

# Introduction coaching session

Slide 2

## House rules

- Raise your hand if you have a question
- Keep your mic turned off
- Keep your camera on

**Comment**

If someone raises their hand make sure you call on that person shortly, at a suitable moment, so that he/she can ask a question or give a comment.

Ask participants to keep their mic turned off while not speaking and only turn it on when they say something, e.g., after you have called on them for raising their hand. This keeps noise levels and distractions down.

If participants have an instable internet connection, they can keep their camera off

If coaching session is given in person, ask participants to raise their hand if they have a question and listen when another participant/facilitator is speaking.

Slide 3

## Table of Contents

1. Learning outcomes
2. What is Disaster Risk Reduction?
3. Key Definitions
4. The Disaster Management Cycle
5. Community Based Disaster Risk Reduction (CBDRM)
6. Activity

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## Learning outcomes

At the end of this session the trainee is able to

1. Understand and explain different definitions related to DRR.
2. Understand and explain the different stages of the Disaster Management Cycle.
3. Understand CBDRM and can explain the different phases.
4. Identify different assessments and participatory tools linked to CBDRM.


**Comment**

→ Ask the trainees whether they know what DRR is before showing definition.



<p><b>Slide 6</b></p>	<p><b><u>What is DRR?</u></b></p> <p>DRR is:</p> <ol style="list-style-type: none"> <li>1. Reducing risk through analysing hazards and disasters present in an area.</li> <li>2. Reducing vulnerability and exposure of people, assets or systems.</li> <li>3. Improving preparedness of people, assets, or systems for a hazard or disaster.</li> <li>4. Using the capacities and strengths of a community to minimize the impact of a hazard turning into a disaster.</li> </ol>	<p>Learning outcomes</p> <p>1</p>
<p><b>Slide 7</b></p>	<p><b><u>Why is DRR important for Help a Child?</u></b></p> <ul style="list-style-type: none"> <li>- For the well-being and protection of children who live in hazard-prone areas.</li> <li>- To raise awareness on the impacts of a disaster and how children can best react if a disaster were to occur.</li> <li>- The DRR approach, CBDRM, highlights how essential it is to include all community members including children.</li> </ul>	
<p><b>Slide 8</b></p>	<p><b><u>Key Definitions</u></b></p> <ol style="list-style-type: none"> <li>1. Hazard</li> <li>2. Vulnerability</li> <li>3. Capacity</li> <li>4. Risk</li> <li>5. Resilience</li> <li>6. Exposure</li> </ol> <p>The different concepts and recap that each concept is related to DRR and plays an important role in child protection.</p>	<p>Learning outcomes</p> <p>1</p>
<p><b>Slide 9</b></p>	<p><b><u>Disaster?</u></b></p> <p>A disaster is the sudden or unexpected occurrence of an event that causes human suffering, disruption or damage to a vulnerable population.</p> <p>The definition can be seen as three separate elements:  <b>Impact of natural or man-made phenomena</b>  on a <b>vulnerable population</b>  causing <b>disruption, damage, and causalities.</b>  (CRED, 2012)</p>	<p>Learning outcomes</p> <p>1</p>
<p><b>Comment</b></p>	<p>→ Ask the trainees whether they can give examples of disasters. Potentially use ppt. slides to show images of different types of disaster.</p>	



<p><b>Slide 10- 11</b></p>	<p><b><u>Hazard?</u></b>  A hazard is a <b>threat</b> – A natural or man-made event that has the potential to cause injury to life, damage to property, livelihood, environment, and can potentially trigger a disaster.</p> <p>They are two types of classification for hazards:  Man-made – conflict and civil unrest, industrial accidents, transport accidents, other accidents.  Natural – earth-related, weather-related, climate-related and biological.</p>	<p>Learning outcomes</p> <p>1</p>
<p><b>Comment</b></p> 	<p>→ Ask trainees whether they can give examples of hazards from their country context.</p>	
<p><b>Slide 12 - 13</b></p>	<p><b><u>Vulnerability?</u></b></p> <p>Vulnerability is being exposed to the negative impacts of a hazard (can turn into a disaster) due to location or being prone/susceptible to damage or injury. When different independent processes interact, unsafe conditions can also create vulnerability. Vulnerability is often related to economic poverty, social isolation, and political marginalization.</p> <p>Vulnerability and capacity (explained next) can be split up into five aspects:</p> <ul style="list-style-type: none"> <li>- Individual: knowledge, health status, skills of individuals</li> <li>- Social: cohesion and relations within the community</li> <li>- Natural: resources in and around the community e.g. fish, trees, crops, soil</li> <li>- Physical: infrastructure and construction e.g. roads, buildings, hand-pumps</li> <li>- Economic: ability to buy and sell, livelihoods and income generation</li> </ul>	<p>Learning outcomes</p> <p>1</p>
<p><b>Slide 14</b></p>	<p><b><u>Capacity?</u></b></p> <p>The strengths, coping strategies, and resources that exist within the people and their communities. These can be used to mitigate, prepare for, and cope with damaging effects of disaster, or quickly recover from a disaster.  For example; resources, knowledge skills, and social safety nets.</p> <p>Capacity can also be analyzed using the five different aspects (individual, social, natural, physical, and economic).</p> <p><i>The absence of capacity leads to vulnerability and vice versa</i></p>	<p>Learning outcomes</p> <p>1</p>
<p><b>Slide 15 - 16</b></p>	<p><b><u>Risk?</u></b></p> <p>Risk is the probability of an outcome having a negative impact on people, assets and systems (UNDRR, 2021). Disaster risk is a result of three elements:</p>	<p>Learning outcomes</p>

1. A hazard occurring
2. Which impacts vulnerable people, assets and systems
3. But can be minimized by the capacity of vulnerable people to respond to the disaster.

1

The disaster risk formula is essential to understand which elements contribute to disaster risk. As well as see how hazard, vulnerability and capacity are linked to each other and can either increase or decrease disaster risk of a community.

$$Disaster\ Risk = \frac{Hazard \times Vulnerability}{Capacity}$$

**Comment** Facilitator → explain the Disaster risk formula and how hazard and vulnerability cause a higher disaster risk while capacity combats disaster risk.

**Slide 17** **Risk?**

Learning outcomes

Resilience (in the context of disaster risk) is the ability of people, assets or systems exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner (UNDRR, 2021).

1

**Slide 18** **Exposure?**

Learning outcomes

Exposure occurs when people, infrastructure, assets, or systems are located in hazard-prone areas. For example, if people were not living in hazard-prone areas then there would be no exposure to risk.

1

The extent of how exposed people are depends on the type of hazard and level of vulnerability. For example, a family is living in a hazard-prone area but has built a strong and protective house, then the family is less exposed than a family who is living in a poorly constructed home.

**Slide 19 - 20** The following video looks at a community in the Philippines that is working towards becoming more prepared and resilient in a disaster-prone area.

Learning outcomes

**Activity**

1. Can you identify the answers to the questions below based on the information in the video?
2. Can you identify different types of hazards faced by the community?
3. What types of vulnerabilities and capacities do the community have?
4. Does the community have a Disaster Reduction Plan?
5. Does this make the community more resilient?



1



<https://youtu.be/DDZNm4KQE9o>

Split trainees into different breakout rooms so that the answers can be discussed (or into even groups if session is held in person).

<p><b>Slide 22</b></p>	<p><b><u>The Disaster Management Cycle</u></b></p> <p>The Disaster Management cycle looks either reducing/avoiding losses or the negative impact of a disaster on a community. The DM cycle looks at four different phases that communities, governments, institutions, societies, and countries can use to prepare, mitigate, recover and respond to a disaster.</p> <p>Four elements of the Disaster Management Cycle are:</p> <ol style="list-style-type: none"> <li>1. Mitigation</li> <li>2. Preparation</li> <li>3. Response</li> <li>4. Recovery</li> </ol> <p>The Disaster Management Cycle aims to reduce risk on:</p> <ul style="list-style-type: none"> <li>- Systems (e.g. governmental relations)</li> <li>- Assets (e.g. infrastructure, crops, livestock)</li> <li>- People (e.g. individual or community)</li> </ul>	<p>Learning outcomes</p> <p>2</p>
<p><b>Slide 23</b></p>	<p><b><u>Mitigation</u></b></p> <p>Mitigation focuses on minimizing and avoiding the negative impacts of a disaster. In order to avoid damage or loss to assets, systems, or people. For example, mitigation is done by reducing the vulnerabilities and exposure of people to a disaster but instead enhancing the capacities of the affected community.</p> <p>Examples of Mitigation strategies: Building codes and zoning, vulnerability and capacity assessment, public education, policy study, and advocacy.</p>	<p>Learning outcomes</p> <p>2</p>
<p><b>Slide 24</b></p>	<p><b><u>Preparedness</u></b></p> <p>The preparation phase looks at strengthening the capacities of affected communities to cope with the impact of future disasters. Through pre-disaster activities, the community is prepared and ready to react if a disaster were to occur. The aim of the preparation phase is that if a disaster were to strike, the disaster risk of the community is minimized due to proper preparedness and knowledge.</p> <p>Examples of Preparation: Preparedness plans, emergency exercises/training, early warning systems, community risk assessment, strengthening the organization, and inter-agency arrangements.</p>	<p>Learning outcomes</p> <p>2</p>

<p><b>Slide 25</b></p>	<p><b><u>Response</u></b></p> <p>The response phase is crucial and well-known. After a disaster strikes, immediate aid and assistance are very important to be able to save as many lives as possible and provide people with food, shelter, and medical assistance.</p> <p>Examples of response: Provide medical/food/shelter/basic necessity assistance, emergency relief giving, emergency operations centre, search and rescue, repair critical facilities and services.</p>	<p>Learning outcomes</p> <p>2</p>
<p><b>Slide 26</b></p>	<p><b><u>Recovery</u></b></p> <p>After a disaster has occurred, the community will need to recover from the negative impact a disaster can have. Recovery focuses on rebuilding or fixing what was damaged by a disaster.</p> <p>An important concept related to recovery is 'Building Back Better' (BBB). Where external or internal assistance helps a community recover from a disaster by having a positive impact and not a negative one. By providing new infrastructure for example, which in the long term benefits the community.</p> <p>Examples of recovery: Creating alternative livelihood programs, resettlement and rehousing and cash assistance programs</p>	<p>Learning outcomes</p> <p>2</p>
<p><b>Slide 27</b></p> <p><b>Activity</b></p>  	<p>→ Split trainees up into breakout rooms or physical groups and ask them to rearrange given slips of paper with information according to each phase of the DM Cycle (if done online, ask them to rearrange concept and definition on whiteboard).</p> <p>The order of the concepts and definitions provided in this document is correct. After trainees have organized the definition to the concept, go around and see whether they have understood the definitions and have been able to apply it.</p> <p>Use scissors to cut up the concepts and definitions. Document with concepts and definitions can be found under the name 'Activity link concepts with definition'</p> <p>Time: 5-10 mins</p> <p>Refer to <a href="#">this document</a> for activity (or open document in 'Introduction coaching session' on SharePoint). More information on answers can be found under the comments section in the 'introduction coaching session' ppt.</p>	<p>Learning outcomes</p> <p>2</p>

Slide 29	<b><u>Community-Based Disaster Risk Management</u></b>	Learning outcomes
<p><u>What is CBDRM?</u></p> <p>CBDRM is an important element of DRR. CBDRM has the local community as the focus point, since it focuses on a bottom-up approach in contrast to a top-down approach. The community takes steps to manage disaster risk. By analysing and examining disasters, involving all community members and creating a disaster risk reduction strategy. Different tools and frameworks are used, depending on the CBDRR phase.</p> <p>CBDRM consists of five stages:</p> <ol style="list-style-type: none"> <li>1. Preparation</li> <li>2. Hazard Assessment</li> <li>3. Vulnerability and Capacity Assessment (VCA)</li> <li>4. Pressure and Release Model (PAR)</li> <li>5. Community-level Risk Management Plan</li> </ol> <p>The models and frameworks will be explained in more detail in the following coaching sessions and will also be practically put to use.</p>		3,4
Slide 30	<b><u>Why is CBDRM important?</u></b>	Learning outcomes
<ul style="list-style-type: none"> <li>- People in the community are involved and capacities are further developed.</li> <li>- Assessment of needs and damage is done by the community (not exclusion or top-down approach interference).</li> <li>- Using the knowledge and capacities of the local community is important.</li> <li>- Participation of everyone (the vulnerable, elderly, children, women, and men).</li> <li>- All-encompassing approach including all DRR elements.</li> </ul>		3,4
Slide 31	<b><u>Participatory Tools and Help a Child</u></b>	
<p>Each step will also include participatory tools. Participatory tools can be used by the community for different purposes:</p> <ul style="list-style-type: none"> <li>• Identify hazards, risks, vulnerabilities, and capacities of the community.</li> <li>• Create an environment for discussions and the expression of opinions.</li> <li>• An effective method of implementing knowledge.</li> <li>• Promotes inclusiveness of <u>all</u> community members.</li> </ul> <p>Each CBDRM step involves different participatory tools which allow for an effective method of collecting information, spreading new knowledge and including all community members.</p>		

The [‘Toolbox Manual Help a Child’](#) can be referred to for more information on different PRA Tools.

**Comment** Let each participant know that the links to each participatory tool document will be shown the link at the end of the presentation.

**Slide 32 - Preparation**

**33** What is Preparation?

- Training and equipping the facilitation team, who will be working together with the community.
- Informing the team on knowledge related to the CBDRM process, the terminology, how best to explain concepts to the community, and how to introduce the different Participatory Appraisal tools which the community will be using.

Learning  
outcomes

3,4

**Slide 34 Hazard Assessment**

Identifying and analysing hazards that are seen in the community or in the area which have an effect on the community’s well-being. After the community has identified the different types of hazards, follow-up steps can be to minimize the impact a hazard can have on the community. The Hazard Assessment (figure below) looks at and analyses different elements of a hazard. In order to gain an understanding of, for example, the intensity, timing, severity, warning signs or trends of a hazard. Allowing the community to become aware of occurring hazards and how to recognize them.


Learning  
outcomes

3,4



<b>Question</b>
<b>Type:</b> What hazards/disasters commonly affect your community?
<b>History/Timing:</b> What was the last significant disaster event to affect this community, and when was it?
<b>Frequency:</b> How often does this hazard occur?
<b>Severity:</b> How do you measure the severity of the hazard (e.g. depth of water, wind speed, lack of rain, damage)? What would you observe in a good year and a bad year?
<b>Duration:</b> How long does the hazard persist (hours, days, weeks)? Period of time the impact is being felt.
<b>Location/area:</b> Which parts of the community area worst affected?
<b>Warning signs:</b> Any early warnings, traditional or from government? How quickly (or slowly) does the hazard appear?
<b>Forewarning:</b> How much time passes between the first warning signs and the actual occurrence of hazard event?
<b>Trends:</b> What changes are happening to the frequency, duration or severity of the hazard? Any new hazards?

**Comment** → For more information on the Hazard Assessment, refer to the [‘Hazard Assessment’ PowerPoint presentation](#) (or find the document on SharePoint).



**Slide 35**    **The Vulnerability and Capacity Assessment (VCA)**    Learning outcomes

The VCA contains different elements that provide a broad overview of different vulnerabilities and capacities in areas of an individual's life within a community. The VCA is filled in with answers received through focus group discussions, interviews, or conversations with the community. Full participation of all community members is crucial for a successful and participatory analysis.

Since community members will have different vulnerabilities and capacities, male and female members could be interviewed separately for example, or younger and older members.

The VCA focuses on the different aspects seen below in the picture. Each aspect is analyzed separately to see what kind of impact a hazard has. For example, drought will have a bigger impact on the natural aspect (crops, livestock, access to water) but a smaller impact on the physical aspect (building infrastructures, roads).

3,4

Individual	Knowledge, health status, skills of individuals
Social	Cohesion and relations within the community
Natural	Resources in and around the community e.g. livestock, trees, crops
Physical	Infrastructure and construction e.g. roads, buildings, hand-pumps
Economic	Ability to buy and sell, livelihoods and income generation

**Comment** → For more information on the VCA, refer to the [‘Vulnerability and Capacity Assessment’ PowerPoint presentation](#) (or find the document on SharePoint).

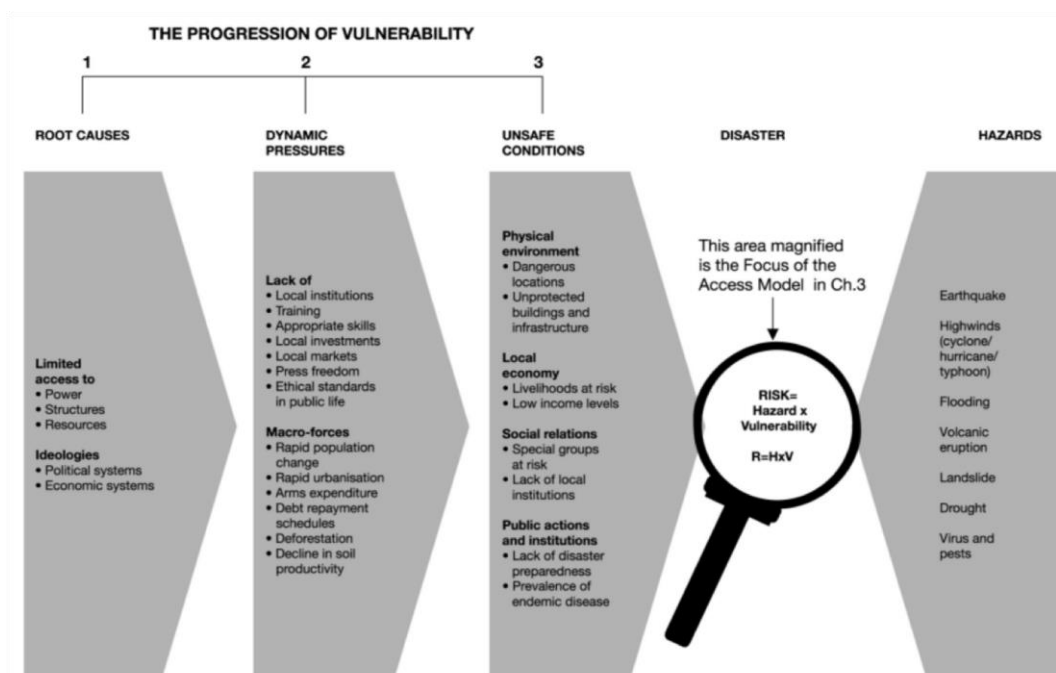


**Slide 36 - The Pressure and Release Model (PAR)**

Learning outcomes

A model which analyzes underlying risk factors to understand as to why a community is vulnerable and which hazards the community is faced with. To understand why the community is prone to facing disasters. The equation **Risk = Hazard x Vulnerability** is essential for the PAR Model. Vulnerability is analyzing collectively through looking at root causes, dynamic pressures and unsafe conditions. As well as look at hazards affecting a community.

3,4




**Slide 38 Progression of Vulnerability**

Learning outcomes

There are three stages of vulnerability. The stages Root Causes, Dynamic Pressures and Unsafe Conditions contribute to the increase or progression of vulnerability of a community/individual.

3,4

<b>Slide 39</b>	<p><b><u>Root causes</u></b>  Root cause are the social, political and economic factors that contribute to vulnerability of hazards, leading to potential disasters and emergencies.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Do people have access to resources?</li> <li>- Do people have access to political power?</li> <li>- Is the economic/political system fair and inclusive of everyone?</li> </ul>	<p>Learning outcomes</p> <p>3,4</p>
<b>Slide 40</b>	<p><b><u>Dynamic Pressures</u></b>  Dynamic pressures look at elements that are missing within a society/country or elements which exacerbate underlying root causes.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- Are there local institutions? Local markets? Press freedom?</li> <li>- Are people given proper education and health opportunities?</li> <li>- Are people respected and ethically accepted in communities?</li> <li>- Which macro-forces are present in the area?</li> </ul> <p>Examples of dynamic pressures could be; disease, rapid urbanization, current wars, foreign debt. Dynamic pressures also identify what is missing in an area/community ('lack of').</p>	<p>Learning outcomes</p> <p>3,4</p>
<b>Slide 41</b>	<p><b><u>Unsafe Conditions</u></b>  Unsafe conditions looks at the physical environment, local economy, social relations, public actions and institutions that increase vulnerability of a community to hazards. Underlying root causes and dynamic pressures contribute to the severity of unsafe conditions.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>- People who live in hazard-prone areas</li> <li>- Improper protection by the government</li> <li>- Unable to afford safe housing</li> <li>- Limited food to eat</li> </ul> <p>Each element of the unsafe conditions section must be taken into consideration since each one is linked to the other (can be seen or unseen).</p>	<p>Learning outcomes</p> <p>3,4</p>
<b>Comment</b>	<p>→ ask participants whether they remember what a hazard is.</p>	
	<p><b>Slide 42</b> <b><u>Hazard</u></b>  A hazard is a threat - A natural or man-made event that has the potential to cause injury to life, damage to property, livelihood, environment, and can potentially</p>	<p>Learning outcomes</p>

trigger a disaster.  
→ Risk = Hazard x Vulnerability

There are two types of classification for hazards:  
Man-made and natural

1, 3,4

**Comment** → ask participants whether they remember what a disaster is.



**Slide 43** **Disaster**

A disaster is the sudden or unexpected occurrence of an event that causes human suffering, disruption or damage to a vulnerable population.

Learning outcomes

For example:

1. Loss of lives
2. Destruction of infrastructure/physical environment

1, 3,4

**Comment** → For more information on the PAR, refer to the [‘Pressure and Release Model’ PowerPoint presentation](#) (or find the document on SharePoint).



**Slide 44** **Community-level Risk Management Plan**

This is a plan created by the community to finalize concrete steps and plans that will be taken to minimize risk.

Learning outcomes

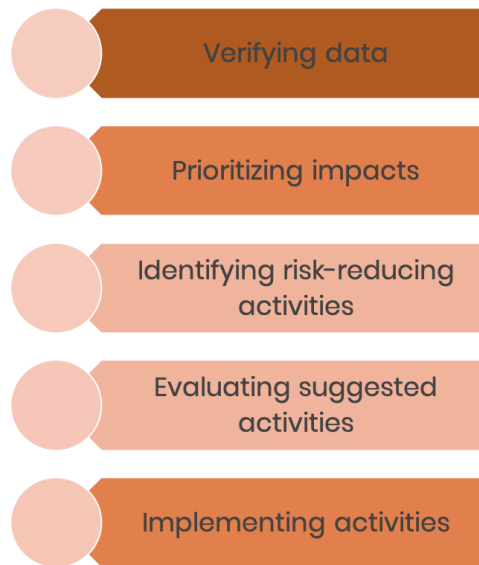
This step can be considered the most important, requires the most time and attention. Again, both men and women and members of all ages must be included in creating a Risk Management Plan. Creating a Community-level Risk Management Plan includes 5 different steps.

3,4

This stage is the most important and most time-consuming step of CBDRM.

1. Check that the community agrees that the vulnerabilities identified are associated with specific impacts, and that the listed capacities are indeed present in the community.
2. Allow the community to select the most important impacts from the list (or pictures) presented.
3. Collect suggestions for possible risk-reducing measures, including ideas from the facilitator, if the community have few ideas of their own.
4. Discuss these ideas, and decide which activities are the most likely to succeed.

5. Develop a risk management plan to implement the selected activities.



**Slide 45** Step one – verifying data

Ensuring that capacities and vulnerabilities identified are agreed upon by the community through collecting feedback. Method of collecting feedback will be adjusted and decided upon depending on the community context.

Potential set up for collecting feedback from the community to see whether vulnerabilities and capacities are agreed upon.

Learning outcomes

3,4

Column 1	Column 2	Column 3	Column 4	Column 5
Category	Impact of hazard	Vulnerabilities	Capacities	Suggested risk-reducing activities
Individual (male)				
Individual (female)				
Social				
Natural				
Physical				
Economic				

**Slide 46** Step two – prioritizing impact

The community is allowed to choose which impacts (from hazard) are most important.

Step 1 (verifying data) should highlight different impacts of hazard. Afterwards, a ranking exercise can be used by the community to rank most serious impacts.

Learning outcomes  
3,4

**Slide 47** Step three – Identifying risk-reducing activities

The community is asked whether they have ideas on how to address the vulnerabilities faced by the community.

A potential framework that could be of benefit and used as guideline is the Twigg's resilience framework

Learning outcomes  
3,4

Thematic Areas		Components of Resilience
1	Governance	<ul style="list-style-type: none"> <li>• Policy, planning, priorities and political commitment</li> <li>• Legal and regulatory systems</li> <li>• Integration with development policies and planning</li> <li>• Integration with emergency response and recovery</li> <li>• Institutional mechanisms, capacities and structures; allocation of responsibilities</li> <li>• Partnerships</li> <li>• Accountability and community participation</li> </ul>
2	Risk Assessment	<ul style="list-style-type: none"> <li>• Hazards/risk data and assessment</li> <li>• Vulnerability/capacity and impact data and assessment</li> <li>• Scientific and technical capacities and innovation</li> </ul>
3	Knowledge and Education	<ul style="list-style-type: none"> <li>• Public awareness, knowledge and skills</li> <li>• Information management and sharing</li> <li>• Education and training</li> <li>• Cultures, attitudes, motivation</li> <li>• Learning and research</li> </ul>
4	Risk Management and Vulnerability Reduction	<ul style="list-style-type: none"> <li>• Environmental and natural resource management</li> <li>• Health and well being</li> <li>• Sustainable livelihoods</li> <li>• Social protection</li> <li>• Financial instruments</li> <li>• Physical protection; structural and technical measures</li> <li>• Planning régimes</li> </ul>
5	Disaster Preparedness and Response	<ul style="list-style-type: none"> <li>• Organizational capacities and coordination</li> <li>• Early warning systems</li> <li>• Preparedness and contingency planning</li> <li>• Emergency resources and infrastructure</li> <li>• Emergency response and recovery</li> <li>• Participation, voluntarism, accountability</li> </ul>

**Slide 48** Step four – Evaluating suggested activities

Discuss chosen ideas and see which are most feasible, effective, and efficient in reducing risk. Discuss openly with the community whether the suggested activities are of benefit to the community, each individual and the surrounding environment.

Learning outcomes

3,4

Find ways to minimize negative side-effects. If there are no ways to reduce or remove negative impacts, the activity should be rejected.

**Slide 49** Step five – implementing activities

Create a community-level risk management plan which includes chosen activities to reduce risk and other important aspects to take into consideration. Such as method of implementation, person responsible and to be done by which date.

Learning outcomes

3,4

The following table can be used as guideline and distributed among the community.

Selected activity	Method of implementation			Person responsible	To be done by (date)
	Community action	NGO support	Request to government		

**Comment**

→ For more information on Community-level risk planning, [refer to the 'Community-level risk planning' PowerPoint presentation](#) (or find the document on SharePoint).



**Slide 50** Activity – Kahoot game



Ask trainees to grab their phones or laptop to join the kahoot game. Read out the code and wait till all participants names come up on the screen.

If given in person: let each participant type in code on laptop or phone

If given online: share your screen as facilitator and show participants the code so that they can join on their phone or laptop.

**Slide 51** Thank you for listening!

The following sentence can be added to the slide 'If you have any questions, please email XXX'