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MODULAR COURSE IN DISASTER MANAGEMENT

Module-CBDRM1
An Introduction to
Community Based Disaster Risk Management

Trainers' Session Guide

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Learning Support and Capacity Building Programme in Sri Lanka

INTRODUCING THE WORKSHOP

CBDM1-0- INTRODUCTORY SESSION	
Timing	**Activity**
60 minutes	Welcome to the participants Trainers and participant introductions Logistical information (facilities, break times etc) Develop group expectations and match with course aims and objectives Develop group ground rules Conduct course pre- test (self assessment)

SESSION PLAN	
Aim	To introduce the workshop, facilitators and participants and create an effective working environment To check participants expectations and current level of experience and knowledge among the participants on the subject
Rationale	The workshop will be more effective if participants have time to get acquainted and are clear about the workshop process to be followed and the intended outcomes. Expectations check ill help the participants to better understand what the scope of the workshop and what expectations of their s will be met. Pre workshop quiz sets a baseline for the leaning against which the success of the workshop may be evaluated.
Outcomes	• all participants and trainers are introduced • the expectations of participants are identified and matched with the course aim and objectives to ensure congruency • the ground rules for effective group functioning are established • baseline is established for the learning through pre workshop self testing quiz
Key Messages	By the end of this session the participants will know each other and share their expectations and fears from the workshop.
Overview	The session should allow time for participants to learn each others names and hear a little of their professional/personal background. Time is also given for clarifying how the workshop will be conducted and the expected outcomes for participants. The session is also important for setting the tone of the workshop which ideally will encourage respect for a diversity of opinions, participation and inclusion
Preparation	Prepare the room well in advance. Set up audio visuals on laptop (if using power point). Participant list for registration. Name tags. Learners' workbook; Pre workshop quiz and answers sheets
Resources	Lap top and projector Flip charts and paper/pens Any aids such as balls for introductory activities Participant workbook / hand outs

DETAILED SESSION PLAN

Activity 1: Welcome & Introduction

- 📖 Welcome to the participants
- 📖 Introduce yourself; RedR programme & co-facilitators
- 📖 Discuss logistical issues – facilities, break times etc (see trainers notes)
- 📖 Run an activity for self introduction by the participants covering the following questions: *Who you are? What do you do? Who do you work for?*

Activity 2   Group expectations

- 📖 Run a group activity to seek input from the group about their expectations, fears, desired learning environment and their perceived role during the workshop. Prepare and place 4 flip charts at 4 corners of the room with one of the following questions written in each chart:
  - *What do you want to gain from this learning workshop?* (**YOUR EXPECTATIONS**)
  - *What may prevent you from learning during this workshop?* (**YOUR FEARS**)
  - *What will help you to learn during this workshop?* (**YOUR LEARNING STYLE/ENVIRON**)
  - *How would you contribute during the workshop to make learning effective?* **(YOUR ROLE)**
- 📖 Divide the participants into 4 groups. Ensure that each group ha a good mix of experienced and less experience members. (use one of the group forming exercise)
- 📖 Assign each group one corner and ask them to answer the question. Then ask all the groups to rotate so that each group has an opportunity to contribute to all 4 questions.
- 📖 Bring all the flip chart in front of the group and summarize their work

Activity 3:   course aims and outcomes

- 📖 Show Power point or pre written flip chart to introduce course aims and outcomes
- 📖 Ask the group if the stated aims/outcomes match their expectations. If not discuss with the group how the agenda could change to meet their expectations
- 📖 Refer to *course agenda/ schedule* and review with the participants. Ask their opinion about the agenda and if there is any need to make adjustments. If necessary make adjustments

Activity 4 Ground rules

- Discuss the importance of ground rules & develop them using the input received from the learners during the earlier group work especially from questions 2-4 above.
- Discuss the learning log and how it will be completed at the end of each session
- Conclude the session by asking if anyone has any further comments or concerns

Activity 5 – Pre workshop test quiz (45 Minutes) – *if time permits and included in schedule*

- 📖 Ask the participants to refer to pre workshop test quiz in their workbook or handouts
- 📖 Ask them to divide themselves into groups as per previous exercise.
- 📖 Hold a quiz contest among 4 groups and record the scores. Use buzzer. Allow 1 minute to answer. If assigned group fails to answer, the question goes to one who pushes buzzer first and gets half points.
- 📖 Inform them that similar quiz will be held at the individual level at the end of the workshop to measure the change in knowledge among the learners

TRAINERS NOTES

There are standard practical features to every RedR event to ensure consistency and a framework within which to operate, and they are listed below:[1]

📖 Introductions

Participants should be introduced to each other – this can be done using a 'getting to know each other exercise' but be aware that there can be cultural issues around introductions, for example it can be vital that each participant introduces themselves regardless of how large the group. Trainers should always introduce themselves to ensure that their experience and ability to run the particular event is clearly communicated.

📖 Aims and Objectives of Learning Event

These should be communicated either verbally or pasted around the room at the beginning of the session so that all participants are clear about what the course will cover.

📖 Facilities

Participants are to be informed of what facilities are available to them during the event including break-out rooms as well as areas which are out of access. Locations of nearest toilets should also be covered.

📖 Health and Safety

Locations of fire exits should be made clear at the start of any event as well as any checking in or out procedures in operation at venues. Details of emergency numbers, local GPs/hospitals etc should be included in the welcome packs.

📖 Break-times

Break times for tea, lunch and/or dinner should be communicated at the start of any event and adhered to as much as possible. If break times are not to be kept to, this should be communicated clearly to the group as this may impact on concentration of participants.

📖 RedR UK courses

Many participants who attend RedR courses want to know more about the organization and its other courses. This can be done by asking a member of staff to do a short presentation on RedR and tell participants how they can access further courses. Most offices have a short power-point presentation about RedR, but if Associate Trainers are running the presentation, it is important to check that it is up to date.

📖 Group Agreement or Ground Rules

Once participants have settled in and have been briefed on the course ahead, a group agreement or Ground Rules establishes consensus on how participants are agreeing to work together for the duration of the course. These can be agreed as a group together or by asking participants to work in pairs and come up with points on post-its which get collected and collated. Its often more expedient to have an initial 4 or 5 points on a flip chart and people can add to them if they wish by going to the flip chart and adding a post-it or two– that way the time used for this exercise is minimised without losing its significance.

📖 Course Diaries and Learning Logs

Diaries and learning logs or records of learning enable participants to keep a personal record of their learning, progress, reactions and reflections. These are provided in participants' work books which

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[1] From RedR UK Training Handbook

come with any course that is more than one day. Sufficient time should be allocated at the end of each session to allow participants to reflect on their learning and jot down any notes in their diaries and learning logs.

People need encouragement to use this approach and it can sometimes be helpful to provide illustrations of the sorts of things they might want to consider in their personal reflections, particularly at the beginning of a course, such as using mind maps, drawings and charts.

TC-1 – Trainer's Comments - notes

SESSION-CBDRM 1.1

Understanding the disasters and their impact on the communities

Rationale

Disasters are widely perceived as an event or series of events leading to a situation beyond human control. Disasters events are caused by existing hazards which may be natural or human-made. Any of these events can lead to mass migrations of people who are struggling to survive by escaping from a potential hazard or an actual emergency. If an emergency is not managed well, it can become a disaster or catastrophe. Thus the humanitarian and development practitioners need to understand the global disaster trends and their impact on the communities which will help them to devise strategies to combat against the underlying causes behind these disasters. In particular, it is also important for the practitioners to understand the different disaster scenarios in our context.

Learning Outcomes

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

- Understand the definition and concept of disaster
- Understand the global as well as local disaster trends and its impact in the community
- Understand different types of disasters and the underlying causes
- Explore their own role and responsibility in dealing with disasters

Content

- *Understanding a disaster- What is disaster? What are the different types of disasters? When does a disaster occur? Why does it occur? Who is affected? Who should address it? How does it happen and how can it be addressed?*
- *Types of disasters and their underlying causes*
- *Global and local disaster trends and influencing factors*
- *Why should I be concerned of the disaster trends? Am I affected? Do I have a role to play?*

CBDRM1.1
UNDERSTANDING DISASTER TRENDS & THEIR IMPACT ON THE COMMUNITIES

Timing	Activity
60 minutes	An interactive group discussion followed by a power point presentation or debriefing by the facilitators on the definition of disaster, disaster history, emerging global and local disaster trends and their impact on the communities Individual and group quiz to summarize the discussions and key learning

SESSION PLAN	
Aim	To develop a better understanding of disaster, disaster trends and their impact on the communities
Rationale	Community development practitioners therefore, should have a clear understanding of different types of disasters, underlying causes, the global and local disaster trends and their impact on the communities
Outcomes	By the end of this session the participants will be able to: • Understand the basic concepts of disaster management- *answering what, why, when, who, where and how?* • Understand the global disaster trends and its impact on the community • Understand the different type of disasters • Understand the need for integration of DRR into development planning
Key Messages	• Disaster is a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources. • There are no natural disasters. There are natural hazards. Disaster takes place when the community is affected by hazards. • The trend during the last three decades shows an increase in the number of natural hazard events and an increase in the number of affected populations. However, even though the number of disasters has more than tripled since the 1970s, the reported death toll due to these disasters has halved. • Whatever business we are in, there is a need to be sensitive to disaster risk. It is therefore, a business of all to include risk reduction into the development planning
Preparation	Prepare power point presentations Prepare flash cards to explain disaster, vulnerability, capacity and hazard relation Prepare posters to illustrate disaster trends along with the group work associated with each of them.
Resources	Lap top and projector Flip charts and paper/pens Posters, quiz, group work instructions Participant workbook / hand outs

DETAILED SESSION PLAN

Activity 1: Understanding disaster - Brainstorming session (WS-1.2)

Use the following open ended questions to generate ideas in the plenary session. Write down questions in the flip chart allowing space for the response. Ask the questions one by one in the plenary session. Write down the responses on the flip chart. *Use mind mapping technique to brainstorm.*

- What do you understand by the term disaster? Give some local examples of a disaster.
- What makes it happen? What are the underlying causes?
- Why is it important to you? Why should you be concerned about it?
- Who is involved? Who is affected? Who should deal with it?
- When does it happen? When do you need to deal with it?
- Where does it happen? Where will you address?
- How does it happen? How can it be managed?

Conclude with the debriefing or summarizing the responses.

Activity 2 Understanding Disaster – Group competition exercises (WS-1.3 and WS1.4)

Ask the learners to divide into 4 groups and solve the word puzzle given in worksheet WS -1.3 and WS -1.4. Allow 5 minutes for each exercise. At the end of 10 minutes, check which group wins.

Activity 3 Disaster types & underlying causes - Power point presentation

Discuss disaster and types of disasters and disaster in relation with hazards & vulnerability using power point presentation (or flip chart). While discussing different types of disasters, ask the learners to come up with the examples from their own area or examples they are familiar with.

Ask the participants to explain interrelationship among disaster, hazard, vulnerability and capacity using their own example. Differentiate between hazards and disasters. Use the statement:" *there are no natural disasters only natural hazards…*" to initiate mini debate to understand the difference.

Activity 4 Global Disaster Trends – group discussion & presentation (WS 1.8 - WS -1.12)

Prepare the posters of disaster impact using EM-DAT Disaster Database (1 for each group) and a group exercise. Ask them to analyse and interpret given data / chart and find out the emerging trends.

Divide the learners into 4 groups. Give the assignment as follow:

Group 1 – WS- 1.8 and WS- 1.9

Groups 2 – WS- 1.8 and WS- 1.10

Groups 3 – WS- 1.8 and WS- 1.11

Groups 4 – WS- 1.8 and WS- 1.12

Ask the groups to share their findings with the rest of the groups in the plenary session.

Activity 5 Conclusion -

Ask the learners if they have any questions and respond to them. Thank the learners and move to the next session.

TC-2 – Trainer's Comments - notes

SESSION-CBDRM 1.2

Disaster Management Concepts and Terminology

Rationale

'Disaster is a crisis situation that far exceeds the capabilities'   *- Quarentelly, 1985.*

Disasters have always co-existed with civilization. However, understanding of disaster and it's impact on human civilization have significantly changed over time. With technological and social advancement, human life and lifestyle has become complex. As a result there is a growing complexity in understanding disaster, it's impact and the way we deal with it. It is important for the disaster management and development practitioners to begin with developing a common understanding of key terms and concepts used in disaster management field.

This session will help the learners to understand basic concepts and terminology used in the disaster management field.

Learning Outcomes

At the end of this session participants will be able to

    define the key terms used in disaster management

    understand different phases of disaster management cycle

    compare disaster management cycle with project cycle

Content

1. *Disaster management Cycle*

2. *Disaster management Terminology – a*

3. *Disaster Terminology - common sense approach*

SESSION PLAN

CBDRM1.2	T-14
DISASTER MANAGEMENT CONCEPTS & TERMINOLOGY	

Timing	Activity
90 minutes	📖 An interactive group discussion on terminologies used in disaster risk management using creative games such as word finding, puzzle and quizzes followed by a power point presentation or debriefing. 📖 An interactive session on Disaster Management Cycle

SESSION PLAN	
Aim	To familiarize the learners with the terms used in disaster management field and discuss disaster management cycle
Rationale	A knowledge of terms and language used in DM will help learners to better understand the concepts and rest of the course content
Outcomes	By the end of this session the participants will be able to: • **define the key terms used in disaster management** • **understand different phases of disaster management cycle** • **compare disaster management cycle with project cycle**
Key Messages	📖 Terminology never stands still. It adapts to shifts in thinking, by adopting new terms or expanding old ones. 📖 Since we cannot do away with concepts and definitions entirely, they must be expressed clearly, preferably in plain language. They must be relatively simple to understand and communicate. 📖 Hence, practitioners can be guided by a few common-sense principles: • *Keep terms, definitions and concepts as simple as you can; it is better to over-simplify than to over- elaborate;* • *In defining terms, look for common ground and shared understanding to ensure widespread acceptance;* • *Use key characteristics or concrete examples where definitions are difficult to explain; and* • *Be clear to yourself and others about what you mean when you use a term.*
Preparation	Prepare flash cards with terms and definitions written in separate cards Prepare posters to illustrate key terms in disaster management Power point for Disaster management Cycle and concepts
Resources	Lap top and projector Flip charts and paper/pens Posters, quiz, group work instructions Participant workbook / hand outs

DETAILED SESSION PLAN

Activity 1: **Understanding disaster terminology – word finding session (WS-2.1)**

Ask the learners to divide into 4 groups. Assign them a group task using worksheet WS -2.1. Ask them to locate and define as many words as possible in 10 minutes time.

Activity 2 **Disaster terms – card matching exercise**

Provide 2 sets of flash cards to each group- one with the terms and another with corresponding definitions. Ask them to discuss in group and match cards after reaching to a consensus. Post the cards on the wall.

Use the power point to share facilitator's versions of terms and definitions. Ask the group members to observe the difference and give their reasoning of their interpretation.

Activity 3 **Disaster Management Cycle – power point / flip chart presentation**

Use interactive power point or flip chart presentation to explain disaster management cycle and meaning of associated terms.

Activity 5 **Conclusion** -

Ask the learners if they have any questions and respond to them. Thank the learners and move to the next session.

TC-2 – Trainer's Comments - notes

SESSION-CBDRM1.3

Disaster - Development Link

Rationale

Disasters put developments at risk but at the same time it may also create development opportunities. Similarly, human development interventions can contribute to a serious reduction in disaster risk but they may also increase the vulnerability. There is always a complex relationship between disasters and development. Hence, it is important for the community based development as well as disaster risk management practitioners to understand this relationship and be able to devise the sustainable approach and serve the community better.

Learning Outcomes

At the end of this session participants will be able to:

- Understand the conceptual relationship between disasters and development
- Discuss the concept of sustainable development in the light of emerging disaster trends
- Understand the need to integrate disaster risk reduction into development planning

Content

1. *Defining disaster and development*
2. *Conceptual relationships between disasters and development (D &D)*
3. *Concepts of a sustainable development in the light of emerging disaster trends*
4. *Integration of disaster risk reduction into development planning- a proactive approach*

" Communities will always face natural hazards, but today's disasters are often generated by, or at least exacerbated by, human activities. At the most dramatic level, human activities are changing the natural balance of the earth, interfering as never before with the atmosphere, the oceans, the polar ice caps, the forest cover and the natural pillars that make our world a livable home. But we are also putting ourselves in harm's way in less visible ways. At no time in human history have so many people lived in cities clustered around seismically active areas. Destitution and demographic pressure have led more people than ever before to live in flood plains or in areas prone to landslides. Poor land-use planning; environmental mismanagement; and a lack of regulatory mechanisms both increase the risk and exacerbate the effects of disasters."

Kofi Annan
2002, UN Secretary-General, Foreword to
"Living with Risk: A global review of disaster reduction initiatives," ISDR.

SESSION PLAN

CBDRM1.3 DISASTER – DEVELOPMENT LINK	T-19

Timing	Activity
90 minutes	📖 An interactive group exercises to understand the relation between disaster and development approaches

SESSION PLAN	
Aim	To understand the link between disaster impact and development approaches so as to work towards the sustainable approach to development.
Rationale	There is always a complex relationship between disasters and development. Hence, it is important for the community based development as well as disaster risk management practitioners to understand this relationship and be able to devise the sustainable approach and serve the community better.
Outcomes	By the end of this session the participants will be able to: • Understand the conceptual relationship between disasters and development • Discuss the concept of sustainable development in the light of emerging disaster trends • Understand the need to integrate disaster risk reduction into development planning
Key Messages	📖 Disasters set back development programming destroying years of development initiatives 📖 Rebuilding after a disaster provides significant opportunities to initiate development programs 📖 Development programs can increase an area's susceptibility to disasters 📖 Development programs can be designed to decrease the susceptibility to disasters and their negative consequences – sustainable development
Preparation	Prepare 4 posters/ flip charts each one showing one of the 4 Disaster Development relationships Power point for Disaster management Cycle and concepts
Resources	Lap top and projector Flip charts and paper/pens Posters, group work instructions Participant workbook / hand outs

DETAILED SESSION PLAN

Activity 1: Understanding disaster- development link – power point
Present the disaster-development realm to discuss interrelation between development and disaster.

Activity 2   D-D link – Group task
Place 4 flip charts in 4 corners of the room each titled with one of the four DD relations. As the learners begin with one and move to the next. Discuss in their group and provide some real life examples which fall in each of the four category of D-D link.

Activity 5 Conclusion -

Debrief the learners on the group task. Ask the learners if they have any questions and respond to them. Thank the learners and move to the next session.

TC-3 – Trainer's Comments - notes

TC-3 – Trainer's Comments - notes

SESSION-CBDRM1.4

Disaster management – A Paradigm Shift

Rationale

Having established a deep connection between a disaster impact and development approaches and how one influences another, it is a time for the disaster management and development practitioners to look into the possibilities of bringing these two so called different disciplines together with the overarching aim of creating a safe and sustainable world.   In order this to happen, practitioners should have a very good understanding of disasters, the causes & origin, their impact on the communities, the way it was managed and also lessons learnt from the past.

This session discusses how the understanding of disaster and the treatment of it changed over a period of time. It describes a paradigm shift in disaster management approaches from an emergency response model to risk reduction and community based sustainable development model.

Learning Outcomes

At the end of this session learners will be able:

  Discuss the evolution of disaster management approaches

  Understand shift from scientific and technical approach to Social science approach to DM

  See a need to move towards a holistic sustainable development approach to DM

Content

1. Disaster management approach – an evolving process
2. Scientific and technical approach to DM
3. Social science approach to DM
4. Holistic Approach to DM – towards a sustainable development
5. Disaster Crunch Model and Emergence of CBDRM approach

Not even windstorm, earth-tremor, or rush of water is a catastrophe. A catastrophe is known by its works; that is, to say, by the occurrence of disaster. So long as the ship rides out the storm, so long as the city resists the earth-shocks, so long as the levees hold, there is no disaster. It is the collapse of the cultural protections that constitutes the disaster proper. (Carr 1932:211)

SESSION PLAN

CBDRM1.4	T-26
A PARADIGM SHIFT IN DISASTER MANAGEMENT	

Timing	Activity
75 minutes	📖 Discuss a paradigm shift in an understanding and the management of disaster 📖 Discuss "Disaster crunch Model" to understand the root causes of the vulnerability in the community

SESSION PLAN	
Aim	To discuss how the disaster is understood and managed differently at different times and how it has evolved from "an act of God" to an integral part of " a sustainable development"
Rationale	We managed disaster differently at different times based on what our understanding of disaster was at that particular period of time. From the growing frequency and intensity of disaster impacts It is evident that our approach in the past was not appropriate. Many of our so called development activities contributed to increase the vulnerability of our communities and therefore made them susceptible to disaster impact. It is therefore, essential for the practitioners to have a very good understanding of disaster and how it evolved during the course of time.
Outcomes	By the end of this session the participants will be able to: • Discuss the evolution of disaster management approaches • Understand shift from scientific and technical approach to Social science approach to DM • See a need to move towards a sustainable development approach to DM
Key Messages	📖 Disasters are no longer viewed as extreme events created entirely by natural forces but as unresolved problems of development. 📖 Disasters occur when and only when the hazards impact on a vulnerable community with no capacity to cope with the impact unaided 📖 The vulnerability of a community is deeply rooted into their social, cultural, economic, political, psychological and environmental processes and practices. 📖 This disaster management approach thus, has evolved from emergency response to disaster risk reduction and sustainable development aimed at reducing social and economic vulnerability and investing in long-term mitigation activities
Preparation	Flash cards of different understanding of disaster over time and corresponding disaster management approaches Flash cards or power point for Disaster Crunch Model
Resources	Lap top and projector Flip charts and paper/pens Posters, group work instructions Participant workbook / hand outs Extra hand outs – "A paradigm shift in Disaster Management"

DETAILED SESSION PLAN

<u>Activity 1:</u> A Paradigm Shift in DM – interactive presentation – *10 min*
Present the history of disaster concepts, how it was viewed in the past and it's progression towards current understanding as an integral part of a development process

<u>Activity 2:</u>   A Paradigm shift - Group task (WS – 4. 1 – mind mapping exercise) – *20 min*
Share some notes from mind mapping exercise with the learners and ask them to brain storm on a paradigm shift in disaster management. Ask the learners to give some examples of their own disaster management experiences.

<u>Activity 3:</u> Disaster Crunch Model – power point – *10 min*
Explain "Disaster Crunch Model" using power point presentation.

<u>Activity 4:</u> Disaster Crunch Model – group task (WS 4.2- WS 4.4) – *30 min*
Simultaneously assign the tasks WS-4.2; WS-4.3 and WS-4.4 to the learners.

<u>Activity 4:</u> Conclusion - *5 min*

Debrief the learners on the group task. Ask the learners if they have any questions and respond to them. Thank the learners and move to the next session.

TC-4 – Trainer's Comments - notes

SESSION-CBDRM1.5

Introduction to CBDRM Approach:

Rationale

It is now well established that a sustainable development and disaster risk reduction are essential preconditions for each other. Disasters severely hamper the progress and achievements of sustainable development while, at the same time, physical infrastructure we are constructing may itself constitute a source of risk in the event of future disasters. For an example, the majority of victims are killed by their own collapsing houses in the case of earthquake. From the perspectives of environmental degradation, human intervention, and security aspects, disaster management is a pressing issue for all of us and should be undertaken on a comprehensive basis. The experience shows that top down approach to disaster management has not been very effective. Ideas and examples should come from the communities and should feed in to the national policies and plans. The communities at risk need to get engaged in all of its phases: prevention, mitigation, preparedness, response and recovery.

Learning Outcomes

At the end of this session learners will be able:

   Understand the important aspects of CBDRM as a people centred process

   Differentiate between conventional "top down" and community based approach in disaster risk management

   Understand the benefits, challenges and applications of CBDRM approach

Content

1. Understanding community in disaster risk management context
2. Defining CBDRM
3. Conventional vs CBDRM approach
4. Fundamental principles of CBDRM
5. Benefit and challenges in CBDRM

SESSION PLAN

<table>
<tr><td colspan="2" style="background:orange">CBDRM1.5
AN INTRODUCTION TO
COMMUNITY BASED DISASTER RISK MANAGEMENT APPROACH
(CBDRM)</td><td style="background:orange">T-31</td></tr>
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Timing	Activity
90 minutes	📖 Discuss the concepts of community based disaster risk management 📖 Difference between conventional and CBDRM approach 📖 Disaster release model

SESSION PLAN	
Aim	To introduce CBDRM as a developmental approach that focuses on disaster risk reduction and use participatory practices to ensure appropriateness and sustainability
Rationale	The experience shows that top down approach to disaster management has not been very effective. Ideas and examples should come from the communities and should feed in to the national policies and plans. The communities at risk need to get engaged in all of its phases: prevention, mitigation, preparedness, response and recovery. This gives birth to community based approaches to disaster risk management (CBDRM).
Outcomes	By the end of this session the participants will be able to: • Understand the important aspects of CBDRM as a people centred process • Differentiate between conventional "top down" and community based approach in disaster risk management • Understand the benefits, challenges and applications of CBDRM approach
Key Messages	📖 Unless the disaster risk management efforts are sustainable at individual and community level, it is difficult to reduce the losses and scale of the tragedy. There needs to be an opportunity where people can be involved from the initial programming stage of disaster management activities. 📖 CBDRM recognizes that different groups of people have different vulnerability. 📖 CBDRM looks into the underlying causes of community vulnerability and address them
Preparation	Power point presentation for CBDRM definition, principles, features Flash cards for disaster release model
Resources	Lap top and projector Flip charts and paper/pens Posters, group work instructions Participant workbook / hand outs

DETAILED SESSION PLAN

Activity 1: Defining CBDRM – interactive presentation
Define community and CBDRM, difference between conventional and CBDRM approaches, principles and key features of CBDRM using interactive PP presentations

Activity 2: A Disaster Release Model - Group task (WS – 5.2 – WS -5.4)
Use group task WS 5.2- WS 5.4 during an interactive presentation.

Activity 4: Conclusion

Debrief the learners on the group task. Ask the learners if they have any questions and respond to them. Thank the learners and move to the next session.

TC-5 – Trainer's Comments - notes

TC-5 – Trainer's Comments - notes

CBDRM PROCESS

Rationale

Community Based Disaster Risk Management (CBDRM) is a process, which leads to a locally appropriate and locally "owned" strategy for disaster risk reduction. In the CBDRM Process, a thorough assessment of the community's hazard exposure and analysis of their vulnerabilities as well as capacities is the basis for activities, projects and programs to reduce disaster risks. CBDRM is a multi-sectoral, multi-disciplinary and multi-level process which requires an active participation of all the stakeholders at community, districts, provincial and national level. Managing these wide range of stakeholders and coordinating multi-sectoral efforts at multiple levels is a challenge for CBDRM practitioners. One important aspect in the CBDRM process is that the long term sustainable development should be kept in mind and the outcomes should lead to communities resilient for long term sustainability. It is therefore, essential for the community practitioners to understand the steps and processes involved in the CBDRM.

Learning Outcomes

At the end of this session participants will be able to

🕮 Understand the process involved in community based disaster risk management and similarities with development planning

🕮 Relate the project cycle and its relationship with CBDRM process

🕮 Explain the important steps in the CBDRM

Content

1. *Introduction to CBDRM process*

2. *Project cycle and CBDRM process*

3. *Phases and steps in CBDRM*

4. *Stakeholders in CBDRM process*

5. *Understanding a community- the first step of CBDRM*

SESSION PLAN

<table>
<tr><td colspan="2" style="background:orange">CBDRM1.6
PROCESSES & STEPS IN
COMMUNITY BASED DISASTER RISK MANAGEMENT (CBDRM)</td><td>T-38</td></tr>
</table>

Timing	Activity
90 minutes + 45 minutes	📖 Power point presentation to discuss 6 stages in CBDRM process 📖 Group task to identify and understand steps involved in each of 6 stages of BDRM process 📖 Community profiling as the first step towards understanding community

SESSION PLAN	
Aim	To introduce key stages in CBDRM and steps involved in each of the stages
Rationale	CBDRM is a multi-sectoral, multi-disciplinary and multi-level process which requires an active participation of all the stakeholders at community, districts, provincial and national level. One important aspect in the CBDRM process is that the long term sustainable development should be kept in mind and the outcomes should lead to communities resilient for long term sustainability. It is therefore, essential for the community practitioners to understand the steps and processes involved in the CBDRM.
Outcomes	By the end of this session the participants will be able to • Understand the process involved in community based disaster risk management and similarities with development planning • Relate the project cycle and its relationship with CBDRM process • Explain the important steps in the CBDRM
Key Messages	📖 It is a process of strengthening and mobilizing community to act together to reduce their vulnerability to disaster risks and move towards prosperity and the sustainable development 📖 CBDRM approach looks towards integrating disaster risk management into the community based sustainable development which recognises the risk reduction as an integral part of it.
Preparation	Power point presentation to introduce 6 stages in CBDRM 5 sets of Flash cards with steps in CBDRM printed on them (1 steps per card)
Resources	Lap top and projector Flip charts and paper/pens Flash cards with CBDRM steps Participant workbook / hand outs

DETAILED SESSION PLAN

Activity 1: Key Stages in CBDRM – interactive presentation – 15 min
Present 6 key stages in CBDRM while asking in learners what they understood by them

Activity 2:   A Disaster Release Model - Group task (WS – 6.1) – 45 min
Ask the learners to use the flash cards to discuss CBDRM stages and steps and design a CBDRM cycle by placing the appropriate steps within each of the 6 key stages in a logical order (as much as possible).

Activity 3: Understanding community – PP presentation and group task – 15 min

Use PP presentation to discuss the importance of understanding community, it's social, political, economic, environmental and cultural (SPEEC) characteristics to understand it's vulnerability and capacity.

Activity 4: **Community Profiling & Presentation – group task – 45 min + 15 min**
Assign WS – 6.2 and ask them to share their work with others

TC-6 – Trainer's Comments - notes

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