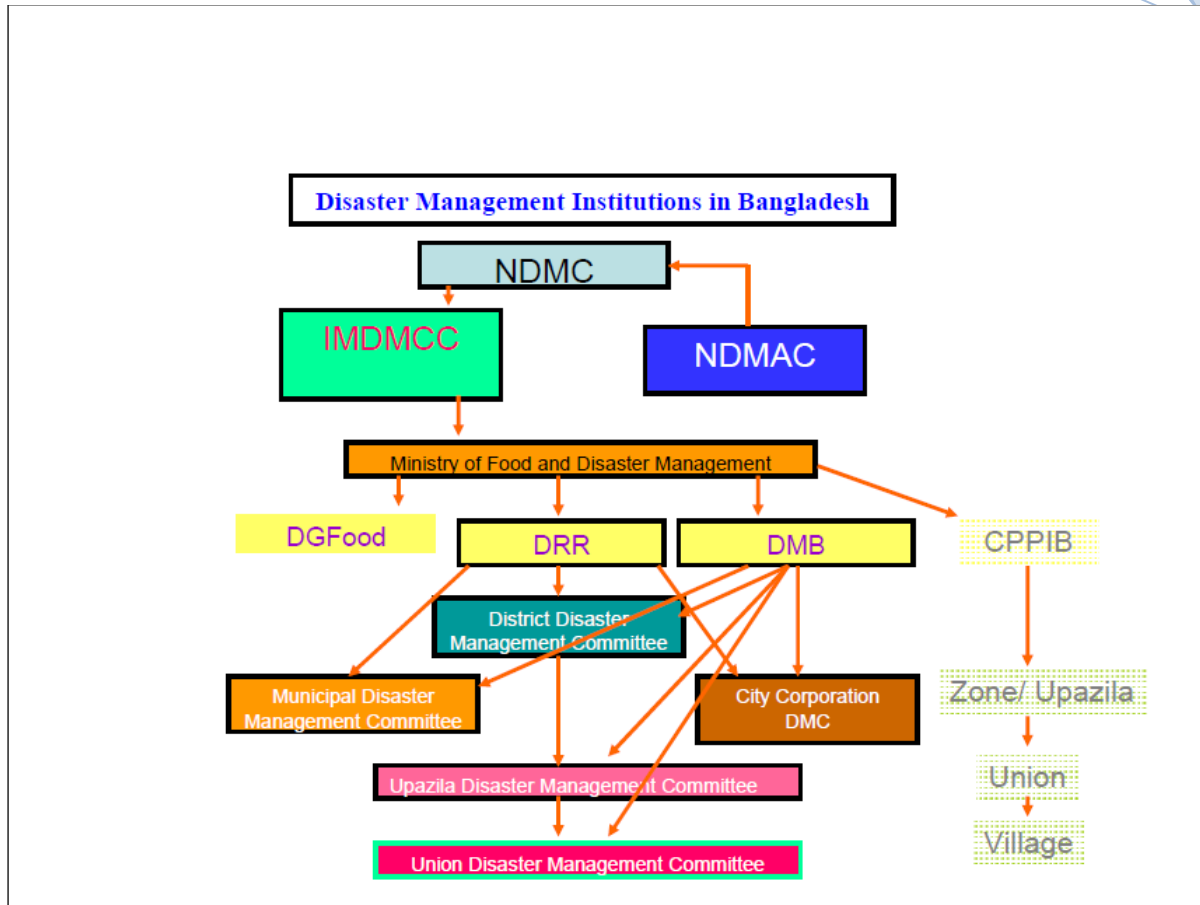


Ministry of Food and Disaster Management (MoFDM) of Government of Bangladesh has taken the lead role in the establishment of institutions and framing the national policy as well. With regards to the MoFDM a series of inter-related institutions' from national to local level has

been established to ensure effective planning and coordination of disaster risk reduction and emergency response management.



The Disaster Management model has taken two track approaches- one to inject the risk reduction approach and at the same time focus should also be on emergency response in line with the DRR activities. This model has given special attention to multi hazards and sectoral planning as well. This clearly indicates the mainstreaming of disaster and development.



Disaster Management Regulative Framework

Bangladesh’s regulative framework for disaster management provides for the relevant legislative, policy and best practice framework under which the activity of Disaster Risk Reduction and Emergency Management in Bangladesh is managed and implemented. The framework includes disaster management act, national disaster management policy, disaster management plans, guidelines for government at all levels.

Disaster Management bodies and their key functions

NATIONAL DISASTER MANAGEMENT COUNCIL (NDMC)

- Establishing policies and providing overall direction for all aspect of disaster management
- Defining priorities and criteria for the allocation of resources

NATIONAL DISASTER MANAGEMENT ADVISORY COMMITTEE (NDMAC)

- Providing advice to the NDMC and directly to MoFDM and DMB, on specific technical management and socio economic aspects of disaster management including vulnerability analysis and disaster-development links

INTER-MINISTERIAL DISASTER MANAGEMENT CO-ORDINATION COMMITTEE (IMDMCC)

- Implementation of NDMC policies and decisions on an inter-ministerial basis
- Coordination of action by all government agencies and overall direction of the activities of the DMB
- Responsibility for major operational decisions during an emergency
- Decisions on allocations of relief resources though its sub-committee, the Executive Emergency Relief Management Committee

MINISTRY OF FOOD AND DISASTER MANAGEMENT (MoFDM)

- Ministerial responsibility for disaster management, including the convening of IMDMCC
- Assuring the establishment, resource management (budget), and satisfactory functioning of the DMB
- Supervision of the DRR

DISASTER MANAGEMENT BUREAU (DMB)- a part of MoFDM

- Provision of expert staff services to the NDMC and IMDMCC
- Promotion of disaster prevention/mitigation and preparedness within all agencies and levels of government
- Providing guidelines, organizing training and promoting the preparation of disaster action plans
- Providing expert services to the national Emergency Operations Center (control room) located at MoFDM at time of disaster

Directorate of Relief and Rehabilitation (DRR)

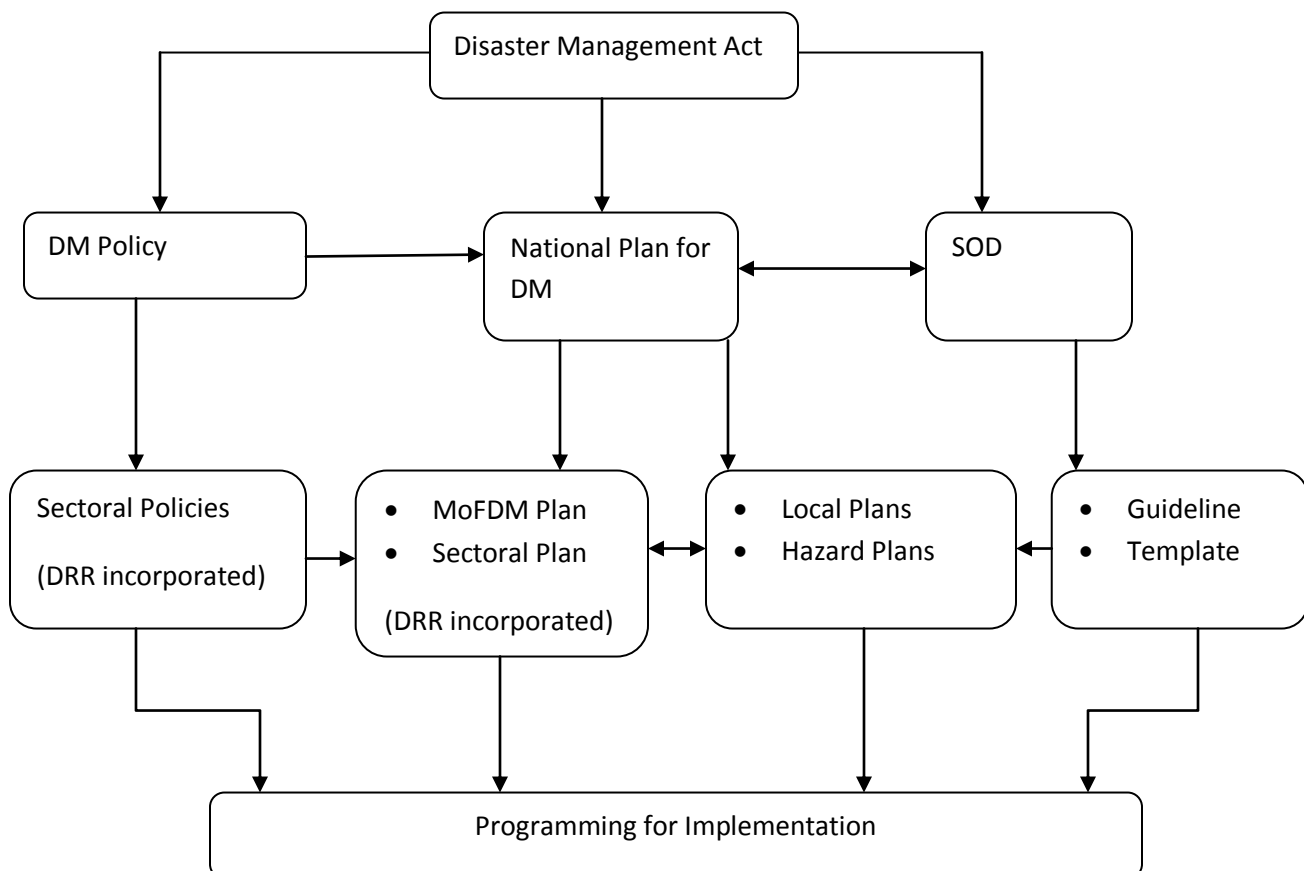
- As at present with respect to Vulnerable Group (VGD): Food for Works (FFW): Gratuitous Relief (GR) and Test Relief (TR): the management and delivery of relief of relief supplies, and the provision of related services

DRROS and PIOS

As at present under the General Direction of DRR and the operational supervision of DC and TNO. Increased attention by DRROs in particular to Disaster Preparedness under the Guidance of the DMB (This Compensating for Some Reduction in FFW Work).

Level	Institutions
At national level	National Disaster Management Council (NDMC- headed by the Hon'ble Prime Minister to formulate and review the disaster management policies and issue directives to all concerns.
	Inter-Ministerial Disaster Management Co-ordination Committee (IMDMCC)- headed by the Hon'ble Minister in charge of the Ministry of Food and Disaster Management (MoFDM) to implement disaster management policies and decisions of NDMC / Government
	National Disaster Management Advisory Committee (NDMAC)- headed by an experienced person having been nominated by the Hon'ble Prime Minister
	Cyclone Preparedness Program Implementation Board (CPPIB) headed by the Secretary, Ministry of Food and Disaster Management to review the preparedness activities in the face of initial stage of an impending cyclone.
	Disaster Management Training and Public Awareness Building Task Force (DMTATF) headed by the Director General of Disaster Management Bureau (DMB) to co-ordinate the disaster related training and public awareness activities of the Government, NGOs and other organizations.
	Focal Point Operation Coordination Group of Disaster Management (FPOCG) headed

	by the Director General of DMB to review and co-ordinate the activities of various departments/agencies related to disaster management and also to review the Contingency Plan prepared by concerned departments.
	NGO Coordination Committee on Disaster Management (NGOCC) headed by the Director General of DMB to review and co-ordinate the activities of concerned NGOs in the country.
	Committee for Speedy Dissemination of Disaster Related Warning/ Signals (CSDDWS) headed by the Director General of DMB to examine, ensure and find out the ways and means for the speedy dissemination of warning/ signals among the people.
At sub-national levels	District Disaster Management Committee (DDMC) headed by the Deputy Commissioner (DC) to co-ordinate and review the disaster management activities at the district level.
	Upazila Disaster Management Committee (UZDMC) headed by the Upazila Nirbahi Officer (UNO) to co-ordinate and review the disaster management activities at the Upazila level
	Union Disaster Management Committee (UDMC) headed by the Chairman of the Union Parishad to co-ordinate, review and implement the disaster management activities of the concerned union
	Pourashava Disaster Management Committee (PDMC) headed by Chairman of Pourashava (municipality) to co-ordinate, review and implement the disaster management activities within its area of jurisdiction.
	City Corporation Disaster Management Committee (CCDMC) headed by the Mayor of City Corporations to co-ordinate, review and implement the disaster management activities within its area of jurisdiction.



Session 2: Country Experience on Community based Disaster Risk Reduction

Learning objective:

1. To draw lessons from community disaster risk reduction approach
2. To analyze the case study and make presentation on strength and weakness of CBDRR approach

Method of presentation: Group work

Time Allocated: 60 minutes

Suggestion for facilitator: Facilitator needs to divide the group into two. Case study will be distributed to the groups. Each group will have a time to work for 40 minutes

Case Study 1: Chittagong, Bangladesh

Water for Fatima brings respite from salinity:

Some cities in Asia are experiencing rapid population growth. Densely populated cities like Chittagong have difficulty providing informal settlements access to basic services, mobility to urban centers, livelihood opportunities and social development. Prevailing natural hazards and potential risks compound the problem of urban poor community further. However, communities in these areas can be more resilient and show cohesiveness in dealing with natural hazards.

To help a community face disaster is a challenge that requires empowerment. While relief funds and goods will always alleviate suffering, their effect is temporary. There is also a danger that a community will not learn to help itself. The experience in Chittagong of repeated heavy flooding could have been enough to make people feel helpless. However, the community empowerment approach for disaster management helped create a more proactive stance and attitude among the people. Community empowerment is a type of capacity development where its members decide on the goals and strategies for disaster risk management, contribute some (if not all) of the resources needed, and monitor their performance. Rather than outsiders managing a community's risk on their behalf, the members instead struggle to understand why they are at risk to flooding disasters, try to build consensus on the ways to reduce their risk, set priorities, and then participate in the measures needed to keep their risk low. Some of the inputs can come from outside donors, including the government. However, the community members should realize that they must put in their own time and money, even to the point of sacrifice. This process of struggle is what strengthens community, facilitates first-hand learning and understanding about disaster risk management, and promotes confidence that they can help themselves through adversity.



Hydro-meteorological Hazards in Chittagong

Chittagong has a historical profile related to hydro-meteorological hazards such as floods, earthquakes, cyclones, landslides and flooding. The city is surrounded by a hilly terrain, the Karnaphuli River and the Bay of Bengal. The increasing demand for urban land and existing dense urban population had, over time, forced the vulnerable communities to settle on hazard-prone areas. Communities and local authorities have limited capacity to respond to the existing hazards in terms of disaster preparedness and mitigation. During the monsoon period, access to basic services (schools, colleges, safe drinking and sanitation facilities) and livelihood opportunities are affected by flash floods and flooding. A lack of community-based organizations, weak linkages among the local organizations, and limited awareness of disaster risk reduction were the common features.

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This case study highlights some of the pilot projects initiated by PROMISE-Bangladesh which have been largely formulated by the community to act upon those. The PROMISE-Bangladesh project has adopted the steps mentioned below to enhance the community's abilities to identify the hazards based on the severity of damage, and then to take proper actions in response.

With the CBDRR approach and process, most vulnerable communities were selected in Chittagong to drive a community based movement to reduce the disaster risk. South Potenga, ward 41 is close to the bay of Bengal and severely hit by the sea water intrusion and salinity. People in this ward were habituated to drink saline water Drinking saline water had also impacted community deeply. Skin disease, water born disease and diareaehea were the common problems. Training of trainers to the volunteers, Participatory Hazard and Vulnerability Assessment and community based demonstration projects were the key to the CBDRR efforts.

Like other dwellers of South Potenga, Fatema Khatun, a 45-year old housewife, used to fetch water from a place three kilometres away from her home. This was difficult for her. She and other women would instead fetch water from the pond water for cooking and drinking, and they therefore suffered from water-borne diseases. There is a tube well for every 4 or 5 houses, but the water was salty and contained a lot of iron. Very often, the families were compelled to

buy drinking water at a high price. The installation of the pond sand filter brought an improvement in the life of the community. Fatema said, “I feel satisfied that clean drinking water is available here. Now I can spend more time with my family. When I notice people from inside and outside the community come and stands in a queue to collect this water, it is truly a nice feeling.” Every day, around 200 people collect the filtered water from the pond for their daily use.

CBDRR and sustainability: two sides of the same coin

After the withdrawal of PROMISE-Bangladesh project, the pond sand filter water is the only source of natural water in ward 41. This pond filter water is serving around 2000 households in that ward and maintained by the community themselves. CBDRR efforts in this ward brought the natural resource conservation initiatives by the urban dwellers to preserve the ponds and use water for drinking and other consumption. As per the WASA statistics, there are three levels of ground water availability in Chittagong. First two levels have almost empty now and the third level of ground water will also not going to serve the community for long time. In this scenario, preservation of natural resource like ponds is important. In Bangladesh culture, a pond in the backyard is the major source of water consumption in the rural areas. Growing urban population has now also started practicing the same.

Setting up Milestone on CBDRM: Chittagong City, Bangladesh

U n d e r P R O M I S E - Bangladesh, ten most vulnerable wards in Dhaka City were identified and an inception workshop was held to describe the program objectives and activities, gather first-hand knowledge and information, and promote participation and ownership. Furthermore, the program went on to sensitize the local elected commissioners of the wards to get more community participation through them. About 200 change agents were identified and 10 ward Disaster Risk Management Committees were established. The change agents were trained on disaster management subjects such as Disaster Risk Hazard, Disaster Management in Urban Areas, Risk Reduction, VCA Tools, Community Risk Reduction Action Plan and Urban Hazards. Workshops were conducted in all targeted wards to create awareness among communities on hazards, vulnerabilities and risks. After the workshop, Community Risk maps were produced by all 10 wards. Based on community risk maps 5 small-scale mitigation projects were identified on priority basis. Overall, the communities were involved in the identification, development and, design of projects as well as fund raising, location selection, implementation and maintenance of the project. Therefore, the execution of the mitigation projects was successful because of the full involvement of the communities.

Session 3: Public Awareness Creation and Advocacy for CBDRR

Learning Objective:

1. Discuss the concepts of Public Awareness & Advocacy
2. Difference between Public Awareness & Advocacy
3. Importance of Building Public Understanding
4. Needs and challenges in creating Public Awareness & Advocacy
5. Different terms and elements
6. Understand various tools, benefits of each and lessons learned



Method of presentation: Power point and group discussion

Material to be used: LCD projector, flip chart and whiteboard marker



Time Allocated: 1:30 hrs

What is Public Awareness?

Public Awareness Creation is –“The process through which people living in hazard-prone areas come to realize and understand that:

- they live in areas of risk,
- know the specific dangers that they are exposed to
- they need to take necessary prevention, mitigation or preparedness measures
- the warnings that are issued, and
- How the appropriate action can protect their lives and minimize life & property damage.”

What are the Objectives of Public Awareness?

- To increase the public knowledge about hazards, their nature and the possible consequences of their impact
- To increase knowledge about practical measures to respond, prepare for and mitigate the impact

Elements of public awareness

- Purpose/Objective
- Message
- Means
- Audience
- Intended result

Rules of public awareness

- ⦿ **Involve community,**
- ⦿ **customize message,**
- ⦿ **Select effective tools,**
- ⦿ **be creative**
- ⦿ **be prepared to take risks,**
- ⦿ **research on target segment and effective methodology,**
- ⦿ **create ownership through a participatory approach,**
- ⦿ **incorporate community perspectives,**

- ⦿ **create two-way communication,**
- ⦿ **aggressively involve community leaders,**
- ⦿ **speak with one voice on message issues,**
- ⦿ **review evaluate and modify the strategy if needed,**
- ⦿ **Repeat Repeat Repeat**

Cultural/environmental descriptors

- ⦿ **Sensitivity to messages and levels of understanding**
- ⦿ **specific hazards experienced in the past,**
- ⦿ **languages spoken by target groups,**
- ⦿ **openness to change,**
- ⦿ **Observe formalities such as caste, different cultures, ethnicity, race, group identity,**

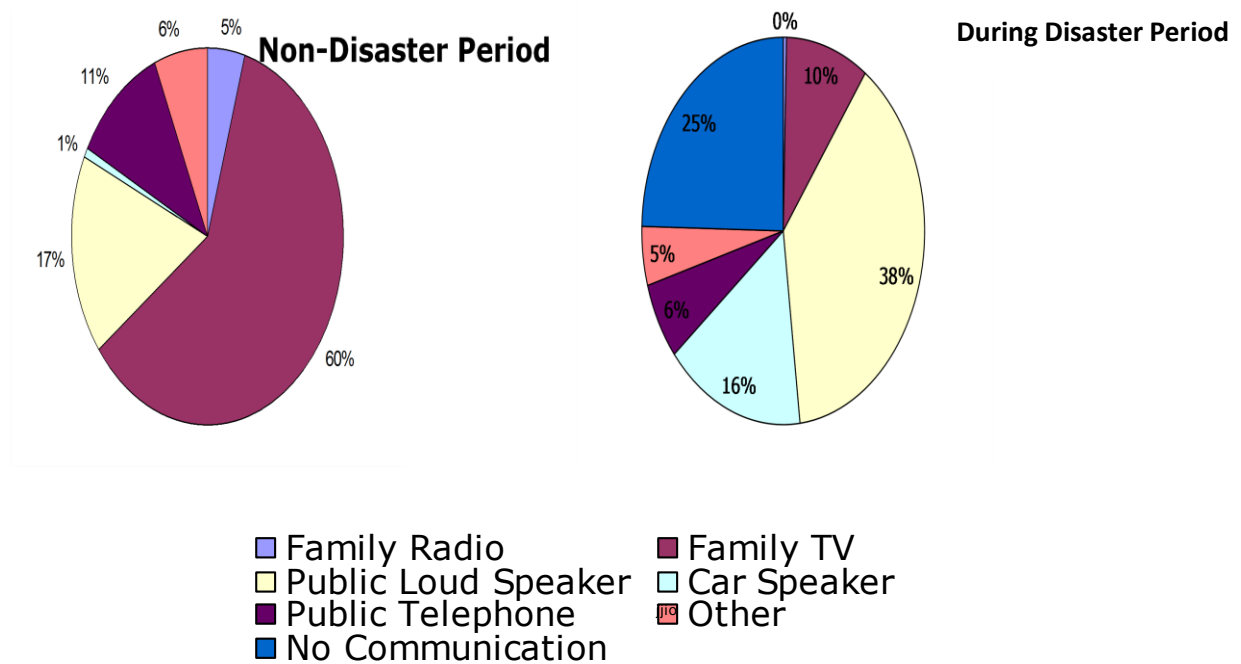
- ⦿ **formal and informal champions as change agents,**
- ⦿ **acceptance of new technologies,**
- ⦿ **religion, specific time of convenience , population variability, age , generation gap**
- ⦿ **Usage of community networks, media,**

Characteristics of Public Awareness

- Should have long term strategy and approach to repeat
- Should be consistent and reliable
- Utilizes a wide variety of methods , tools and media

Key issues of Public Awareness	
What information	Content
How to Convey	Format, Channels, Media
Who will Do	Tasking/Responsibilities
When	Time
How to Sustain	Interest, Involvement
Expenses	By whom

What media?



Tools and options for creating public awareness

Risk mapping



Let the communities identify and solve their problems together after identifying the risks

Sample of community based interventions



Initiatives for Safer Construction in Indonesia, Nepal, Sri Lanka, Vietnam

Public Awareness, Education, Training and Technology Transfer



Seminar and workshops

Skill based training



Masons receive graduation certificates at the hand-over ceremony of Kavresthali Lower Secondary School



Community level meetings

Disaster Risk Reduction Rally



Posters



Using local level Dissemination



Newsletters





Exhibitions



Disaster Risk Reduction Day



Drama or theatre

Reminder

- ⦿ Public Awareness is not a once and for all thing. It is Something that has to be repeated at regular intervals.
 - People Forget: If an event does not affect them particularly for some years.
 - People Change: New people come into a community.
 - People replace (Taking away community memories), young people grow up and old generation will die.

Lessons Learned

- ⦿ Gain ownership and trust of the community
- ⦿ Use influential spokespersons in order to provide publicity
- ⦿ Trainees, trainers and contributors all have a stake
- ⦿ Avail both public and private sector support as possible
- ⦿ Create a potent volunteer base
- ⦿ Make Trainer Training course as short as possible.
- ⦿ Internalize risk management through simulations, on-site visits to hazard prone areas, enactments, commemorative days etc.
- ⦿ Use existing systems, customs, laws, practices and institutions

Lessons Learned.....Continued

- Integrate various tools.
- Tailor-made workshops and messages to suit the target audience
- Combine formal and informal approaches.
- Highlight the funding needs to national and international sources of funding so that campaigns are not prematurely ended.
- Undertake sound preliminary research
- Maintain a quality control in translations
- Use consensus building or an enabling approach, which is better than confrontation or activism in certain cases where support of influential industries or stakeholders is vital.