



**TRAINING MODULE ON
IMPLEMENTING PROGRAMMES ON COMMUNITY
RESILIENCE
IN SRI LANKA**

V 2.0

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DISASTER MANAGEMENT CENTER
MINISTRY OF DISASTER MANAGEMENT
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SUPPORTED BY DIPECHO DRR PROJECT

Table of Contents

INTRODUCTION.....	5
WHY NEW VERSION OF TRAINING MANUAL.....	5
USERS AND USES OF THE MANUAL	5
OVERVIEW OF THE MANUAL	5
USER’S GUIDE	6
PREFACE TO THE V 2.0 OF THE MANUAL.....	8
MODULE – 01_INTRODUCTION AND TRAINING OVERVIEW	12
Description.....	12
Learning Objectives.....	12
Key messages	12
Session plan	13
Activity 1.1: Introduction of Participants and Group Formation (10’).....	14
Activity 1.2: Leveling of Learning Expectations (15’)	14
Activity 1.3: Course Orientation (10’)	14
Activity 1.4: Pre – Assessment (10’).....	14
Attachment 1.1: Sample Assessment Questionnaire	15
MODULE – 02_DISASTERS AND DEVELOPMENT, AN INTEGRATED APPROACH.....	16
Description.....	16
Learning Objectives.....	16
Key messages	16
Session Plan.....	17
Presentation content 2.1. Linking Disaster Risk Reduction with Development (15’).....	18
Presentation content 2.2. Realms of Disaster and Development (20’)	18
MODULE – 03_ORIENTATION TO COMMUNITY RESILIENCE CONCEPT, APPROACH AND TERMINOLOGY	21
Description.....	21
Learning Objectives.....	21
Key messages	21
Session plan	22
Presentation content 3.1. Introduction to Resilience Concept & approach (25’)	23
Activity 3.2. Matching game on terms and Concepts (20’).....	24
Presentation content 3.2. Terminology and DRR Concepts (20’)	24
Activity 3.3. Group Activity on the application of key concepts (15’)	24

MODULE – 04 CHARACTERISTICS OF A RESILIENT COMMUNITY AND MEASURING INDICATORS	29
Description.....	29
Learning Objectives.....	29
Key messages	29
Session Plan.....	30
Presentation content 4.1: Explain resilience using spring as an analogy (10')	31
Activity 4.1: Building safer, more resilient communities (20').....	31
Presentation content 4.2: Characteristics of community resilience (10')	32
Activity 4.3: Nature of resilient communities (20').....	33
MODULE – 05 COMMUNITY MOBILIZATION, AND ENGAGEMENT IN BUILDING RESILIENCE	35
Description.....	35
Learning Objectives.....	35
Key messages	35
Session Plan.....	36
Presentation content 5.1: What is community mobilization? & why it is important (20')	37
Presentation content 5.2: Steps and strategies of community mobilization (25')	38
MODULE – 06 PARTICIPATORY INTEGRATED RISK ASSESSMENT (PIRA)	40
Description.....	40
Learning objectives	40
Key messages	40
Session Plan.....	41
Presentation content 6.1: Introduction to assessments for community resilience building (20') ..	42
Presentation content 6.2: Introduction to participatory methodologies (20')	45
Presentation content 6.3: Key principles of participatory assessment (20')	46
Presentation content 6.4: Core practices of facilitation	46
Presentation content 6.5: Key participatory assessment techniques (30')	47
Presentation content 6.6: Types of facilitating community meetings (10')	48
MODULE – 07 PARTICIPATORY TOOLS FOR ASSESSING RISK - PRACTICUM.....	49
Description.....	49
Learning Objectives.....	49
Key messages	49
Session Plan.....	50
Activity 7.1: Introduction to the mapping tools (45')	51
7.1.2 Institutional Mapping / Stakeholder Mapping.....	52
7.2.1. Seasonal calendar	53

7.2.2. Historical profile/historical visualization	55
Activity 7.3: Introduction to problem analysis tools (45')	56
7.3.1 Problem Tree.....	56
Activity 7.4: Introduction to ranking tools (30').....	57
Activity 7.5. Interviewing in a community (40').....	59
MODULE – 08_RISK SENSITIVE PLANNING TOWARDS RESILIENCE	60
Description.....	60
Learning Objectives.....	60
Session plan	61
Presentation content for 8.1: Present session objective and link with the previous session (10') .	62
Presentation content 8.2: Presentation on Risk Sensitive development planning (40')	63
Presentation content 8.3: Preparedness and Response Planning (45')	64
Activity 8.2- Community Based Risk Reduction Planning (45')	65
MODULE – 09_IMPLEMENTATION, MONITORING & EVALUATION OF THE PLAN	66
Description.....	66
Learning Objectives.....	66
Key messages	66
Session Plan.....	67
Presentation content	68
Presentation content 9.1: Introduction to Implementation, monitoring and Evaluation (15').....	68
Activity 9.1: Essentials of Monitoring & Evaluation (40')	70
Presentation contents 9.3: Participatory Monitoring and Evaluation (30')	71
MODULE – 10_DEVELOPING A PLAN OF ACTION FOR DIVISIONAL PLANNING GROUP	73
Description.....	73
Learning Objectives.....	73
Key messages	73
Session plan	74
Activity 10.1 - Action Plan Template (30')	75
Bibliography:	76

INTRODUCTION

Our country today is experiencing frequent and often more serious disasters which threaten to reverse the many development gains achieved over decades. The Community Resilience Framework (CRF) helps show the links between development and disaster towards build back better. CRF relies on fundamental recognition that the communities affected by these hazards also have the solutions. It engages communities in identification, analysis, monitoring and evaluation of risks to reduce people's vulnerabilities and enhance their capacities.

While it may not be possible to completely stop the occurrences of natural hazards, communities, governments and local institutions can work together to prevent hazards caused by humans, reduce risks to disasters, mitigate or manage when disasters do occur and minimize their effects on lives and livelihoods. This manual serves as a resource guide to help communities be at the center and enable them to take control of disaster risk reduction process and design relevant actions.

WHY NEW VERSION OF TRAINING MANUAL

In 2012, Disaster Management Center (DMC) together with its partners developed the Community Based Disaster Risk Reduction training manual for facilitators and participants. The situation and realities however have changed since last few years. New knowledge on DRR is emerging that closely links it to ecosystems approach, climate change, and gender as their links with DRR are better understood. There are also a lot more experience now on the ground to which this new version puts considerable attention to with practical examples to illustrate terms, concepts and processes.

USERS AND USES OF THE MANUAL

This manual is primarily for trainers and facilitators in CR. It is useful for DRR researchers, university students, DRR practitioners, extension workers, local government planners, policy makers, NGO staff and community leaders. The trainer's manual is a process guide for trainers and facilitators on how to help communities design and implement CR. The manual is part of the larger effort to promote CR among DRR practitioners worldwide.

OVERVIEW OF THE MANUAL

The first edition of the training manual on Building Resilient Communities: Community Based Disaster Risk Reduction (CBDRR) published in 2012 received much attention worldwide helping enhance the understanding of disaster risk reduction and the role of the community. It focused on concepts, principles and processes of CBDRR.

This version highlights a Resilience Framework to emphasize the dynamics and interconnectedness of community systems, ecosystem, climate change and disaster risk reduction.

The word "disaster" is often seen as antonym of "resilience". Both disaster and resilience are states or conditions of capacity – or the lack of it – of the element at risk such as individual, community, society or a nation, to survive, bounce back and transform the system and structure to prevent disaster from happening. Resilience refers to the capacity of an individual and the community to bounce back from any eventuality. It actively creates opportunities to improve an individual's and a community's potential for empowerment. A disaster only happens when specific elements at risk are unable to survive and bounce back from a hazard event. Therefore, disaster and resilience are end states.

Disaster Risk Reduction (DRR) is a framework to ensure that disaster is avoided and resilience is achieved. Climate change brought about changes in weather patterns often translated into hazards such as storms, typhoons, floods and droughts. The starting point in DRR is always a hazard. The Resilience Framework encompasses the very essence of systems and power structures in various sectors (natural resource, environment and agriculture, political, cultural, social, etc.) that drives capacity to lessen or improve. Understanding the interaction among these capacities on who decides, who have access to resources and what are the embedded values and beliefs will clearly enhance risk

assessment analysis. The framework is transformative in that it looks at all sectors and seeks to transform a “high disaster risk” state to a “safe and resilient” state.

Ecosystems, such as wetlands and forest areas provide a range of ecosystem services that help to not only secure livelihoods and well-being of communities but also reduce disaster risk. Deterioration and or loss of ecosystem services lessen the capacity of people and communities thereby increasing disaster risk through reduced water, imperiled livelihoods and decreased food security. In CR, ecosystems are integrated in the DRR assessment and risk reduction measures and plans. Inadequate attention to ecosystems would lead to adverse consequences and degradation of community life support system such as fragmentation of landscapes and hydrological regimes, degradation or even conversion for alternate use.

Conflicts may arise in decision-making and when accessing capacities, resources and ecosystem services. By understanding one’s own disaster risk and DRR, this conflict may in fact be a transformative process for key players.

Other factors can contribute to the degree of risk and lack of capacities of people such as stereotyped gender roles and discrimination. Women and men, girls and boys, children, elderly, people with disabilities and others do not have equal access to rights and opportunities. The dictates of society that maintain these inequalities and stereotypes affect not only roles and responsibilities within the community and the home but also the capacities to respond, survive, bounce back and transform systems and structures towards resilient building.

The communities’ effective role as learning agent lies at the core of every effective DRR endeavor. Once learning transpires, communities can move forward to further their own development. Collective learning of disaster risks will prompt them to be proactive in arriving at risk reduction measures.

This manual outlines a process and provides resource materials on how a group of people can direct their efforts in a systematic way towards achieving safe, resilient and empowered individuals and communities. The end goal is a dynamic community that aims to equalize power relations, binds the group cohesively in the process of making decisions, deals with conflicts, resolves issues, and manages individual and collective tasks and processes with long term, sustainable outcomes.

USER’S GUIDE

This training manual provides trainers and practitioners of Community Resilience Programming with a comprehensive guide and reference materials to conduct a basic three day course in line with Guidelines of Implementing Community Resilience Programmes. It helps guide communities in implementing the various stages, steps and activities constituting the processes in developing local capacity for establishing CR programs.

CR Training, Design and Implementation contains introductory and closing sessions of the CR training course, the participants’ action planning and training evaluation while Modules 1-3 focus on the principles and content of CR.

The manual provides readers with a basic understanding of the CR framework and methodology. It also provides users a wide array of participatory and interactive tools for undertaking the various processes in building community resilience. The modules include session guides for various topics in a basic training course on CR. The session guides have a set of procedures consisting of structured learning exercises and activities designed according to the purpose and objectives of the topic of the session. It also contains useful and practical reference materials and hand-outs as attachments to the session guides. While the training tools in the session guides provide specific instructions for use in CR training, we also encourage finding creative and innovative ways of adapting these tools to their own culture, contexts and particular needs.

Training is more effective if trainers build a lively and engaging learning atmosphere. In as much as we tried to include a variety of learning activities, we encourage the use of ice- breakers, visualization techniques, and group dynamics to complement the ones that are presented in the manual.

LEARNING AIDS AND MATERIALS

- Roll of flip chart papers (2-3 standard rolls)
- Flash cards (around 200)
- Post – its (Multi colour sets)
- Name Tags (No equivalent to participants and training team)
- Books & Pens (No equivalent to participants and training team)
- White & Color papers (2 sets in each)
- Passing ball (Per each)
- Masking tape (5)
- Blue tag, Glue sticks Glue Maggie board
- Markers & Platignum
- Pins and Clips
- Course manuals
- Community Resilience Framework copies
- USB drives for participants with e-materials
- A4 size envelope packet
- Candies packets
- Balloon packet
- Straws, scissors
- Standard training stationary box

EQUIPMENT LIST

- Projector
- Projector Screen
- Pointer and remote slide mover
- Laptop installed with multimedia software,
- Printer
- Printer cartridge
- USB drives and Multiple USB socket
- External hard drive
- Speakers
- Multi power plugs and cables
- Adapters (Square pin to round pin)

PREFACE TO THE V 2.0 OF THE MANUAL (2nd Edition)

The second edition of the training manual for implementing Community Resilience Framework (CRF) Programs in Sri Lanka, is published in September 2016 by Disaster Management Centre. Preparation of the new version of the CRF training manual was supported by Disaster Risk Reduction Consortium formed under DIPECHO 8 program during 2015-16.

New edition of the training manual has been drafted based on the lessons and experience from the implementation of series of CRF training programs conducted at national level and followed by cascading training programs conducted in districts in 2016.

Largely drawing from the lessons and daily review discussions with the team of facilitators from Disaster Management Centre, UNDP and DIPECHO partners, this version provides easy to follow logical steps for trainers who wish to pick and deliver sessions of their preference.

It consists 10 modules, structured with the natural logical flow of a training session, which includes Description of the module, learning objectives, key messages and session plan. Each module consists presentation content relevant to the module and activity plan within the same module. Session plan is the key for any facilitator who gets one page overview of the entire module and able to mentally structure his/her delivery of the session. It is structured based on GLOSS and OFF training session delivery methodology. A practical schedule is also a new feature in this version of the manual.

Duration of each module is completely revised in the second edition based on the experience from eight subsequent trainings on the same modules but in two consecutive cascading approach delivered in districts. We believe that new timing structure depicts the closest reality of each module.

Being Community Resilience is an evolving topic day by day due to high importance given to it at global, national and local level, this version of the training manual has still room for improvement over the next years, based on new learning at national and local level implementation of the framework in Sri Lanka, and largely globally due to new research findings in the field of community resilience to disasters.

Therefore this training manual should be seen as a living but evolving document and Disaster Management Centre along with its partners and stakeholders is keen to receive any feedback of using the training guide.

For your feedbacks, please write to us!

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Our Vision

Safer communities and sustainable development in Sri Lanka.

Community Resilience Framework (CRF) Training National/Provincial/District level

“Introducing Community Resilience Framework for Sri Lanka and its implementation guidelines for development stakeholders”

3 days training - Recommended schedule for residential program

Day 01 – Basic concepts of community resilience to disasters					
<i>Duration</i>	<i>Time</i>	<i>Session Name</i>	<i>Session objective</i>	<i>Methodology</i>	<i>Facilitator</i>
30 Min	08.30 09.00	Registration	To get the participants officially enrolled in the course	Front desk registration table	Training Admin Team
45 Min	09.00 09.45	Opening sessions/Official ceremony	Officially inaugurate the sessions and training program	<i>Official ceremony</i>	Lead Facilitator
60 Min	09.45 10.45	S1: Introduction and Training overview	All participant understand purpose of the training and intended outcomes of the training	<i>Introduction Expectation check, Self-assessment</i>	Lead Facilitator
15 Min	10.45 11.00	<i>Morning tea break</i>			
90 Min	11.00 12.30	S2: Disasters & Development - An Integrated approach	Participants are able to define the conceptual relationship between disasters and development	<i>Brainstorming, Discussion, Group Activity</i>	Session Facilitator
60 Min	12.30 01.30	<i>Lunch break</i>			
90 Min	01.30 03.00	S3: Resilience Concepts, Approaches & Terms and definitions	Participants are able to define basic terms, concepts explain and approaches used in Resilience theory and practice	<i>Group activity, Presentation, Discussion</i>	Session Facilitator
30 Min	03.00 03.30	<i>Working evening tea</i>			
90 Min	03.30 05.00	S4: Characteristics of a Resilient Community and measuring indicators	Participants will be able to identify the characteristics of a safer, resilient community	<i>Group activity, Presentation, Discussion</i>	Session Facilitator
<i>End of day 1</i>					

Home work		<i>Reading community mobilization case study</i>			
Day 02 – Risk and resilience assessment tools and techniques with practicum					
30 mins	08.30 09.00	<i>Recap of day 01</i>			Lead Facilitator
60 Min	09.00 10.00	S5: Community Mobilization	Participants understand key steps and elements in community mobilization	<i>Presentation Case study/Role play</i>	Session Facilitator
15 Min	10.00 10.15	<i>Morning tea break</i>			
135 Min	10.15 12.30	S6: Participatory Integrated Risk Assessment	Participants are able to understand the Participatory risk assessment approaches and techniques	<i>Discussion, Group exercises, Demonstration</i>	Session Facilitator Lead Facilitator
60 Min	12.30 01.30	<i>Lunch Break</i>			
90 Min	01.30 03.00	S7: Participatory tools for assessing resilience of communities and their exposure to risk	Participants are able to demonstrate how the available tools can be used in designing and conducting Risk Assessment	<i>Discussion, Group Activity, Video play</i>	Session Facilitator Lead Facilitator
30 Min	03.00 03.30	<i>Working evening tea</i>			
90 Min	03.30 05.00	S7: Participatory tools for risk and resilience continues....	Participants are able to demonstrate how the available tools can be used in designing and conducting Risk Assessment	<i>Discussion, Group Activity, Video play</i>	Session Facilitator Lead Facilitator
<i>End of day 2</i>					
<i>Informal gathering of participants (Videos, Tools HOHO show)</i>					

Day 03 – Risk sensitive development planning (Getting the basics of development plans right)					
30 mins	08.00 08.30	<i>Recap of day 02</i>			Lead Facilitator
150 Min	08.30 11.00	S8: Risk Sensitive Planning towards resilience	Participants are knowledgeable in developing Risk Sensitive Plans based on the results of the risk analysis	<i>Group exercise, Discussion</i>	Session Facilitator
90 Min	11.00 12.30	S9: Implementation, Monitoring & Evaluation of the Plan	Participants are able to understand the role of implementation, monitoring, and evaluation of risk-sensitive plans	<i>Discussion Panel Q&As</i>	Panel facilitated by Lead facilitator
60 Min	12.30 01.30	<i>Lunch and check out</i>			
60 Min	01.30 02.30	S10: Developing a Plan of Action for Division	Participants are able to develop a plan of action for the implementation risk sensitive GN/DS development plan	<i>Group Planning Plenary presentation</i>	Training Dept Lead facilitator
60 Mins	02.30 03.30	Evaluation, certificates & closing ceremony			Lead Facilitator
	03.30	<i>Tea and departure</i>			

Notes to lead facilitator:

1. Session 2 and Session 3 could be inter-changed based on the pre-discussion with the session facilitators and participants background. If most of the participants have disaster management background, it is good to start as it is. If participants are from other background than development planning, session 3 will precede session 2 for better understanding of terminology.
2. Depending on the logistics, registration/session 1 could be done on the arrival day, if participants arrive early on the day before the training start day. Hence day 1 could be started with session 2 or opening ceremony if it is done on the previous day.



Description

The purpose of the introductory session is to provide the context and set the right tone for the course.

Learning Objectives

By the end of the session, the participants should be able to:

1. Conduct a course registration and ensure the commitment of participants to attend complete course.
2. Give a general description of the course and its relevance to their work.
3. Know each other by name and begin developing a team.
4. Form small teams (Daily Management Teams), assigned to each day of the course and to participate in the training management alongside the main facilitator(s).
5. Express a renewed sense of awareness about and level of confidence in community resilience to disasters by assessing their own level of confidence in 12 key aspects of community resilience to disasters.

Key messages

- Good initial relationship is established with all the participants
- Good learning environment is enabled for self and group learning
- Expectations are clearly identified and matched with the course objectives
- Facilitators have a good understanding of the participants level of knowledge and conducted a pre-self-assessment

GLOSS and OFF are the terms used to structure a training session. This is used throughout this manual in the session plan of each module.

GLOSS means

G – Get the attention of the audience

L – Link with previous session or experience

O – Objective of the session

S – Structure the session

S- Simulate the learning

OFF means

O – Outcome revisited

F- Feedback from audience

F – Finish the session with the Future link

Session plan

TIME	SESSION ACTIVITY	PURPOSE	METHODOLOGY	MATERIALS
15 min	Opening Ceremony	To welcome the participants and officially open the course	Based on standard methodology of Locality	Materials related method of opening according to the tradition
10 min	Introduction to participants /Formation of Groups	To group participants as learning teams who will be working together during the whole duration of the course	Activity 1.1: Group activity or discussion	Flip Charts, Markers, Pens
15 min	Leveling of learning expectations	To assess level of participants' expectations of the course	Activity 1.2: "Bus stop" methodology	Flipcharts (boards and papers), Flash cards and markers
10 min	Course orientation	To give an overview of the course content	Activity 1.3: Presentation	Course schedule
10 min	Pre-course assessment	To measure participants' knowledge on Disaster Risk Reduction prior to course attendance	Activity 1.4: Pre-self assessment	Pre-course assessment papers (Ranking Questions) – Sample is available in attachment 1.1.
Remember!!! Key points for preparation				
TIME	Sessions	Course material	PPT	PRINT
Total 60 min (1 Hr)	Total 5 sub-sessions	Note reference page numbers	Note Slide Numbers	Course schedule + Pre-course assessment forms for each participant.

Activity 1.1: Introduction of Participants and Group Formation (10')

1. Ask the participants to introduce themselves to participants they have not met before, taking 2 minutes per person. They should try to talk to as many participants as possible within 5 minutes. They should ask their names, organizations and what they do.
2. In plenary, ask each participant to introduce him/herself by briefly stating the name, organization and area of work. (OPTIONAL if time permits).
3. The facilitators should then introduce themselves, too.
4. After the introduction, tell them that the end of the second day of training, they are expected to refer to each other by name.
5. Divide 3-5 groups (4-5 people per group) amongst all participants with viable methodology
6. Ask the participants to move to one side of the room, announce the members of each group (decided based on the information given above). Each group needs to sit at a different table.
7. Choose a name for each group.

Activity 1.2: Leveling of Learning Expectations (15')

1. Give each participant two cards and ask them to write one expectation per card.
2. Ask the participants to paste their expectation cards on the wall.
3. As they post the cards, confirm the accurate placing and assist them when needed. Politely explain the reason for any change made.
4. Go through the participants' expectations one by one, and group them appropriately.
5. Read the course objectives and session outline aloud and explain how the course may or may not meet their expectations.

Activity 1.3: Course Orientation (10')

1. Go through the program schedule, highlighting the modules and time allotted for each session, as well as the break time. Check if participants agree with the schedule.
2. Explain that it is important for participants to formulate rules to guide the conduct of the group during the course period.

Activity 1.4: Pre – Assessment (10')

1. Distribute 12 questions related to community resilience to check their level of confidence. (See attachment 1.1 for sample questionnaire).
2. Each question should be marked on 1-5 confidence level.
3. Every participant should complete and completed forms need to be collected by the facilitator. If possible, request training assistant to compile all data using the spread sheet

Attachment 1.1: Sample Assessment Questionnaire

5 VERY CONFIDENT; 4 CONFIDENT; 3 HALFWAY CONFIDENT; 2 A BIT CONFIDENT; 1 NOT CONFIDENT

Item	If you were asked to do each of the following activities, how confident would you be? (use the 5 points table next)	Level of Confidence				
		5	4	3	2	1
1	Identifying the link between disaster risk reduction and development					
2	Articulation basic concept, process and approach of building community resilience					
3	Explaining Disaster risk Reduction incorporating Climate change Adaptation					
4	Explaining Community Based Risk Reduction and involvement of communities in all steps					
5	Discussing key principles, approaches and tools of community based risk reduction programmes					
6	Practicing participatory approaches in designing community risk reduction programmes and making development plans					
7	Incorporation of all development sectors in building risk sensitive plan at community level					
8	Identify strategies to build divisional development plans with risk sensitive approach and sustain					
9	How you are mobilizing communities in developing risk sensitive development plans					
10	Ways you mobilize necessary resources for development plans with risk sensitive indicators					
11	How you build development plans at divisional level with risk reduction as a key sector					
12	How you implement and monitor development plans together with communities and development agencies					

Description

This session, Disasters and Development, is designed to introduce this aspect of disaster management to an audience who are dealing with development planning. This module introduces a new paradigm for understanding the disaster/development interface. Specifically, the module asserts that disasters and development are closely linked in that disasters can both destroy development initiatives and create development opportunities and that development schemes can both increase and decrease vulnerability.

Sharing of experiences by the participants will enable them to open up and recount what happened in their organization, communities and countries during a disaster event.

Learning Objectives

By the end of the session, the participants should be able to:

1. Articulate and examine observations, experiences and current approaches of their own organizations, communities and countries in responding to disasters.
2. Draw lessons from their own experiences.
3. Define the conceptual relationship between disasters and development
4. Examine different measures that can be taken to make at risk communities safer and more resilient

Key messages

- Hazards can destroy the results or impacts of development initiatives but it can also create development opportunities. On the other hand, development projects can increase or decrease disaster risk.
- Our response to hazard and disaster events are based on our organization's assumptions about development and the underlying beliefs and principles behind its approach to development.
- It is important for organizations to consider the long-term effects of their work—positive or negative—to be able to thoroughly plan in advance for unexpected impacts related to a number of variables that could threaten the communities' development, thus avoid implementing "Disaster Risk Enhancing measures".

Session Plan

TIMING	PLAN	SESSION ACTIVITY	PURPOSE	METHODOLOGY	MATERIALS
15 min	G & L	Brainstorming Linking Disaster Risk Reduction with development	To brainstorm the link between disaster risk reduction and development	The facilitator will use a presentation with some pictures to supplement discussion Presentation 2.1.	A film or brief media clip or pictures showing the links between disaster and development for brainstorming
5 min	O	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or PowerPoint	PPT slides
20 min	S	Present the “Realms of Disaster and Development”	To provide an understanding of 4 possible linkages between disaster and development	Show the PPT slides with 4 D-D links with examples, ask one example in general. Presentation 2.2.	PPT slides
20 min	S	Group Activity – “Realms of Disaster and Development”	To consider further the links between development and disaster	Each group is provided with a set of post-it notes that need to be attached to the appropriate heading in D-D link A3 sheet. Activity 2.1.	Post-it notes and pens + Flipchart paper + Glue D-D A3 print outs.
20 min	S	Discussion – Mainstreaming Disaster Risk Reduction into Development planning	To gain skills in mainstreaming disaster risk reduction into development planning	The facilitator will use a presentation to supplement discussion. Activity 2.2.	Brainstorming discussion by asking probing questions
10 min	OFF	Repeat the objectives and get the feedback Link to their future work	To conclude the session with key points and link to their work	PPT with the objectives and Feedback session	PPT slides
Remember!!! Key points for preparation					
TIME	OFF	Sessions	Course material	PPT	PRINT
Total 90 min (1 ½ Hrs)	4 D-D links	Total 4 sub-sessions	Note Reference page numbers	Note Slide Numbers Audio/Video set up if plan to use a video.	Print D-D 4 realm circle for each group in A3 (Figure 2.1). Print set of 8 post it notes/group. See material in attachment 2.1).

Presentation content 2.1. Linking Disaster Risk Reduction with Development (15')

Objective: To brainstorm the link between disaster risk reduction and development

Time : 15 min

Guide the participants through the activity by asking the following questions, one at a time:

- Give the groups around two minutes to answer each question (this should be made clear when each question is asked)
- Show the pictures or film or video clip, whichever is available for the facilitator and ask the following questions

Q1. Does your chosen project reduce or increase the impact of disaster?

Q2. Why does the project have this effect?

Q3. How does the project address the causes of disaster?

Q4. Can this present project lead to the development of other projects which could have more focus on disaster risk reduction?

Presentation content 2.2. Realms of Disaster and Development (20')

Objective: To consider further the links between development and disaster

Time : 20 min

Introduce the participants to the “Realms diagram” (see the D-D diagram below)

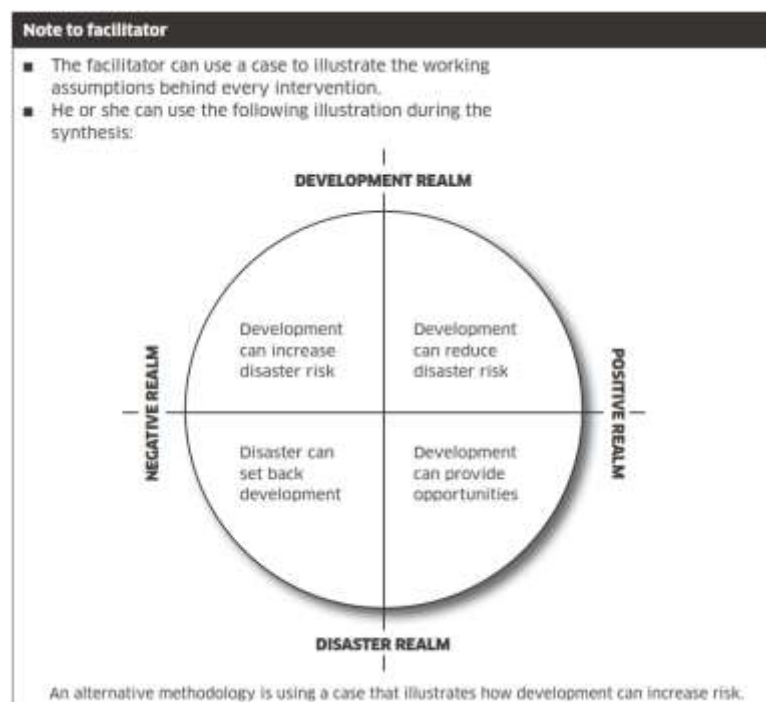


Figure 2.1 (DM Training Guide UNDP 1994)

The four themes in Disaster – Development (D-D) link for each quadrant shown in Figure 2.1 is expanded as follows:

1. Disasters set back development programming destroying years of development initiatives (- -)
2. Rebuilding after disasters provides significant opportunities to initiate development programs (- +)
3. Development programs can increase an area's susceptibility to disasters (+ -)
4. Development programs can be designed to decrease the susceptibility to disasters and their negative consequences (+ +)

Activity 2.1: Disaster-Development link

1. Participants will be given post-it notes with the examples in 4 quadrants.
2. Cards will be mixed and participants will be asked to sort it for the appropriate quadrants.
3. Group members can add any examples from their experience or from their own projects.

Attachment 2.1: Material for Activity

Prepare minimum 8 cards for the group work. Each card will have one example and 2 examples for each quadrant of D-D linkage.

(- -)

- Newly built transports and utility systems are destroyed by a flood.
- New housing scheme under construction for people resettled after war, destroyed by earthquake.

(- +)

- A owner-driven housing program to rebuild housing destroyed by a landslide teaches new skills, strengthens community pride and leadership and retains development money that otherwise would be exported to large construction companies.
- An urban flood provides an opportunity for bringing two divided ethnic groups together to understand the importance of living together and helping each other for living harmoniously.

(+ -)

- A major increase in urban facilities can create a massive pollution and unsafe for health condition of people.
- Road construction in the mountainous area can decrease the slope stability, thus can lead to collapse of rocks, creating blocks to transportation.

(+ +)

- Housing projects constructed under building codes designed to withstand high winds result in less destruction during the next tropical storm.
- Schools are built in the coastal area prone to tsunami are designed to channel water drained out way from the building.

Activity 2.2: Mainstreaming DRR into development (20')

Small group discussion/Brainstorming on actual experiences

1. Divide the participants into groups of 4 or 5, according to geographical location.
2. Provide the discussion guide questions. Attachment 2.2 shows some guide questions for the small group discussion on participants' experiences on disaster events.
3. Once participants have shared their group outputs, facilitator could ask: Did recent disasters in your areas have something to do with the way development has been implemented? Could disasters help us change the way we do development?
4. Summarize the lessons learned and relate them to the topic of the next session.

Attachment 2.2: Material for Activity

Guide questions for the small group discussion/brainstorming session on participants' experiences on disaster events

1. Think of a recent disaster that has happened to your community or country.
2. How did the disaster affect the development efforts of your organization, community and country?
3. What was the immediate response of the community, external organizations, NGOs and the government? In what way were these responses adequate or inadequate?
4. What lessons can we draw from your answers in the preceding questions in terms of the link between disaster and development?
5. Can you think of an example of a DRR intervention that after a few months or years has increased risk conditions? Meaning, despite the measure being conceived to address existing risks, it ended up putting more lives and assets at risk?

Note!

It is also good to ask the participants if they have any real-life examples and where they would go on the realms diagram. For example: "A large number of factories have been built on riversides in Sri Lanka, this has led to higher rates of illness in affected areas. This is an example of development increasing vulnerability of communities."

Readings: <http://www->

wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/07/26/000356161_20130726124954/Rendered/PDF/763020WP0P11400Box0379791B00PUBLIC0.pdf

MODULE – 03	ORIENTATION TO COMMUNITY RESILIENCE CONCEPT, APPROACH AND TERMINOLOGY	 90'
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Description

This session enables participants to define resilience within the context of disaster risk reduction. It discusses the interconnectedness of key elements at risk to human element at risk. It introduces a framework for resilience and tackles how, when and what it takes for a community and an individual to be “resilient”.

Various terminologies in disaster risk reduction (DRR) have surfaced in recent years to convey the essence of different DRR concepts. Hence, standard definitions are needed to establish common understanding of the terms and concepts.

Learning Objectives

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

1. Clearly explain the definition of resilience.
2. Demonstrate the interconnectedness and interdependence of elements at risk and different capacities.
3. Understand the various standard terminologies used in DRR

Key messages

- The term “Resilience” in the context of communities exposed to disasters, is the ability of the community to resist an emerging risk, adapt to the disaster situation minimizing the effect, to responding to it effectively and to recover from the losses and damages robustly so that it can mitigate the future risk which will threaten again.
- Disaster management cycle consists pre and post disaster phases; Pre-disaster phases include preparedness, mitigation and prevention. Post-disaster phase includes response, recovery, rehabilitation and reconstruction with the aim of risk sensitive development.
- Risk depends on vulnerability of the community and will be decreased when the community capacity is built and the possibility of the hazard occurrence is mitigated or if possible prevented. In the absence of rigorous risk mitigation plans and activities, communities need to be prepared well to face the tragedy and to manage the disaster well so that it can cope within its inherent resilience capacity.

Session plan

TIMING	PLAN	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 min	G+L	Orient to community resilience concept	To get the attention and link to previous session	Show slides from Module 02	PPT – First slide 3.1
5 min	O	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or PowerPoint	PPT – Slide No
25 min	S	Introduce to Resilience Concept & approach	To provide a background to concept of resilience	Presentation 3.1. Brainstorming Activity 3.1.	Flipcharts (boards and papers) and markers
20 min	S	Group Activity – Matching game on terms and Concepts	To discuss the terms and concepts related to disaster risk reduction	Matching exercise- Flash cards featuring terms and its corresponding definition, Activitv 3.2.	Flash Cards (one set of terms and one set of definitions per group)
20 min	O+F	Presentation – Terms and Concepts	To provide further guidance on terms and concepts (referring back to group activity)	Presentation 3.2. Run through terms vs. definition and mark correct answers for each group.	PPT – slide no Markers for each group to score Celebrate and handover candies to the winning group/s
15 min	F	Group Activity on the application of key concepts	To apply terms and concepts in a simple life scenario	Discussion about the coconut tree. Activity 3.3.	Handout of the story of the coconut tree
Remember!!! Key points for preparation					
TIME	OFF	Sessions	Course material	PPT	PRINT
Total 90 min (1 ½ Hrs)	Real life example	Total 4 sub-sessions	Note Reference page numbers	Note Slide Numbers	Print one set of terms and definition cards for each group. Flip chart Blue tag/Paper tape Candies

Presentation content 3.1. Introduction to Resilience Concept & approach (25')

Objective: To provide a background to concept of resilience

Time : 25 min

Activity 3.1: Resilience Representation Exercise (15')

1. Present and explain the concept of resilience and its feature using pentagon model of sub-systems (Physical, Environmental, Financial/Economic, Social, Human & Governance)
2. Divide the participants into few groups.
3. Ask each group to go out of the session hall and look for an object that would represent or define resilience.
4. Once the participants return, ask each of them to present the object chosen, stressing the characteristics of the objects that are related to the concept of resilience.
5. Summarize the presentations and provide information on the definition of resilience.

Resilience concept and approach:

Explain that: Resilience refers to the individual and community elements at risk surviving and bouncing back from the hazard event and returning back to normal or better functioning in society, relying on their own capacities. Therefore, resilience refers to the capacity of an individual and the community to get ready to bounce back from any eventualities resulting from hazard events.

Summarize the answer in plenary and highlight the following:

- a. The resilience framework is the ideal goal for each individual in the community. It serves as a guide in building and measuring resilience.
- b. The resilience framework guides a community in assessing and analyzing their disaster risk. It is their basis for reflecting where they are at a point in time in terms of their capacities and to determine which layers are weak or strong which is attributed to other layers too.
- c. In assessing one's capacity towards resilience, the resilience framework helps ensure that every element or all aspects are covered.

Activity 3.2. Matching game on terms and Concepts (20')

Objective: To discuss the terms and concepts related to disaster risk reduction

Time : 20 min

1. Distribute the two sets of cards with the selected DRR terminologies and their definitions (See Attachment 3.1). Ask each person to look for the person bearing the card that matches his/her term or definition.
2. Ask the participants to tape on the board or spread on the floor the matched definitions and terminologies.
3. Ask the participants to review and explain the matches. Allow them to shift cards and correct their matches if needed.
4. Go through the terms together with the participants and explain the terms and definitions, praising each correct match. For mismatched terms, provide the correct definition and explain why. Participants must now agree on the definitions as these terms will be used throughout the training course.
5. Present & Discuss about various Disaster Management Concepts

Presentation content 3.2. Terminology and DRR Concepts (20')

Objective: To provide further guidance on terms and concepts (referring back to group activity)

Time : 20 min

Present the Terminology and DRR Concepts

- a. Ask each group to select a representative to mark their group's answers.
- b. Present disaster terms and concepts one by one and explain what the correct answers are.

You can ask the participants "Which ones did they get right?" If any participant disagrees with the 'answer' given, this also gives them an opportunity to discuss why.

Activity 3.3. Group Activity on the application of key concepts (15')

Objective: To apply terms and concepts in a simple life scenario

Time : 15 min

Coconut Tree Game

Refer to Attachment 3.2, to the box "The Coconut Tree"

- a. Ask each group to discuss the questions related to the story of the Coconut Tree for 7 minutes.
- b. Ask each group to nominate a representative to present the results of their discussion to the rest of the participants.

Attachment: 3.1

There are many definitions of disaster and terms used in disaster risk reduction depending on the scientific, professional, organizational background and needs of the authors or practitioners involved. In achieving common ground, it is best to look into common elements in the definitions as well as how definitions are incorporated into practice.

Hazard - A potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. Hazards can include latent conditions that may represent future threats and can have different origins: natural (geological, hydro- meteorological and biological) or induced by human processes (environmental degradation and technological hazards). Each hazard is characterized by its location, intensity, frequency and probability.

Examples of natural hazards are typhoons, tsunamis, earthquake and volcanic eruption, which are exclusively of natural origin. Landslides, floods, drought, fires are socio-natural hazards since their causes are both natural and human-made (or human- induced).

Human-made hazards are associated with industries or energy generation facilities and include explosions, leakage of toxic waste, pollution, dam failures. War or civil strife is included in this category.

Hazards can be single, sequential or combined in their origin and effects. For example, an earthquake causes landslides, which dams a river and then causes flooding. A community may be exposed to multiple hazards when there is simultaneous occurrence of different hazards.

Vulnerability - The conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards; vulnerability is a set of prevailing or consequential conditions which adversely affect people's ability to prevent, mitigate, prepare for and respond to hazardous events.

Disaster - A serious disruption of the functioning of a community or 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.

Capacity - A combination of all the strengths and resources available within a community, society or organization that can reduce the level of risk, or the effects of a disaster; may include physical, institutional, social or economic means as well as skilled personal or collective attributes such as leadership and management. Capacity may also be described as capability.

Disaster Risk - The probability of harmful consequences, or expected losses (deaths, injuries, property, livelihoods, economic activity disrupted or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerable conditions;

Adaptation - The adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.

Coping capacity - The ability of people, organizations and systems, using available skills and resources, to face and manage adverse conditions, emergencies or disasters.

Residual risk - The risk that remains in unmanaged form, even when effective disaster risk reduction measures are in place, and for which emergency response and recovery capacities must be maintained.

Resilience - The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

Sustainable development - Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Elements at Risk - this includes who and what can be damaged

People (their lives and health)

Household and community structures (houses, community centres, schools, public buildings)

Community facilities and services (access roads, bridges, hospitals, electricity, water supply)

Livelihood and economic activities (jobs, production facilities and equipment, crops)

The natural environment (natural resources base)

Disaster Management - is the collective term for all activities that contribute to increasing capacities and will lead to reducing immediate and long- term vulnerabilities. It covers activities before, during and after a disaster.

Disaster Risk Management- is the systematic process of using administrative decisions, organisation, operational skills and capacities to implement policies, strategies and coping capacities of the society and communities to lessen the impacts of natural hazards and related environmental and technological disasters; this comprises all forms of activities, including structural and non-structural measures to avoid (prevention) or to limit (mitigation and preparedness) adverse effects of hazards.

Disaster Risk Reduction – is the conceptual framework of elements considered with the possibility to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development.

Prevention – activities to provide outright avoidance of the adverse impact of hazards and means to minimize related environmental, technological and biological disasters.

Mitigation - structural and non-structural measures undertaken to limit the adverse impact of natural hazards, environmental degradation and technological hazards.

Preparedness - activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary evacuation of people and property from threatened locations.

Relief / response - the provision of assistance or intervention during or immediately after a disaster to meet the life preservation and basic subsistence needs of those people affected. It can be of an immediate, short-term, or protracted duration.

Recovery - Decisions and actions taken after a disaster with a view to restoring or improving the pre-disaster living conditions of the stricken community, while encouraging and facilitating necessary adjustments to reduce disaster risk.

Community - The term community can have different meanings to different people. Communities can be defined, based on the following: Geography, such as a cluster of houses, a neighborhood, village

Shared experience such as particular interest groups

Local non-governmental organizations, professional groups – teachers, health professionals; age groupings

Youth, children, and the elderly.

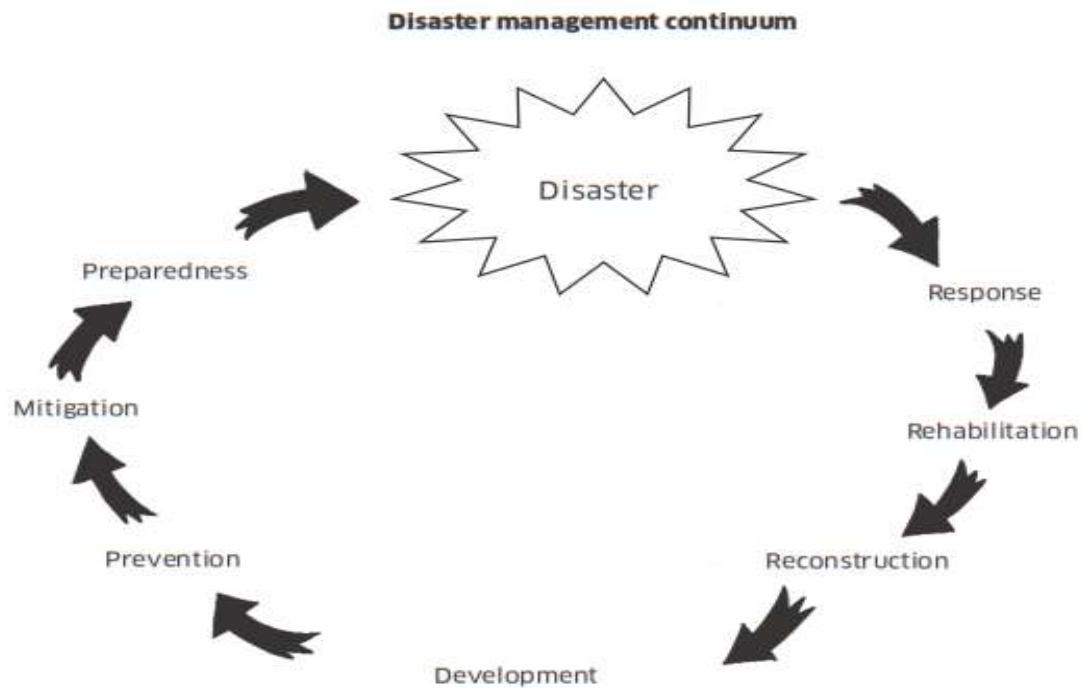
Sector such as industry sector e.g. workers in rubber products, garment factories or transport workers

Community-Based Disaster Risk Reduction - A process of disaster risk management in which at-risk communities are actively engaged in the identification, analysis, treatment, monitoring and evaluation of disaster risks in order to reduce their vulnerabilities and enhance their capacities. This means that people are at the heart of decision making and implementation of disaster risk reduction activities.

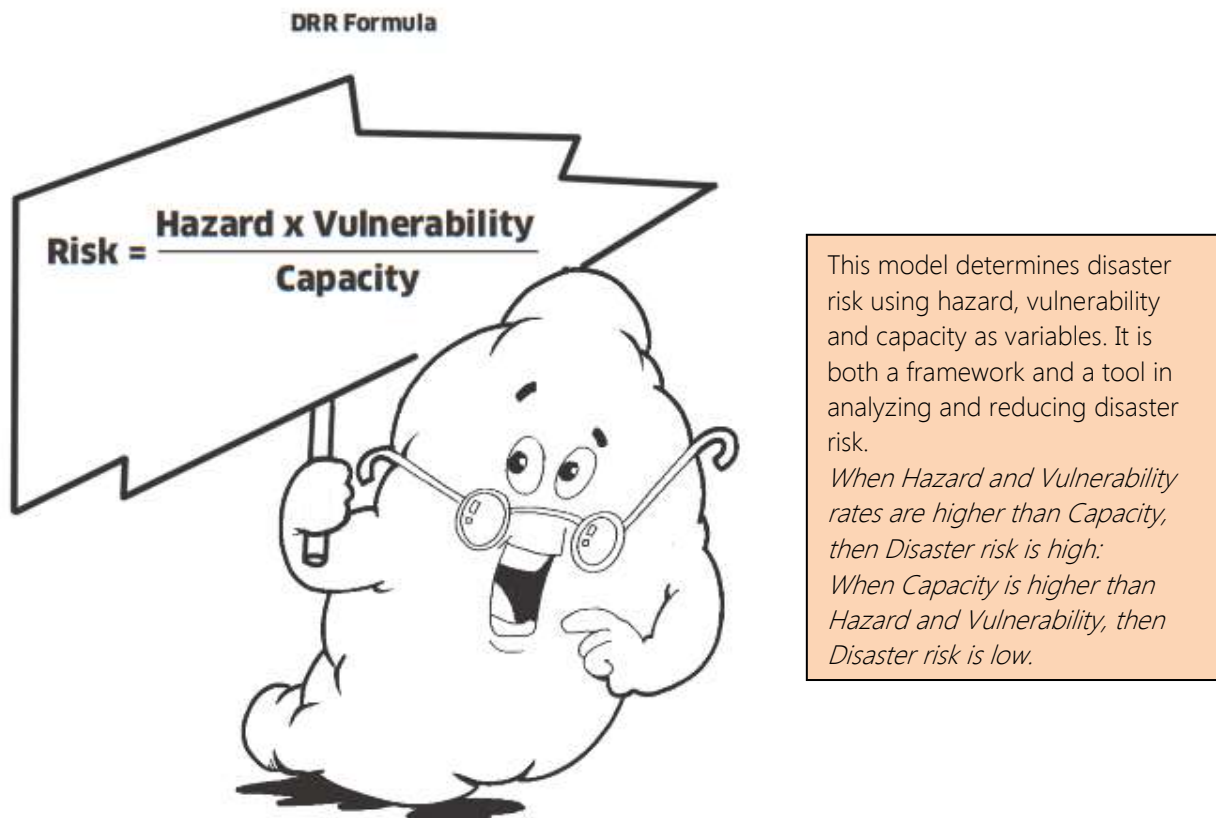
Community-Based Disaster Risk Reduction Involves activities, measures, projects and programmes to reduce disaster risks which are designed and implemented by people living in at-risk communities with the goal of building safe, livable, disaster resilient and developed communities. The involvement of the most vulnerable is paramount and the support of the less vulnerable is necessary. Since the community cannot reduce disaster risks and address vulnerable conditions on its own, the support of local and national government, non- governmental organizations, the academe, scientists, technology experts, the private sector, etc. are important.

Readings: <http://www.unisdr.org/we/inform/terminology>

Disaster Management Concepts



The Disaster Management Continuum shows the chronological order of interventions intended to control disaster events. While the activities are indeed circular, as the graphic shows, they always return to the same state. In actual practice though, some improvements occur.



Attachment 3.2

THE COCONUT TREE

Nimal has a coconut tree in front of his new house. The coconut tree bears fruit throughout the year. The coconut fruits fall down from the tree periodically when they are affected by diseases or when they are ripe. The coconut leaves also fall upon maturity. The previous owner of the house has his car damaged twice due to the fallen coconut fruits and leaves.


Nimal has a car. When he parks it, the passengers need to get out of the car under the coconut tree.

Nimal is a skilled driver. Inside his car is a first aid kit.

Nimal is concerned about his children's safety since they like to play under the tree.

Nimal is trying to determine if he should do something about the coconut tree or move his parking space and restrict his children from playing under the tree.

1. Hazard Assessment: What is the hazard? When does it occur? What area could potentially be affected?
2. Vulnerability Assessment: Who and what are vulnerable? When are they vulnerable?
3. Capacity Assessment: What capacities does Nimal have? What are some of his resources which can be used in case an accident happens?
4. Risk Analysis: What would you tell Nimal the risk is? Would you advise him to accept the risk or to do something to reduce the risk? If Nimal decides to reduce the risk, what should he do?
5. What are some disaster risk reduction activities that you would suggest to help Nimal and his family and friends avoid disaster? List down as many activities as you can for prevention, mitigation and preparedness.

MODULE – 04	CHARACTERISTICS OF A RESILIENT COMMUNITY AND MEASURING INDICATORS	 90'
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Description

The resilience of a particular community would be succeeded by developing some basic features in that respective community. In other words some salient features demonstrating different development aspects could be observed in a resilient community. This session enables participants to define resilience within the context of disaster risk reduction. It discusses the interconnectedness of key elements at risk to human element at risk. It introduces a framework for resilience and tackles how, when and what it takes for a community and an individual to be “resilient”.

Learning Objectives

By the end of this session, the participants will be able to;

- Identify the characteristics of a safer, resilient community.
- Clearly explain the definition of resilience.
- Demonstrate the interconnectedness and interdependence of elements at risk and different capacities.
- Identify the uses of the resilience framework.

Key messages

- Key terms in resilience concept are;
 - o The ability to absorb and overcome the impact of shocks
 - o Ability to ‘bounce back’
 - o Ability to prevail and recover in the face of adverse circumstances
- o Community resilience to disasters can be categorized in five dimensional characteristics.
 - Social
 - Human
 - Economical
 - Environmental
 - Political
- Cross-cutting themes across all dimensional community resilience to disasters include;
 - Governance
 - Participation
 - Representation
 - Leadership

Session Plan

TIMING	GLOSS + OFF	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
10 min	G + L	Explain resilience using spring as an analogy	To illustrate the concept of resilience	Drawing on flipchart Session 4.1.	Flipcharts (boards and papers) and markers
5 min	O	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	Flipcharts (boards and papers) and markers
20 min	S	Group Activity – Building safer, more resilient communities	To encourage thought on how to improve community resilience	Interactive session Activity 4.1.	Cut out shapes with characteristics in 5 dimensions
30 min	S	Present characteristics of community disaster resilience	To understand the inclusion of community disaster resilience	Presentation 4.2 Characteristics of community disaster resilience	Flash cards and markers Blue tag + glue stick
25 min	OFF	Discussion – Nature of resilient communities	To provide further explanation on factors contributing to community resilience	Presentation using flipchart or power point Activity 4.3.	Flipcharts (boards and papers) and markers
Remember!!! Key points for preparation					
TIME	OFF	Sessions	Course material	PPT	PRINT
Total 90 min (1 ½ Hrs)	Real life example	Total 4 sub-sessions	Note Reference page numbers	Note Slide Numbers	Print one set of terms and definition cards for each group. Flip chart Blue tag/Paper tape Candies

Presentation content 4.1: Explain resilience using spring as an analogy (10')

Objective: To illustrate the concept of resilience

Time : 10 min

EXPLANATION OF RESILIENCE THROUGH THE SPRING ANALOGY

To illustrate resilience simply, draw a number of springs on the flipchart.

A 10 cm spring grows to 20 cm when loaded then returns to normal. This spring is resilient enough to cope with this load; this is similar to community resilience. If the spring breaks under loading then it is not resilient enough.

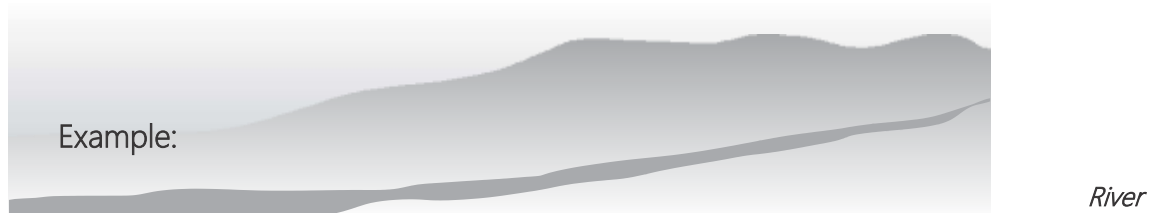
Activity 4.1: Building safer, more resilient communities (20')

Objective: To encourage thought on how to improve community resilience

Time : 30 min

GROUP EXERCISE ON BUILDING SAFER, MORE RESILIENT COMMUNITIES

A. Give each group a sheet of flipchart paper showing the site of a vulnerable community



B. Outline the situation of the community featured on the flipchart paper to the participants.

The following scenario can be used for this exercise:

A small rural remote village with 100 households and 500 people has the following characteristics:

- Households are located near the river
- No history of previous disaster
- Continuous monsoon rains for 10 days
- River overflowed; submerged 20 houses, 3 days flooding
- Casualties: 10 deaths (3 children, 4 women, 3 elderly); 20 missing

Consider the following:

Through the possible assistance of various stakeholders:

1. What steps could be taken by the community to prevent impact of disaster should the same situation happen?
2. What steps could be taken to build a safer community?

Presentation content 4.2: Characteristics of community resilience (10')



Figure 4.1: Conceptual Framework on Building Community Resilience to disasters in Sri Lanka

With the help of diagram in Figure 4.1, explain the 5 common dimensions. These dimensions are Social, Physical, Human, Economic and Environmental dimensions. Each dimension has its own characteristics and before showing the diagram, facilitator can brainstorm with the participants what can be included as characteristics in each dimension of the community disaster resilience.

Alternatively, facilitator can prepare set of flash cards in each dimension. It can be given to each group for discussion and categorization of relevant characteristics in each dimension.

Activity 4.3: Nature of resilient communities (20')

Objective: To provide further explanation on factors contributing to community resilience

Time : 20 min

GROUP DISCUSSION AIDED PRESENTATION “NATURE OF RESILIENT COMMUNITIES”

A. Ask the participants “*What is resilience?*”

Note!

Example answers include:

- The ability to absorb and overcome the impact of shocks
- Ability to ‘bounce back’
- Ability to prevail and recover in the face of adverse circumstances

B. Present to the participants the following key point:

Resilience can be improved at three phases: before, during and after a disaster.

C. Ask the participants “What should we do before a disaster?”

Record their responses on a flipchart.

D. Ask the participants “What should we do during a disaster?”

Record their responses on a flipchart.

E. Ask the participants “What should we do after a disaster?”

Record their responses on a flipchart.

F. Present the following key points to the participants:

The aim of Community-Based programme is to create resilient people living within safer and more resilient communities within safer and resilient environments within safer and resilient communities.

This is achieved by reducing the:

- Probability of failure through risk reduction measures;
- Consequences of failure, in terms of fewer lives lost fewer injuries and reduced direct and indirect damage;
- Time needed for recovery;
- Patterns of vulnerability that can develop during the process of reconstruction.

A safer and resilient community is one that has certain capacities in three phases:

Phase 1: The ability to absorb the shocks of hazard impact, so that they do not become disasters (Thus to reduce the probability of failure);

Phase 2: The capacity to bounce back during and after disaster (Thus to reduce the consequences of failure);

Phase 3: The opportunity for change and adaptation following a disaster (Thus to reduce the time needed for recovery as well as patterns of vulnerability).


G. Ask the participants what they feel are important elements of a functional community level disaster risk reduction system.

Discuss why they think this is the case.

- A Disaster risk reduction and disaster preparedness plan
- A community organization/ village committee for risk reduction
- A Community Early Warning System
- Trained manpower, risk assessment, search and rescue, medical first aid, relief distribution, masons for safer house construction, fire fighting, etc.
- Physical Connectivity: roads, electricity, telephone, clinics
- Relational connectivity with local authorities, Community based Organizations, Non-Government Organizations, etc.
- Knowledge of risks and risk reduction actions
- A Community Disaster Reduction Fund to implement risk reduction activities
- Safer House to withstand local hazards
- Safe source/s of livelihoods

Following table depict features of resilience based on the Community Resilience Framework of Sri Lanka based on the community sub-systems.

Some salient features of resilience
<ol style="list-style-type: none"> 1. Individuals have appropriate risk coping strategies with adaptation methods for possible climate change impacts 2. Individuals are healthy and prepared for emergencies and are well informed about potential hazards
<ol style="list-style-type: none"> 1. Social networking and civic contribution of the community is in place with common understanding of potential risks. 2. Social safety nets are available and support is guaranteed during emergencies to prevent escalation of risk.
<ol style="list-style-type: none"> 1. Policy, legal and institutional support is available and is used to maintain environmental equilibrium. 2. Development planning follows conservation principles so that risk is minimized due to proper use of environment.
<ol style="list-style-type: none"> 1. Constructions follow standards and land-use practices minimize risk. 2. Infrastructure is adequate to allow communities to access basic needs before, during and after emergencies.
<ol style="list-style-type: none"> 1. Communities are having adequate resources (i.e. financial and physical) to cope with shocks and are with risk transferring mechanisms. 2. Divisional level plans are in place to regulate markets and sustain value chain following a shock.

MODULE – 05	COMMUNITY MOBILIZATION, AND ENGAGEMENT IN BUILDING RESILIENCE	 60'
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Description

Community mobilization and participation is about meeting the interests of the whole community. When every member of a community has the chance, directly or through representation, to participate in the design, implementation and monitoring of community-level initiatives, there is a higher likelihood that the program accurately reflects their real needs and interests. The approach takes into consideration the different experiences, needs and capabilities of various groups in a community – women and men, youth and the elderly, persons with disabilities and the able-bodied, ethnic/religious/language minorities and majorities. Participation can take a number of forms. At one end of the spectrum is “passive participation” in which community members participate by being informed about something that will happen or has already happened. At the other end of the spectrum is “self-mobilization”, when communities organize and take initiative independent of any external actors.

Learning Objectives

At the end of the module 05, the participants would be able to

- Understand the importance of community mobilization.
- Understand the steps of community mobilization.
- Identify the strategies for community mobilization.

Key messages

- Community mobilization is the process of engaging communities to identify community priorities, resources, needs, and solutions in such a way as to promote representative participation, good governance, accountability, and peaceful change.
- Five key steps in community mobilization
 - Step 1 - Sharing information
 - Step 2 - Awareness raising
 - Step 3 - Motivation
 - Step 4 - Community mobilization
 - Step 5 - Total awareness
- Key strategies include discussion, disseminate information, partnerships and advocacy

Session Plan

TIMING	GLOSS OFF	SESSION ACTIVITY	PURPOSE	METHODOLOGY	MATERIALS
5 min	G + L	Why community mobilization is key for resilience programs	To get the attention of to the need for community mobilization	Brainstorming Questioning	Flip chart and markers
5 min	O	Explain the objective	To make the objective of the session clear	PPT slide on Learning Objective	None
20 min	S	What is community mobilization?	Participants understand the concept of community mobilization	PPT Presentation Role play Attachment 5.1 Discussion	Flipcharts (boards and papers) flash cards and markers
25 min	S	Steps and strategies of community mobilization	To make them understand the process of community mobilization and strategies could use in community mobilization	PPT presentation and group discussion Ice break game	Flipcharts (boards and papers) flash cards and markers
5 min	OFF	Summarize key messages	To get the feedback and finish the session	Brainstorm key messages	None
<i>Remember!!! Key points for preparation</i>					
TIME	OFF	Sessions	Course material	PPT	PRINT
Total 60 min (1 Hr)	Discuss challenges in the real life work or experience working with communities	Total 2 sub-sessions	Note Reference page numbers	Note Slide Numbers Ice break game	Print one copy of the role sheet for each participant. Candies

Presentation content 5.1: What is community mobilization? & why it is important (20')

Objective:	Participants understand what does mean by community mobilization and importance of mobilizing the community
Time :	20 min

What does community mobilization mean?

The trainer first engage the group in an exercise to clarify what community mobilization means.

5.1.1. What is community mobilization?

- ✓ Community mobilization is the process of engaging communities to identify community priorities, resources, needs, and solutions in such a way as to promote representative participation, good governance, accountability, and peaceful change.
- ✓ Sustained mobilization takes place when communities remain active and empowered after the program ends.

The trainer asks the participants to think about community mobilization efforts they may have heard about, known about, been involved with, or observed.

Ask them to answer the following questions:

- What was the purpose of the community mobilization effort?
- What techniques/methods were used?
- From your vantage point, was the effort successful? If so, why; If not, why not?
- What lessons would you want to take from that effort?

Following this discussion, the trainer asks the group to come up with 3 (and only 3) most important elements of successful community mobilization

5.1.2. REASONS FOR INVOLVING LOCAL GOVERNMENT IN COMMUNITY MOBILIZATION

The facilitator elaborates followings using Power Point slides;

- ✓ **Create communication channels** between the government and their constituents, and help the government understand the benefits of listening to community needs and priorities.
- ✓ **Encourage model good governance behavior and skills**, such as consensus building, transparency, and accountability and resource management. In a best-case scenario we can transfer these skills to governments.
- ✓ After helping communities and local government develop communication channels, the next step is helping prepare channels of local **access into national level policy and leadership**.
- ✓ A critical factor in the success of mobilization programs is the sustained ability of citizens to **interact with government and advocate** for equitable allocation of public resources.

Presentation content 5.2: Steps and strategies of community mobilization (25')

Objective:	Participants understand the process of community mobilization and strategies could use in community mobilization
Time :	25 min

How to organize community mobilization?

To bring people out of the orbit of their daily work and go beyond their traditional thinking, there should be a greater awareness in the society. Community mobilization cannot be developed suddenly; it is organized through a set of steps:

- Step 1 - Sharing information
- Step 2 - Awareness raising
- Step 3 - Motivation
- Step 4 - Community mobilization
- Step 5 - Total awareness

Social mobilization is developed on certain key message. To make it acceptable and reliable to the mass people, a variety of media is required to be used (e.g. music, song, radio, theatre, poetry, story-telling, dance, visual arts – poster, leaflet, banner, signboard, billboard, etc... -, cinema, television, newspaper, sports, etc...).

Stakeholders who have roles to organize social mobilization

- Local leaders
- NGO
- Government institutions
- Private institutions
- Local government
- Political institutions
- Teachers, Youths
- Educated peoples
- Other partners in development

Key strategies of social mobilization are:

- **Disseminating information** about basic issues or context in different mass media to increase people's interest
- **Publicity in religious, social and political programmes**
- **Discussion** in various meetings
- **Continuous discussion** with all concerned
- **Coordination** among roles of various stakeholders
- **Partnership building and networking** : the solidarity of all is equally critical for the attainment of any change-oriented development goal
- **Community participation**: people's active involvement ranging from identifying a need to implementation in achieving the development objective and evaluation effort
- **Media and special events** to raise public awareness
- **Advocacy to mobilize resources and effect policy change** : a supportive framework for decision making and resource allocation to empower communities to act at the grassroots level

Ice break game which reflect certain dynamics of community mobilization

Instruction for conducting the game session

- ✓ Invite the participants to stand in circle in such a way so that all can see you.
- ✓ Touch different parts of your body like nose, forehead, ear, eye, neck, chin, knee, hand, leg, etc. and ask them to tell the name of the that part you touched.
- ✓ All will do what you do.
- ✓ Now tell them to follow what you say; name a part and touch that part. Continue it for a while.
- ✓ Suddenly you do something different. For example, pronounce 'ear' but touch your 'nose'.
- ✓ You will find they will touch nose instead of ear seeing what you do, not hearing what you say

Attachment 5.1 - Scripts for role play [Source: RedR CMT Training manual]

Community members

Preparations: (10 minutes) + role play (30 minutes)

Your have to play a role of community members and other stakeholders in the community. Your community has been severely affected by recent disaster as well as chronic conflict. Your group should discuss and decide on important stakeholders and their roles in the community based risk sensitive development programmes based on your real life experience and understanding of community participatory assessment/PRA. You should also decide on who acts as whom, when assessment team arrives in the community.

Background:

Assessment members are visiting your community for conducting participatory research on community needs and asking for your active participation. This team is new to community. So you are skeptical about the intention of this new team. Think of the reasons for this skepticism? Are they really going to do something in your community or just ask questions and run away? What are the most pressing community needs? How are you going to tell this team about your problems? Do all the stakeholders really have time to spare two to three weeks time with this team just for assessment and then more for project work?

Please try to create realistic environment close to what you face in your day to day work with community.

Assessment team

Preparations: (10 minutes) + role play (30 minutes)


You are member of multi stakeholder assessment team trying to launch a community based risk sensitive development programme in a community affected by a chronic conflict as well as a recent disaster. You know very little about the community. Although you have received information from the local government authority and other local NGOs, it is not enough to design any programme. So you are going to conduct thorough participatory research in coming few weeks and months. This is your first visit to the community. Your aim is to introduce team, your team, its programmes to the community members so that you get maximum cooperation and participation from the community for your projects.

Prior to visiting community the assessment team discusses and decide on:

- The issue which you would like to discuss and get peoples participation on
- The method to effectively communicate to the villagers
- How to deal with possible conflicting interests of community members and conflict between your objectives with those of the community

The team may like to divide responsibilities among themselves such as:

- Leading facilitation
- Note taking
- Conflict managing
- Managing people during village meeting
- Presenting the results to plenary session

MODULE – 06	PARTICIPATORY INTEGRATED RISK ASSESSMENT (PIRA)	 135'
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Description

Participation is an essential ingredient in the successful and effective implementation of development intervention and specially build community resilience. Through participatory approaches, practitioners can initiate developmental activities that strengthen community organizational capacity for economic, social and physical recovery. The entry point of participatory approach in building community resilience would be the integrated risk assessment whether the risk factor captured in holistically, called integrated risk assessment.

There is no single “right way” to do “participation”, but in all programmes, we should ask:

- Are we listening to the people affected by our work?
- Are the right people involved in the work?
- Can these people influence the programme?

The integrated approach has emerged during recent past and become popular in the development context. Many actors in the development arena has been adhered to the integrated approach. The whole idea of the integrated approach is consider wider scope / spectrum of attributes in developing the communities as they are vulnerable due to just not a single fact but because of numerous reasons, such as environment, social dynamics, livelihood and many more. Then when it come to the integrated risk assessment, various risks attributes are considers and assessed their influence towards the community resilience.

Learning objectives

At the end of the session participants will be able to

- Explain what is an assessment, participatory approach and key participatory assessment techniques,
- Why integrated and participatory approach is needed,
- Learn knowhow of using basic participatory assessment methodology.

Key messages

- Participatory and integrated approaches are key to successful risk assessment
- Wide varieties of tools are available for participatory risk assessment
- Data collection tools include, spatial, temporal and social capital and data synthesis tools include community discussions, prioritization techniques and problem analysis tools.

Session Plan

TIMING	GLOSS OFF	SESSION ACTIVITY	PURPOSE	METHODOLOGY	MATERIALS
5 min	G + L	Participatory Integrated Risk Assessment	To get the attention of the participants	Brainstorm with the participants why risk assessment needs to be participatory and integrated.	Flip chart and markers
5 min	O	Learning objectives of the session	To explain the participants the PIRA and its importance	PPT slides on learning objectives	PPT slides
20 min	S	6.1: Introduction to assessments for community resilience building	Participants understand assessment process and attributes to be assessed for building community resilience	Presentation and discussion Activity 6.1.	Flipcharts (boards and papers) and markers Printed or written cards for sorting exercise in 6.1.
20 min	S	6.2: Why participatory approach?	Participants understand with is participatory approach and	Short Video Film and discussion	Short film, Flipcharts (boards and papers) and markers
20 min	S	6.3: Key principles of participatory methodology / assessment	Introduce basic principles of participatory assessments	Group activity/ discussion, Activity 6.3	Flash card with principles, flipcharts (boards and papers) and markers
20 min	S	6.4: Core practices of facilitation	understand the importance of participatory approach in the context of community development / resilience building	Group activity and reflections Activity 6.4.	Relevant photographs, flipcharts (boards and papers) and markers
30 min	S	6.5: Key participatory assessment techniques	Introduce the scope and use of participatory assessment techniques	Presentation and discussion	Flipcharts (boards and papers) and markers
10 min	S	6.6: Facilitating community meetings and discussions – practical tips	Introduce the types of meeting and discussions involve in participatory assessment	Brainstorming discussion	Flipcharts (boards and papers) and markers
5 min	OFF	Summing up	summarize all 6 key components of PIRA	Presentation Brainstorming	PPT summary slides
Time	OFF	Sessions	Course material	PPT	PRINT
135 mins	Summary of 6 key sub topics	Total 6 sub-sessions	Note Refer page numbers	Note Slide Numbers	Group work cards 6.1, 6.3. 6.4. Film for 6.2.

Presentation content 6.1: Introduction to assessments for community resilience building (20')

Objective:	Participants understand the elements of community resilience that are required to be assessed
Time :	20 min

The facilitator asks the following questions / points from the participants;

Why conduct an assessment prior to design interventions for building community resilience? Once the participants give some responses facilitator sum up the discussion with following points.

Even though you regularly look at your community and feel you know it, when you have to describe it you may miss important aspects. The same applies to community. Community members may take it for granted that they know their community but there may be much they do not know.

What is Community Resilience Assessment? Once the participants give some responses facilitator sum up the discussion with following points.

Process where the field practitioners jointly with the stakeholders and communities discover more information related to strengths and weaknesses of the elements at community reliance. Community Resilience Assessment is participatory in nature because the affected target populations are involved in the various stages of risk assessment. It unites the various stakeholders in the locality, most especially the community in common understanding of the disaster risks. Community Resilience Assessment combines both scientific and empirical data concerning known hazards and other possible threats to the community. Although indigenous knowledge is vital, scientific data is especially important in a situation when the hazard has not yet been experienced by the community.

What are the results of Community Resilience Assessment used for?

Identify problems, design interventions, and blend the source of resources for optimal utilization.

Who does the Community Resilience Assessment?

Field associate of leading agency, community and stakeholders.

What influences choice of tools?

Type of information required.

What are the different contexts that we assess risks and capacities in building community resilience.



Activity 6.1: Process of an assessment for building community resilience

Facilitator provides instruction for sorting card game.

Facilitator is prepared with three sets of process of assessment. Each point is in a separate flash card
Participants divide in to three groups and asks them to sort the steps of assessment process into key three steps which are 1) Prior to the assessment, 2) during the assessment and 3) end of the assessment

Prior to the assessment

- Select a particular community or geographical area for building community resilience
- Review of secondary sources (quantitative and qualitative)
- Communicate with local authorities (GN, CBOs etc.) on the purpose and objective and Involve them in the process
- Mobilize the community using community mobilization activity
- Discuss and set with the Community the objective of the VCA. Assure that a large number of the community (e.g. women, the elderly, youth, children, leaders, differently able people, different committees and clubs,, etc.) has been informed. Assure that the community will lead and own the process
- Establish an assessment team (staff, volunteers)
- Assign tasks to each team member
- Ensure that all volunteers and field staff are clear about the methodologies and trained in how to use them
- Agreed on the schedule of the assessment with the community
- Identify appropriate time for the assessment with the local authorities
- Facilities, equipment, finance, material, food and lodging needed for the field trip and meetings with community people..

During the assessment

- The collection of Information
- The analysis of information – (interpretation)
- The investigation after identifying gaps
- The validation with the community
- The systematisation of information

After the assessment

- Report writing and recommendations
- Disseminate the report Key finding and recommendation to the key stakeholders
- Establish a steering committee to initiate and execution of building community resilience
- Planning actions for building community resilience
- Resource mobilization
- Initiate / develop partnerships for building community resilience

Presentation content 6.2: Introduction to participatory methodologies (20')

Objectives:	To make understand the importance of participatory approach in the context of community development / resilience building
Time :	20 min

Why participatory approach?

- Show a short film which emphasize the importance of participation in development interventions.
- Emphasize few important points of participatory approach Ex. Indigenes knowledge, triangulation, resource mobilization, sustainability if an intervention
- “An approach for shared learning between local people and outsiders to enable development practitioners, government officials, and local people to plan together appropriate interventions.”

Handout 6.2: The Benefits of Participation

Participation leads to more efficient programmes

When communities contribute their own time, skills and resources, efficiency can go up and costs go down. In emergency operations (EMOPs), protracted relief and recovery operations (PRROs) and development work, participation increases people’s ownership of a programme activity and can reduce long-term costs for sustainability.

Participation leads to more effective programmes

For emergency relief, an “effective” programme is one that delivers NFRI to the right people when they need it, and in the correct quantities. Participation can vastly improve the effectiveness of EMOPs. Even relatively rapid and limited consultations can improve the security of distributions, improve assessments, targeting, distribution and monitoring.

Participation leads to more equality in resource distribution

Equality means making sure that all groups are targeted based on their need and that they receive food in a non-discriminatory fashion. The participation of women and marginal groups such as IDPs or indigenous people makes access to food and assistance on the basis of need more equal, regardless of attributes such as gender, age, ethnicity or disability. In many emergency situations, social structures may be changing continuously and it may be possible to support positive change that leads to greater equality (by placing food distribution in the hands of women).

Participation empowers people

For us empowering poor people means helping them gain the knowledge, skills, confidence, communal cohesiveness and decision-making authority to influence and improve their resilience. Participation in resilience building programmes – especially by those who have traditionally been excluded from community decision-making processes – empowers people and helps them fight security and poverty. Designing programmes in such a way that marginalized people and local groups, especially women, are given responsibility can be a major step towards improving their long-term food security.

Presentation content 6.3: Key principles of participatory assessment (20')

Objectives:	Introduce basic principles of participatory assessments
Time :	20 min

Facilitator is ready with the flash cards which are written the basic principles of the participatory approach / assessment;

- ◆ **Participation:** local people serve as partners in data collection and analysis
- ◆ **Flexibility:** not a standardized methodology, depends on purpose, resources, skills, time
- ◆ **Optimal Ignorance:** cost and time efficient, but ample opportunity for analysis and planning
- ◆ **Teamwork:** outsiders and insiders, men and women, mix of disciplines
- ◆ **Systematic:** for validity and reliability, partly stratified sampling, cross-checking

Activity: Participants are divide in to 5 groups and give a card to each group and ask them to discuss and explain what the points exactly means. After each group explain the give principle, the facilitator add above mentioned key information under each key principle.

Presentation content 6.4: Core practices of facilitation

Objectives:	Participants understand the core practices of facilitation
Time :	20 min

Facilitator ready with thematic picture for each practice mentioned below table along with flash card written down the key practice.

┆ Hand over the stick	┆ Learn	┆ Facilitate
┆ They can do it	┆ Respect	┆ Don't rush
┆ Use your own best judgment	┆ Unlearn	┆ Have Fun
┆ Sit down	┆ Relax	┆ Be nice to people
┆ Listen	┆ Embrace error	

- Pair the participants and provide them a picture which contain a meaning of a core practice and instruct them to discuss and reflect what core facilitation practice elaborate the picture.
- Then ask each pair to come and elaborate what core facilitation practice elaborates the picture in 3 min. Once each pair reflects the content of the picture, the facilitator may add on importance of each core practice in the participatory assessment process.
- At the end facilitator state that these core practices are to be essentially followed during a facilitation of participatory assessment process.

Presentation content 6.5: Key participatory assessment techniques (30')

Objectives:	Introduce the scope and use of participatory assessment techniques
Time :	30 min

Facilitator mention that a “basket of techniques” available from which those most appropriate for the project context can be selected.

- The techniques are varying from the tools that are used to obtain broader contextual information to detail specific information.
- ┆ There are techniques for spatial data collection and assessment for a particular geographical area; those are called spatial data collection techniques and often referred to mapping.
 - **Spatial data/Mapping (10 min)**
 - Community maps/Resources map
 - Opportunity maps
 - Institutional maps
 - Mobility maps
- ┆ There are set of techniques available to use to understand the gather information about the time related data and trends on particular risk or capacity element.
 - **Time related data/trend Analysis (10 min)**
 - Historical diagramming
 - Seasonal calendars
 - Daily activity charts
 - Trend analysis
- ┆ Number of techniques available in obtaining specific detail information on trends and border context of social, economic, environment, technological environment and mostly data synthesis tools.
 - **Interviews/Discussions (5 min)**
 - Individuals or households
 - Focus groups, community meetings
- ┆ When the information collected and analysed, number of instances ranking requirement comes in to pay in prioritization of problem and determining the important factor to be considered. Such situations numbers of ranking techniques are used.
 - **Ranking (10 min)**
 - problem ranking
 - preference ranking
 - wealth ranking

Presentation content 6.6: Types of facilitating community meetings (10')

Objectives:	<ul style="list-style-type: none">• Participants understand types of meeting and discussions involve in participatory assessment• Understand the tips in organizing / conducting SSI
Time :	10 min

Facilitator provide brief introduction highlighting the following points


The central part of any participatory assessment is semi-structured interviewing—that is, interviewing based not on a questionnaire but on a checklist of issues that the assessment team adapts according to the interview situation. These interviews are, therefore, more like conversations guided informally by the interviewers. While sensitive topics are often better addressed in interviews with individuals, other topics of more general concern are amenable to focus group discussions and community meetings.

Facilitator introduce Semi-Structured Interviewing/Conversational Interviewing

The central technique on which any participatory assessment is based is Semi-Structured Interviewing (SSI), or Conversational Interviewing as it is sometimes called. SSI does not involve a formal questionnaire, but instead makes use of a flexible interview guide to help ensure that the interviews stay focused on the relevant issues, while remaining conversational enough to allow participants to introduce and discuss issues that they deem relevant.

Then the facilitator discuss and present the Semi-Structured Interviewing Organizing Tips

- † The interview team should consist of two to four people of different disciplines.
- † Begin with the traditional greeting and state that you are here to learn.
- † Begin the questioning by referring to someone or something visible.
- † Conduct the interview informally and mix questions with discussion.
- † Be open-minded and objective.
- † Let each team member finish their line of questioning (don't interrupt).
- † Carefully lead up to sensitive questions.
- † Assign one note taker (but rotate).
- † Pay attention to nonverbal cues.
- † Avoid leading questions and value judgments.
- † Avoid questions that can be answered with "yes" or "no."
- † Individual interviews should be no longer than 45 minutes.
- † Group interviews should be no longer than two hours.

MODULE – 07	PARTICIPATORY TOOLS FOR ASSESSING RISK - PRACTICUM	 180'
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Description

Some people seem to be natural facilitators, but generally when you look behind what makes them good, you will find that they have a broad range of communication techniques which they use well. These techniques can be learned, and practicing them can lead to facilitation skills that look effortless but are amazingly effective.

This section covers different participatory assessment tools, and awareness of each of them allows you as a facilitator to use whichever is appropriate at the time. It is commonly believed those effective facilitators:

- lead but do not control;
- keep opinions to themselves;
- are flexible and adapt the programme as necessary;
- are responsive to the group's body language and other non-verbal signals; and do not try to cover too much in one session, and conversely, not drag out a session just to keep to the programme.

Learning Objectives

At the end of the session, participants are able to;

- Understand key participatory assessment tool in identifying the needs to build community resilience.
- Use it in the real field work when preparing participatory integrated risk assessment
- Confidently apply them in real life community work.

Key messages

- Learning by doing – simulate real community scenario help participants to think ahead the challenges and solutions
- Group work, leadership skills will improve and key skills to be built in the facilitator of community participatory work
- Plan the risk assessment well in advance and learn to use the tools appropriate to the context.

Session Plan

TIMING	SESSION ACTIVITY	PURPOSE	METHODOLOGY	MATERIALS
45 min	Introduction and practicing to the mapping tools <ul style="list-style-type: none"> Mapping Stakeholder Mapping Transact walk 	Participants familiarize about participatory tools for mapping the wider scope of particular community.	Discussion, Practical exercise Activity 7.1. Parallel sessions by 3 facilitators	Flipcharts (boards and papers) flash cards and markers Post-it notes, tapes GIS maps
45 min	Introduction to the trend analysis tools <ul style="list-style-type: none"> Seasonal calendar Historical time line Daily routine Trend analysis 	Participants familiarize on participatory tools in analyzing the trends on various element of community resilience	Discussion, practical exercise Activity 7.2. Parallel sessions by 3 facilitators	Flipcharts (boards and papers) flash cards and markers Post-it notes, tapes
45 min	Introduction to the problem analysis tools Problem tree and solution tree analysis	Participants familiarize on problem analysis in identifying root causes of main problem.	Discussion, Practical exercise Activity 7.3.	Flipcharts (boards and papers) flash cards and markers Post-it notes, tapes
30 min	Introduction to the ranking tools <ul style="list-style-type: none"> Pairwise ranking 	Participants familiarize on ranking tools in ranking deferent options	Discussion, Practical exercise Activity 7.4.	Flipcharts (boards and papers) flash cards and markers Post-it notes, tapes
20 min	Presentation	To allow cross-learning and new ideas to cross-fertilize among different group members	Bus-stop presentation (Swap groups and one person from the original group stays in one station)	Glues, tapes, clips to paste flip charts
40 min	Practicing interviews	To allow participants to place them in real-life community interview session	Role play Activity 7.5.	Role play guide notes print outs
Time	Sessions	Course material	PPT	PRINT
180 mins	Total 1 & 2 parallel by different groups 3 & 4 should be done by all groups parallel. Presentation – Bus-stop method Interview practicing in groups	Note Refer page numbers	Note Slide Numbers	Sample maps Sample community drawn works Sample problem tree Role play guidelines for interview exercise

Activity 7.1: Introduction to the mapping tools (45')

Objective:	Participants understand how to use mapping tools in collecting information in broader prospective
Time :	45 min (Parallel session by 2 facilitators)

7.1.1. Facilitator provide brief introduction for mapping tool –5 min

Maps can be made by a community to indicate the position of risks and hazards. They can also be used to understand what a community has in the way of resources and where they are located. Maps are also useful for stimulating discussion among community members about important aspects of the community. They can help a community to analyze potential problems and solutions. Further this tool uses a map to encourage discussion about a wide range of topics, not all of them physical, but all capable of being located on a map. The map can be a national map or a local map; a political map or a topographic map. Maps facilitate communication and stimulate discussion on important issues in the community. They help people to understand complex relationships and allow visual comparison of information.

Possible Applications:

- Find out about the resources that exist and identify appropriate activities (e.g. first aid).
- Gain a common understanding of issues facing the community.
- Stimulate discussion on vulnerability, community resilience resources and risks in the community.
- Obtain general information relevant to specific issues.
- Assist community groups with planning and designing projects.
- Choose areas which are most vulnerable. This may have already been done within the CSO.

Facilitator Explain the key steps of mapping exercise – 5 min

- ✓ Decide what purpose the map will serve
- ✓ Decide what kind of map will be drawn
- ✓ Determine who will participate.
- ✓ Describe the objective of the exercise, and establish criteria together. For example: What are the flooding areas, what are the agriculture lands, where the common places and safer places are.
- ✓ Familiarize participants with the map by having them place stick pins in familiar places – for example, where they live and where their children goes to school.
- ✓ Facilitator ask questions from the participants and generate information and complete the map with required information

At the end of the introductory session, participants divide for different roles and assign participants to do simulation exercise. – 30 min

At the end of the session facilitator led a panel discussion to explore the steps of each tools and dos & don'ts. – 5 min

Facilitator Explain the tips to organize the mapping exercise

- ◆ Decide with the local people what sort of map will be drawn (historical, social, natural resources, and so forth).
- ◆ Conduct the exercise with people who know the area and the topic of the mapping exercise and who are willing to share their knowledge.
- ◆ let the participants choose a suitable place (ground, floor, paper) and medium (sticks, stones, seeds, and pen) for the mapping.
- ◆ Help the people get started but let them draw the map themselves. Be patient and don't interrupt them. It's their map.
- ◆ Sit back and watch (what is drawn first, what is drawn biggest, what parts of the map generate discussion among the mappers and onlookers).
 - once the map is drawn, ask questions about what is shown, and take note of issues to follow-up on in subsequent interviews.
- ◆ Keep a permanent (paper) record, including mappers' names to give them credit.

7.1.2 Institutional Mapping / Stakeholder Mapping

Facilitator briefly explain about the tool and steps to draw it– 10 min

Institutional maps, sometimes called Venn or Chapati diagrams, are visual representations of the different groups and organizations within a community and their relationships and importance for decision-making. Participants (community members familiar with both the formal and informal groups present) are asked to use circles—either drawn on paper, or cut out and placed on the ground—to depict the different groups. The relative importance of a group is shown by the relative size of the circle representing it—the larger the circle, the more important the group.

The extent to which the different groups interact with each other is shown by the degree of overlap shown in the diagram—the greater the overlap, the more interaction and collaboration between the groups. Outside institutions with a presence at the community level can also be depicted in the diagram.

This technique can be done either as part of a group discussion, to generate a consensus view of the community's social infrastructure, or can be undertaken by individuals to illustrate the different perspectives of, for instance, men versus women, project staff versus community members, or project participants versus nonparticipants.

At the end of the introductory session, participants divide for different roles and assign participants to do simulation exercise. – 30 min

At the end of the session facilitator led a panel discussion to explore the steps of each tools and dos & don'ts. – 5 min

Institutional Mapping: Steps of facilitation

- Ask participants to identify key institutions and individuals responsible for decisions in the community.
- Cut out (or ask the participants to draw) circles to represent each institution or individual.
- Ask participants to choose or draw circles of different sizes, depending on the relative importance of the individual/institution represented.
- **Ask the participants to arrange the circles as follows:**
 - separate circles = no contact among the individuals/institutions
 - touching circles = information is shared between them
 - Small overlap = some cooperation in decision-making
 - Large overlap = considerable cooperation
- How things have changed in the past 10 or 20 years; what kinds of improvements they would like to see regarding the institutions and individuals represented; and the size of membership of the different groups.
- Keep a permanent (paper) record of the diagram, including participants' names to give them credit.

Activity: 7.2: Introduction to the time related data collection and synthesis tools (45')

Objective:	Participants understand how to use trend analysis tools in collecting information in participatory approach
Time :	45 min

7.2.1. Seasonal calendar

Facilitator provide brief introduction for seasonal calendar – 5 min

What it is

A seasonal calendar helps to explore the changes taking place in a community over the period of one year. It can be used to show weather patterns, such as hurricanes, floods or periods of drought, social and economic conditions (including economic recession), public events such as carnivals, holidays and festivals, and seasonal activities such as harvesting.

A chart is created with the months of the year along the horizontal axis and the events, activities and significant climatic phenomena listed in the vertical axis. Completion of the chart by the community helps the VCA team to see the hazards and risks in terms of their occurrence. The analysis can help a community to rethink its living habits according to its vulnerability to hazards. Keep in mind that the timing of some events, including hazards, differs from year to year and that certain festivals and religious observances such as Ramadan fall on different dates each year.

Use it to...

A seasonal calendar can be used to identify periods of stress, hazard, disease, hunger, debt and/or vulnerability. It highlights what people do during these periods, their coping strategies, when they have savings and when they have time for community activities. The calendar can be used to show the division of work between men and women in the community and can act as a tool to identify the suitable time to implement a project.

- Find out what activities take place in different seasons.
- Identify people's workload at different times of the year.
- Compare variations in availability of resources through the year, such as food, water and income.
- Examine the local relationship between climate and natural disasters.

Seasonal Calendar: Organizing Tips – 10 min

- Ask participants to mark out the year using their local calendar—this may be different from the Western calendar.
- Use whatever material is available locally to show the trends—colored chalk can be used to draw line graphs; different-size piles of seeds, stones, beans, even goat droppings can be used to show the seasonal variations; or sticks can be broken into different lengths to indicate relative magnitudes.
- Combine all seasonal patterns into one diagram to show correlations between variables and identify any periods of particular stress.
- Cross-check and refine the seasonal calendar throughout the fieldwork.

At the end of the introductory session, participants divide for different roles and assign participants to do simulation exercise. – 30 min

7.2.2. Historical profile/historical visualization

What it is – 5 min

Historical profile and historical visualization are tools for gathering information about what has happened in the past. The two variations can assist in building a picture of past events that have an effect on a community. They can track changes in the environment and community behaviors and shed light on causal links. Awareness of the patterns can influence the decisions taken by community members in the planning process. The two variations can be used together or separately depending on time, interest and the information you wish to obtain.

Use them to...

- Get an insight into past events, such as hazards, and what changes have occurred over time.
- Gain an understanding of the present situation in the community (causal link between past and present in terms of health issues or hazards and vulnerabilities).
- Gain an understanding of how things may continue to change in the future (trends).
- Make people aware of changes and present perceptions.
- Serve as a basis for discussions on future programmes or projects within the community.

Steps of facilitation – 10 min

- Identify areas of interest.
- Select the participants.
- Describe the idea of a time line as a way to talk about shared history, using key events to trigger discussion. Decide on an important issue, such as food insecurity, invasions by rebel groups or environmental degradation.
- Draw a line, deciding together where it makes sense for the timeline to begin and where it should end.
- Then, ask participants to describe events along this time line. It may help to ask what is the most exciting or memorable thing that has happened in the community, and place this on the time line as a point of reference.
- When people feel that they have a time line that includes all the important events relative to the issue being discussed, encourage participants to think about the possible cause-and-effect relationships between the events described.
- Also encourage participants to think about the effect each event has had on their current situation. This can be done by arranging a quiet “five minutes” to give everybody time to absorb the information. Then go around the group asking what each person has “seen” in the time line.
- To finish, discuss the possible future of the community and what participants see as the “best possible future”.

At the end of the introductory session, participants divide for different roles and assign participants to do simulation exercise. – 30 min

Activity 7.3: Introduction to problem analysis tools (45')

Objective:	Participants understand problem analysis in identifying root causes of main problem
Time :	45 min

7.3.1 Problem Tree

Introduction to the problem analysis – 10 min

The facilitator will explain that a problem has many causes and each person's perspective to the problem could be different and correct. It is important for the participants to understand that there are different levels of causes to a problem which are

- a) Direct Causes: Which is the most closest, immediate and visible to the problem and directly contributes to the problem
- b) Indirect causes: These are causes which does not play a direct role but its presence can intensify the problem; absence of an indirect cause does not necessarily make the problem weaker or remove it
- c) Root causes: These are the source of the problem and it lies more at a level which is beyond the community's reach.

This is a visual, multipurpose tool that describes "core problems" diagrammatically" in a tree-like formation. The trunk represents the problem, the roots represent its causes and the branches its effects or consequences.

A detailed analysis of the effects or consequences of a problem can lead to appropriate activity selection. It can help to identify the "root causes" of a problem rather than getting stuck on managing the symptoms or effects. For instance, shortage of food may actually be identified as being caused by unequal distribution of food supplies, in turn caused by the power relations within the community. To deal with such a problem, attention would need to be given to the social organization of the community rather than attempts to increase supplies.

Steps of Facilitation: 5 min

- ✓ Make sure everyone is seated in a semicircle around the wall or table where the "tree" is to be constructed. This is essential for all to participate fully in the discussion.
- ✓ The trunk represents the main problem or issue that is being analysed, so this should be the first thing that is clearly identified and stated by the group. The issue can be of any type: a high rate of ill health, inadequate irrigation systems, etc. It is likely that the group will have already identified the problem that it wishes to analyze, and it can be modified as the session continues, so don't spend too much time on it.
- ✓ Using the Brainstorming technique participants identify and mark causes and effects of the main issue. Each idea is put on a separate piece of paper or card.

- ✓ Build a tree shape with lines of causality creating the roots (causes) and the branches (effects).
- ✓ Participants then take turns to present one of the issues identified and come to a consensus about where each card fits in relation to the tree trunk and to each other. It may be difficult at first to distinguish between cause and effect. The facilitator can help identify causes by asking, "But why?" as each issue is raised.
- ✓ Cards can be moved around as appropriate following detailed discussion by the group. Depending on the details required, the roots and branches could develop quite complicated connections, showing how they relate to each other and which problem is caused by another.
- ✓ Once the tree seems more or less complete, identify those causes that seem more significant than others (Ranking can be used for this).
- ✓ Now, turn the problem tree into a "solution tree" by choosing one of the "significant" causes, and identifying possible actions that would tackle it. Again use separate cards and order them in terms of causality (e.g. if A is done this will solve B, then that will help us solve C, or indeed maybe affect D)

Group work on Problem Tree – 30 min

The facilitator will divide participants in to groups and ask them to conduct the tool in their group based on the problem statement S/he will give three color codes based on the three types of problems (defined already). The participants are to use these colours for the levels of problems

Activity 7.4: Introduction to ranking tools (30')

Objective:	Participants understand how to use ranking tools in prioritizing different options
Time :	30 min

The facilitator will ask the participants that there are so many problems in the community which are more important to the community to others?

If so, then how can the community be able to prioritize their problems so that it will help in appropriate planning to resolve the problem?

Pairwise Ranking or Preference Ranking is a tool to set priorities between different options available. In Pairwise Ranking, each individual item is compared directly against the others so as to emerge with a ranking from highest (best) to lowest (least).

The facilitator will then introduce the "Problem Ranking" tool and share with them a sample from other villages (where the tool was done)

The facilitator will then explain the

- Use of the tool
- The advantages of doing it
- The challenges faced
- Skills required

Use of the tool

- Determine the main preferences/priorities/needs/constraints or problems of individuals or groups for a set of items/subjects/topics
- Compare the priorities of different groups against one another (e.g. men - women, young - old, rich - poor etc.)
- Support a group of people to discuss, analyses and priorities their problems, needs and possible solutions
- Find out about criteria for decision-making

During the facilitation of ranking tool, facilitator key questions

- which item out of several ones is looked upon as most important/favorable/necessary/pressing by a certain group
- which are the criteria for preferring one item to another
- how different are the preferences between different groups within the local population

The facilitator will then demonstrate the tool using few examples of problems (at least 4)

Following this, the facilitator will then ask the group to develop their problem ranking tool using the problems their identified during the group exercise

The group will spend time on this developing the tool and then presentation of it

Steps of facilitation

- ✓ Draw a matrix - indicate the list of items you want to compare across the top by using symbols and the same list within the same sequence down the left column, so that each open box or cell in the matrix represents a paired comparison of two alternatives
- ✓ Cross out those ones which are double
- ✓ Start asking people: "What do you prefer, 1 or 2?" or "Which one is more important, A or B?" and note down the answer in the respective cell
- ✓ Once you have received the respective answer, ask for the preference criteria: "Why do you prefer this one" or "Why is this one more important?" and make sure to note down all answers carefully
- ✓ Then continue to go through asking for all possible combinations and preferences
- ✓ When all combinations have been asked and all cells are filled in, count the votes, each item has received
- ✓ Write a list, ranking the items according to the number of preferences they have achieved
- ✓ Discuss within the group, whether the result of the Pairwise Ranking reflects the opinion of the group

Activity 7.5. Interviewing in a community (40')

Step 01: Preparation – 10 min

Facilitator Select 4 participants as facilitators, 3 participants as observers and the rest of the participants as community members including various stakeholders such as retired principle, GN, Planning officer & Development officer of DS office. The participants who take specific stakeholder role wear a name tag which mentions the role that they play.

Inject a case to the participants; an assessment is going to conduct in a highly vulnerable village by social service department. The village is prone few natural disasters. In the meantime, community living below poverty level and no proper livelihood with in the community.

Step 02: Conduct the role play - 20 min


Provide 5 min as preparation time to set up meeting for SSI. Allow 10 – 15 min to continue the interview.

Step 03: Panel discussion - 10 min

Facilitator asks each group to come up with positive moves and things to improve of the interview and get them to write in a flip chart board. Facilitator discuss possible SSI interviews – 5 min

Interviews can be conducted with:

- ◆ **Individuals** from the community to learn about their own situation in detail, to discuss issues that would be difficult to address in group situations, and to reveal their personal perspective on particular topics;
- ◆ **key informants**, or people with specialist knowledge, to gain insights on a particular subject, or people who can represent a particular group or viewpoint; and
- ◆ **Groups**, either randomly encountered by the assessment team, or systematically selected to allow a focused discussion of a particular issue (see the description of focus group discussions in the Techniques section of the Beneficiary Assessment module).

MODULE – 08	RISK SENSITIVE PLANNING TOWARDS RESILIENCE	 150'
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Description

Planning is a management tool to help make decision on the appropriate mix of risk reduction options. Results from the risk assessment process described in above sessions would have revealed the risks posed by various hazards in the locality. This information provides the basis for formulating a risk sensitive plan at various levels in the locality. The plan is a guide to keep implementers on track and serves as documentation of the thoughts and considerations that were the foundation of the planning process. However the plan needs to incorporate preparedness plan as well in responding to a disaster situation at community level.

Learning Objectives

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

- Understand the importance and challenges in developing risk sensitive development planning
- develop risk sensitive development plans based on the results of the risk assessment,
- gain knowledge on preparedness and risk reduction measures for impending disaster situation

Key messages

- Development plans need to integrate risk assessment results for sustainable outcomes of the development process
- Risk sensitive development plans need to be advocated at all levels from national to village
- Community participation is the key for well-informed risk –sensitive development plan and successful implementation at all levels.

Session plan

TIMING	GLOSS OFF	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 min	G + L	Linking with the session on PIRA and tools	To get the attention of the participants to link with the previous session	Brainstorming questions	
5 min	O	Present session objective	To have a common understanding of the session objective	Presentation using flipchart or power point	Flipcharts (boards and papers) and markers
40 min	S	Presentation on Risk Sensitive development planning	To make aware the risk concerns to incorporate into local development plans	Presentations, discussions	Flipcharts (boards and papers) and markers
45 min	S	Preparedness and response Planning	Understand the readiness of a community to cope with a disaster	PPT presentation, Group work and presentations Activity 8.1	Flipcharts (boards and papers) and markers
45 min	S	Community based Risk Reduction Plans	To discuss what should be the main contents of a Community-Based Disaster Risk Reduction plan	Discussion, Presentation Activity 8.2	Flipcharts (boards and papers) and markers
10 min	OFF	How to develop the community risk reduction plan	Participants are able understand process of developing a plan	Present summary	PPT slides
Remember!!! Key points for preparation					
Time	OFF	Sessions	Course material	PPT	PRINT
150 mins		Total 1 session 2 group activities	Note Refer page numbers	Note Slide Numbers	No

Presentation content for 8.1: Present session objective and link with the prevision session (10')

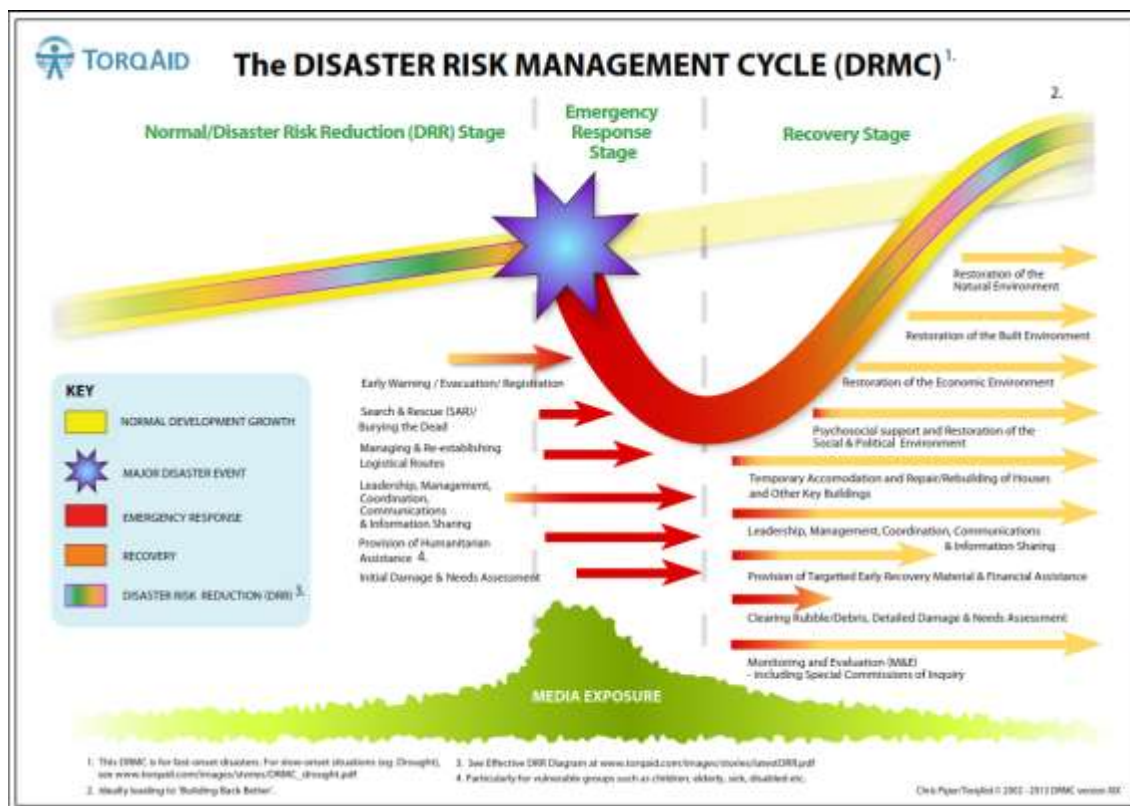
Objective:	To have a common understanding of the session objective
Time :	10 min

Why do we need to plan for DRR incorporated development!

Disaster risk reduction (DRR) is the systematic development and application of policies, strategies and practices to minimize vulnerabilities and disaster risks throughout a society; to mitigate and prepare for adverse impacts of hazards, within the broad context of sustainable development.

In this conjunction we want;

- To help your locality become more sustainable and disaster resilient by selecting and prioritizing the most appropriate risk reduction actions, based on the knowledge gained in the risk assessment process.
- To ensure that activities are coordinated with each other and with other local development goals and activities.
- To reduce the cost of implementation by providing a forum for engaging in partnerships and encouraging the pooling of technical, financial and/or staff resources to reduce risks.
- To educate those involved in the planning process on the local risks and risk reduction measures.



Above diagram depict the three main phases of risk management approaches in planning towards building resilience; Phase I: Disaster Risk reduction Planning, Phase II: Emergency Response Planning, and Phase III: Recovery Planning at various levels.

Presentation content 8.2: Presentation on Risk Sensitive development planning (40')

Objective:	To make aware the risk concerns to incorporate into local development plans
Time :	40 min

Risk Sensitive development planning: Integrate Risk Reduction Measures in Development Plans local level authorities (Divisional secretarial & local governments) are the governmental body responsible for the long-term development of its area and the well-being and safety of its populations. It cannot afford to ignore risk considerations because disasters may destroy development outputs and gains.

The risk assessment phase is a good entry point for connecting local concerns with disaster risk issues. Local development planning is where these issues can be paired up with solutions. A DRR plan can be developed in light of economic, social and political realities. This in turn increases the likelihood that planned risk reduction measures are successfully implemented. These can be further driven by assessment based on community sub systems focusing **Human, Social, Environment, Physical, Financial and Governance** which are described in the Conceptual Framework of the Community Resilience Framework.

	Components of Resilience	Characteristics of an enabling environment
Risk management and vulnerability reduction	Environmental and natural resource management	Vulnerability reduction is a poverty reduction and development target; government plans and donor help reflect including and risk sensitive and climate smart livelihood development
	Health and well being	Officials have skills and engage in vulnerability reduction methods. Tools and guidance risk sensitive planning, scenario based planning etc. available
	Sustainable livelihoods	Project and programmes have adequate guidance to plan and implement risk sensitive development
	Social protection	Environmental and natural resource management is considered a core value in development programmes.
	Financial instruments	Financial institutions and insurance companies align their services to promote risk sensitive development
	Physical protection; structural and technical measures	Local awareness, linkages, resource mobilization and capacity add value to local plans; community practice respect leadership of local authorities and governments
	Planning regimes	

Presentation content 8.3: Preparedness and Response Planning (45')

Objective:	Understand the readiness of a community to cope with a disaster
Time :	45 min

During a disaster, local authorities and governments are immediately confronted with the responsibility of providing and coordinating relief. Emergency response planning before a disaster strikes is critical to effective and efficient response. It involves agreeing on roles and responsibilities of different organizations, developing operating guidelines for response and recovery, and identifying the available resources.

The emergency response plan can be separate sections of the development plan at local level. A number of pending risk reduction actions can suddenly be viable as a post-disaster situation dramatically alters the political will and access to funds. The presence of a good plan maximizes opportunities to 'build back better' - to improve infrastructure, to support the asset bases of individuals and households at risk, and, ultimately, to improve survivors' life chances and resilience. Let us avoid returning their risk to pre-disaster levels.

Activity 8.1: Identifying characteristics of disaster preparedness and response

Disaster preparedness and response	Components of Resilience	Characteristics of an enabling environment
	Organizational capacities and coordination	Development plans and budgetary allocation include and facilitate community based preparedness as part of D&CCRR strategy that promote invulnerable development Support for community based preparedness for uncertainty and aggravated disaster risk Early warning systems reach in time and usefully serve the communities Development targets reducing damage to lives and property through adequate emphasis on preparedness, related education and skills development, having practical plans that local stakeholders can adhere to, and facilitating implementation of preparedness/ contingency planning and implementation
	Early warning systems	
	Preparedness and contingency planning	
	Emergency resources and infrastructure	
	Emergency response and recovery	
	Participation, voluntarism, accountability	

Activity 8.2- Community Based Risk Reduction Planning (45')

The integration of DRR into the local livelihood & other development activities ensures that the communities and households would internalize hazard and risk analysis, consider risk and vulnerability as well as opportunities while determining their development strategies. Through adopting this approach, inter-cooperation addresses the root causes of disasters, namely reducing the overall vulnerability, increasing capacity and thus strengthening the resilience of vulnerable communities.

Some risk reduction principles

- Enable priority to prevent the cause or impact of a disaster rather than to provide emergency relief.
- Enable thrust on the development of initiatives that increase preparedness and reduce the dependency on relief; to address disaster, depend on local capacity instead of depending on external support;
- Enable priority to organized local support rather than depending on a high number or uncoordinated external support initiatives;
- Enable priority to community wide preparedness interventions rather than individual preparedness activities;
- Enable emphasize on permanent measures rather than temporary measures in reducing risks.


Participants will develop a sketch of a sample community based risk reduction planning in line with the village or GN development plans.

Presentation content – for summary

Risk Reduction Plan Development Process:

Each local area might have a unique process for developing development plan. However, certain elements are essential to these plans as well as other types of development plans:

- Engaging stakeholders
- Developing goals and objectives
- Formulating an action plan
- Integrating risk reduction measures in development plan
- Securing funding
- Planning for response and recovery
- Monitoring and evaluating progress

MODULE – 09	IMPLEMENTATION, MONITORING & EVALUATION OF THE PLAN	 90'
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Description

Monitoring and evaluation provides many important entry points for participation, the greatest of which is the choice of indicators of success. If a programme has not “worked” for beneficiaries, it has not worked at all. Therefore, input by beneficiaries into determining how success will be measured is key. But there are also requirements of other information users, and these must be considered as well.

Learning Objectives

At the end of the session participants will;

- have overall understanding of implementation, monitoring and evaluation
- have understanding on results hierarchy, indicators and means of verification in monitoring and Evaluation
- understand participatory M&E and some methods and tools of participatory M&E

Key messages

- Differentiate monitoring and evaluation based on 5W 1 H questions
- Participatory planning needs multi-stakeholder participatory M & E for better programming results
- Key Stages in Participatory Monitoring and Evaluation
 - ✓ Preparation
 - ✓ Participatory Assessments, Self-Evaluations, and Analysis
 - ✓ Action Planning
 - ✓ Dissemination of the Results

Session Plan

TIMING	GLOSS OFF	SESSION ACTIVITY	PURPOSE	METHODOLOGY	MATERIALS
15 min	G L & O	Introduction to Result based management and: monitoring and Evaluation	Participants have overall understanding of implementation, monitoring and evaluation	Presentation and Questions	Flipcharts (boards and papers) and markers
40 min	S	Essentials of Monitoring & Evaluation: Results Indicators and means of verification	Participants are able to describe monitoring and evaluating for results and what has changed	PP presentation Team work exercise Activity 9.1.	Stows, masking tape, twine threads, projector, laptop, flipcharts (boards and papers) and markers
30 min	S	Participatory Monitoring and Evaluation: Key Principles	Participants understand the key principles and some methods of participatory M&E	Group activity, Plenary discussion and PP presentation	Flash cards, flipcharts (boards and papers) and markers
5 min	OFF	Challenges in PME	To orient participants to discuss possible challenges in M&E	Brainstorming Discussion	None

Remember!!! Key points for preparation

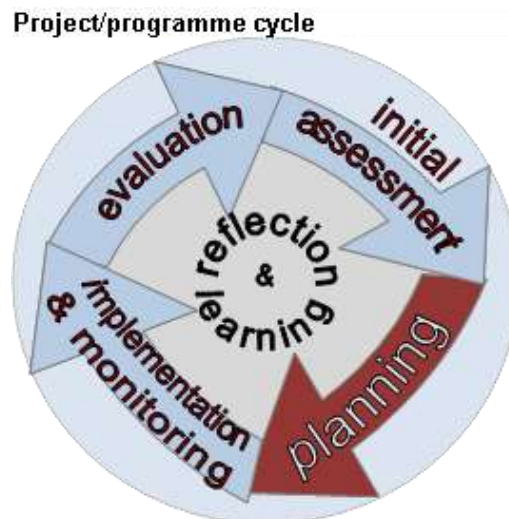
Time	OFF	Sessions	Course material	PPT	PRINT
90 mins	Practical Challenges in M&E	Total 1 session 1 group activity	Note Reference page numbers	Note Slide Numbers	No

Comparison of Monitoring and Evaluation

	Monitoring	Evaluation
When is it done?	Continuously	Mid-term, End-term, Post-term
What is measured?	Efficiency-use of inputs, activities, outputs, assumptions	Effectiveness, longer term impact and sustainability-achievement of purpose and goal and unplanned change
Who is involved?	Staff within the organization	Staff within the organization or people from outside the organization
What sources of information are used?	Internal documents eg monthly or quarterly reports, work and travel logs, minutes of meetings	Internal and external documents eg consultant's reports, annual reports, national statistics
Who uses the results?	Managers and project/ programme staff	Managers, staff, donors, beneficiaries, other organisations
How are the results used?	To make minor changes	To make major changes in policy, strategy and future work

Presentation content 9.1: Introduction to Implementation, monitoring and Evaluation (15')

Objective :	Participants have overall understanding what Implementation, monitoring and Evaluation; is and understand where those coming in project management cycle.
Time :	15 min



Facilitators explain briefly the each step of project cycle management with a discussion

Initial Assessment: This phase is a process to understand the current situation and find out whether or not an intervention is required. This is done by identifying key factors, including problems and their causes, as well as needs, interests, capacities, and constraints. When an intervention is required, assessment can include an initial analysis and proposal of what type of intervention could be carried out.

The aim of the planning phase is to define the intervention's intended results (objectives), the inputs and activities needed to accomplish them, how their achievement will be measured, and key assumptions that can affect this process. Planning takes into consideration needs, interests, resources, the mandate and capacities of the implementing organization and of various stakeholders. At the end of the planning phase, a project plan should be produced and ready to implement.

Implementation: During this phase, activities are carried out to achieve the desired results. Guidance on implementation is specific to the area of intervention, be it water and sanitation, first aid, organizational development, emergency response or humanitarian advocacy. Therefore guidance on the actual implementation phase can be found in the manuals dedicated to the area of intervention.

Monitoring: This phase is defined as "the routine collection and analysis of information to make informed decisions for project management". Monitoring systems should be established during the planning phase to allow collection of information on the progress towards the objectives during implementation. The resulting progress reports informs decisions on whether or not an intervention needs to be changed or adapted as the situation evolves.

Evaluation: This phase is defined as “periodic collection and analysis of information to inform judgments about the achievements and value of an on-going or completed project or programme, its design, implementation and results”. Evaluations should be as systematic and objective as possible. The aim is to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors

Define Monitoring and Evaluation

Monitoring - The systematic and continuous assessment of project over time to check that things are ‘going to plan’ and allows adjustments to be made in a methodical way. It entails data collection and analysis for reporting and possibly evaluation.

Monitoring is needed to:

- ✓ Ensure needs of targeted beneficiaries are being met;
- ✓ Provides timely info for decision-making (changes/adjustment, etc..);
- ✓ Tracks progress towards objectives;
- ✓ Ascertain whether further resources are required;
- ✓ Gather information on the activities for reporting to project managers, donors, etc.;
- ✓ Allow Plan of Action to be adapted if necessary to any situation
- ✓ Provides essential info for evaluation

Evaluation - the objective and systematic assessment of an on-going or completed project, its design and implementation, to determine the impact, sustainability, relevance, effectiveness and efficiency

What is evaluation in more detail?

Five Key Evaluation Concerns

1. **Relevance** – to needs and objectives; coverage
2. **Effectiveness** – were objectives achieved; synergy with other programmes
3. **Efficiency** – cost v. time; programme v. support costs; tendering procedures
4. **Impact** – what difference has the activity made?
5. **Sustainability** – link between relief-rehabilitation-development; exit strategies

Activity 9.1: Essentials of Monitoring & Evaluation (40')

Objective:	Participants understand key attributes in monitoring and Evaluation
Time :	40 min

Bridge Exercise – 20 min

1. Your team will be provided with straws, tape, string, and scissors.
2. You have 10 minutes to build a bridge that is:
 - Self-standing.
 - Wider than the bottom of the glass.
 - Higher than a glass.
 - Should be able to hold the glass.
3. When done, your team should do its cheer!

9.2.1 Level of results will be monitored and evaluate - 20 min

Referring to the bridge exercise facilitate a discussion on deferent levels of results

What are Inputs?

Resources needed to implement activities (financial, materials, human).

Question: In Real Life, what may be the inputs needed to build the bridge?

Answer: Laborers, cement, steel beams, etc.

What are Activities?

The collection of tasks to be carried out in order to achieve the outputs.

Question: In real life, what may be the activities involved in building the bridge?

Answer: Identify plan, lay foundation, build structure, etc.

What are Outputs?

Outputs are the result of the activities undertaken. They are the deliverables.

Question: In real life, what may be the product you want in building the bridge?

Answer: A bridge is constructed which connects two different towns.

What are Outcomes?

Outcomes are the primary change(s) you are trying to achieve - which contribute to the achievement of the Goal. Changes are usually in KAP:

- Knowledge
- Attitudes
- Practices or behavior

Question: In real life, what may be the primary outcome you want to achieve with the bridge?

Answer: To Increase trade between two towns.

What is Goal?

The Goal is the long term change to which the project contributes towards It is the objective that you have least control over.

Question: In real life, what may be the Overall Reason you want to build a bridge between 2 communities?

Answer: Improved economy in two towns.

Presentation contents 9.3: Participatory Monitoring and Evaluation (30')

Objective :	Participants understand the key principles and some methods of participatory M&E
Time :	30 min

Participatory approaches to M&E can take many forms and can involve different levels of participation, but the key principles remain the same. Most important is the emphasis placed on the active roles played by the local stakeholders. Conducting user surveys or asking community members to respond to questionnaires does not qualify as participatory evaluation. Instead, stakeholders at all levels are the main actors in the monitoring or evaluation process. They are responsible for collecting and analyzing the information, and for generating recommendations for change. The role of an outside consultant is to facilitate and support this learning. Participatory M&E is very much action-oriented, and strong emphasis is placed on building the capacity and commitment of all key stakeholders to reflect, analyze, and take responsibility for implementing any changes they recommend.

Local people are active participants—not just sources of information.

- ◆ Stakeholders evaluate, outsiders facilitate.
- ◆ Focus on building stakeholder capacity for analysis and problem-solving.
- ◆ Process builds commitment to implementing any recommended corrective actions.

Participatory and Conventional Approaches to Monitoring and Evaluation Compared

	Conventional M&E	Participatory M&E
Who	External experts	Stakeholders, including communities and project staff; outside facilitator
What	Predetermined indicators, to measure inputs and outputs	indicators identified by stakeholders, to measure process as well as outputs or outcomes
How	Questionnaire surveys, by outside “neutral” evaluators, distanced from project	Simple, qualitative or quantitative methods, by stakeholders themselves
Why	To make project and staff accountable to funding agency	To empower stakeholders to take corrective action

Key Stages in Participatory Monitoring and Evaluation

- ✓ Preparation:
 - Deciding on the need for an assessment
 - Determining the cost and time available
 - Identifying a lead participatory monitoring/evaluation facilitator
 - Defining Terms of Reference for the monitoring/evaluation
 - Training the team of monitoring/evaluation facilitators
- ✓ Participatory Assessments, Self-Evaluations, and Analysis
- ✓ Action Planning
- ✓ Dissemination of the Results


A participatory monitoring or evaluation activity entails the above-listed steps, all of which should involve a collaborative effort by the various stakeholders. For example:

The initial decision to undertake a monitoring or evaluation activity should be taken jointly with stakeholders at the local level (for example, users of project goods or services), to ensure commitment among these stakeholders and to make sure they feel it will be a useful activity. Close collaboration with local people is also crucial at this early stage of the monitoring or evaluation work to ensure that the timing of the assessment does not conflict with major events, such as local elections or harvest time.

Defining the Terms of Reference—including which methods to use and what topics to cover—is ideally done in the field with a cross-section of stakeholders, including community representatives and project staff. A training program can then be designed to familiarize the local facilitators with the participatory methods to be used and the checklist of topics to be examined.

Data gathering and analysis using the selected participatory methods often involve a combination of field visits followed by workshops for the team of facilitators to review the results and do some on-the-spot analysis; more field visits may be needed to fill in any information missed in the first round.

Dissemination of the results of the assessment should include some form of feedback to the stakeholders involved at all levels, including perhaps a presentation in the field for community representatives, an informal review meeting with project staff, and a final workshop with senior government officials. The reporting of the process and results of the monitoring or evaluation work may include written reports, videos, photographs, visuals, and other means of communication.

MODULE – 10	DEVELOPING A PLAN OF ACTION FOR DIVISIONAL PLANNING GROUP	 60'
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Description

The action plan lays the groundwork for implementation by describing how the mitigation plan will be incorporated into existing planning mechanisms and how the mitigation actions will be prioritized, implemented and administered by each jurisdiction. For a community to succeed in reducing risks in the long term, the information and recommendations of the mitigation plan should be integrated throughout government operations. Through the planning process, partnerships are formed, and sustained action can increase the community's resilience to disasters.

Learning Objectives

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

- develop divisional level plan of action
- learn how to incorporate risk reduction measures identified in risk-sensitive development planning session
- form a divisional planning group
- to work together for cascade training in DS divisions

Key messages

- Learning requires a plan of action for implementation at participants working level be it DS or GS or District.
- Participants take own responsibility and pledge for proper implementation of plan with assigned and pre-agreed responsibilities
- Participants agree on a follow up and monitoring mechanism with the peers, superiors and other stakeholders concerned in implementing the plan of action resulted from the workshop.

Session plan

TIMING	GLOSS OFF	SESSION ACTIVITY	PURPOSE	METHODOLOGY	SUGGESTED MATERIALS
5 min	G & L	Present session objective	To have a common understanding of the session objective	Presentation using flipchart	PPT slides
10 min	O	Where do we Go from here	To make aware the risk concerns to incorporate into local development plans & Plan of action by participants for future follow up	Presentations, discussions	PPT slides
30 min	S	Making own Plan of action In DS or GN divisions		Group work Activity template 10.1	Flipcharts (boards and papers) and markers Action plan template
20 min	S	5 Minutes Action Plan		5 minutes action Plan	Hard copy of the plan or e-version
15 min	OFF	Final plan of agreement, Monitoring and Responsibility matrix		Brainstorming interactive discussion	
Remember!!! Key points for preparation					
Time	OFF	Sessions	Course material	PPT	PRINT
60 Min	Last session	Total 1 session 1 group activity	Note Reference page numbers	Note Slide Numbers	Action plan template

Activity 10.1 - Action Plan Template (30')

Thinking back over the course and your part in it, consider your responses to the following:

Thematic area	What are the actions you will do	What are the resources needed	When we will start and complete	Where we will do it? DS division and GN division or specific location	Who are the other stakeholders	What else do we need to do or consider to ensure success?	Who is responsible

Guidance for action plan process – Post workshop follow up:

- Divide participants based on their divisions in each district. If there are more than 5 people in one DS division, make two or more groups, making sure that each group does not exceed 5 people.
- Each group will have to complete 2 components for action plan as shown below.

Component 1:

Formation of divisional planning platform

- *Training*
- *Monitoring the progress of the divisional plan*

Community Mobilization

Participatory Disaster Risk Assessment

Risk sensitive village development plan

Risk sensitive divisional development plan

Implementation of divisional development plan

Monitoring the progress

Review

Time frame:

Example 4 Months (February – May 2016)

Review in June 2016

Component 2:

Training and Capacity Development

Training on Facilitation Skills

Creation of divisional training resource pool

Rolling out the trainings

Certify the trainers with sectoral expertise

Time frame:

Example 3 Months (February- April 2016)

Review in June 2016

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