Coaching session on Community-based Disaster Risk Management Planning

Slide 2 **House rules**
- Raise your hand if you have a question
- Keep your mic turned off
- Keep your camera on

Comment Ask participants to raise their (virtual) hand if they have question and listen when another participant/ the facilitator is speaking.
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.

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

Slide 3 **Table of Contents**
1. Learning objectives
2. Purpose of Community-based Disaster Risk Management planning
3. Steps of risk management planning
4. Risk reducing activities
5. Contingency planning
6. Early Warning System
7. Application in CCCD

Slide 4 **1. Learning objectives**
At the end of this session, the trainees
1. Know the purpose and value of Community-based disaster risk management
2. Are able to lead the community through the steps of Community-based Disaster Risk Management planning
3. Can identify suitable community specific risk-reducing activities with the community
4. Know components and characteristics of a community contingency plan and early warning system
5. Have a general idea of possible risk-reducing activities

Slide 5 **2. Purpose of Community-based Disaster Risk Management**
Community-based Disaster Risk Management
- Ensures contextualized and locally relevant risk management
- Ensures community ownership of risk management
- Builds on capacity of the community

Learning objective 1

Community-based Disaster Risk Management helps create context-specific risk-reducing activities that contribute directly to children's well-being, better future and a life with dignity.

| Slide 6 & 7 | **3. Steps of Community-based Disaster Risk Management** | Learning objectives 1 & 2 |

3. Steps of Community-based Disaster Risk Management

Community-based Disaster Risk Management builds on the information gathered during

- Hazard Assessment
- Vulnerability and Capacity Assessment
- Pressure and Release Assessment

Slide 8

Steps of Community-based Disaster Risk Management planning

Learning objective 2

1. ***Verifying data:*** 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. ***Prioritising impacts:*** Allow the community to select the most important impacts from the list (or pictures) presented.
3. ***Identifying risk-reducing activities:*** Collect suggestions for possible risk-reducing measures, including ideas from the facilitator, if the community have few ideas of their own.
4. ***Evaluating suggested activities:*** Discuss these ideas, and decide which activities are the most likely to succeed.
5. ***Implementing activities:*** Develop a risk management plan to implement the selected activities.

Comment

You can go through these five steps, present them, and give examples as you go along, and maybe at the end let participants do an exercise on this.

You can also go through the activities as if you were in a focus group session with the participants. As you explain, these steps are put into action. For this, refer here back to the roles used for VCA roleplay, found in the document *"VCA Roleplay Exercise".*

If session is held online, a whiteboard tool like Padlet or Mural is useful.

Slide 9

Step 1: Verifying data

Learning objective 2

- Collect feedback from the community to see if links made between impact and vulnerabilities (after VCA was completed) are realistic and correct in their view.
- Feedback method to be decided on according to the local context.
  - Focus group discussion segregated by gender, or male and female together?
  - Flip Chart?

For verifying the data collected use the format under introduced "Summarizing information" in VCA coaching session. (Table on the right)

	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				

Comment

This table was used at the end of the VCA (in the office) to summarize collected information. See coaching session on Vulnerability and Capacity Assessment, under "Summarizing Information".

			Learning objective 2

Slides 10 - 11 **Verifying data**

For verifying the data use the format of the following table:

Impact	Vulnerabilities	Capacities

Add impacts as identified before (VCA) in "Impact" column.

Impact	Vulnerabilities	Capacities
People are drowned		
Houses are damaged		
Crops are destroyed		
Etc.		

Comment The table shows part of the table presented in the last slide for "Summarizing Information". In this overview add impacts as identified with the VCA in the "Impact" column.

If using a flipchart/poster, you can write them down or have them written/drawn out on pieces of cardboard beforehand.

The example used here and the rest of the step is for flooding. Draw back on examples from VCA role play.

Slides 12 & 13 **Verifying data – vulnerabilities**   Learning objective 2

Add vulnerabilities identified during VCA in the second column. Add them alongside the corresponding impact.

- Again, you can write them on a flipchart or have cards prepared.

Impact	Vulnerabilities	Capacities
People are drowned	No warning system	
	Few people can swim	
	No boats or flotation devices	
Houses are damaged	Houses near the river	
	Houses of mud and bamboo	
	No flood embankment	
Crops are destroyed	Crop still in the field when flood comes	
	Crops not flood resistant	
	No flood embankment	

- Ask community whether they agree or disagree with the links between impact and vulnerability.
- You can add additional points proposed by the community at this point.

Comment Example for flooding. Draw back on examples from VCA role play.

Ask trainees if they remember vulnerabilities or can think of vulnerabilities for the presented impacts.

Possible to use whiteboard tool and use trainees' ideas to fill out vulnerabilities and capacities together.

| | **Slides 14 & 15** | **<u>Verifying data – capacities</u>**
Last step: add the capacities. If possible, link them with connected vulnerability, juxtapose them with vulnerabilities. Community is asked to verify the capacities again. | Learning objective 2 |

Impact	Vulnerabilities	Capacities
People are drowned	No warning system	Mosque has loudspeakers
	Few people can swim	Able-bodied young men and women available as volunteers
	No boats or flotation devices	Some men work on fishing boats Village has many banana and coconut trees
Houses are damaged	Houses near the river	School on safe high land
	Houses of mud and bamboo	Small number of brick houses
	No flood embankment	Plentiful supply of bamboo poles
Crops are destroyed	Crop still in the field when flood comes	Government agriculturalist based in nearby town
	Crops not flood resistant	Vegetables seeds in market
	No flood embankment	Farmer's cooperative

This participatory exercise helps the community see their capacities and how they could be used to reduce disaster risk and hazard impact.
Starting point of CBDRR activities should always be community capacity.

Comment This step can be explained by actually going through it with the trainees, e.g., by using an online whiteboard tool and using trainees' ideas to fill out vulnerabilities and capacities.

Slide 16 **<u>Step 2: Prioritizing impacts</u>**
The table created in step 1 should at least indicate 5 or 6 impacts, with varying severity.
Let the community decide which are the most serious impacts.
➔ Do a ranking exercise

Learning objective 2

Exercise Do a ranking exercise with the group to visualise how this could look like. If the session is held online use tool like Mural or Padlet to cast votes.
Set 5 impacts of a hazard. This can be the same as in the flood example above: House damaged, crops destroyed, cattle dead, people drowning, loss of income.
Each member has 3 votes. Let them vote on the impact they think is the most significant.
This exercise can be done in the same way with a community.

Slides 17 & 18 **<u>Step 3: Identifying risk-reducing activities</u>**
Ask the community for ideas for how to address the vulnerabilities. Go one-by-one through all vulnerabilities.

Learning objectives 2 & 3

Discussion on risk reduction activities should be focused on the vulnerabilities related to the chosen impact to reduce (step 2 above).

Role of the facilitator
- can indicate available capacities which may be relevant and helpful if the group does not come up with many ideas.
- can suggest some possible activities. E.g., what was beforehand discussed in the office, what was deemed important to address?
- might ask probing questions. E.g.:
  - Has anyone ever tried growing a flood-resistant crop? Was it successful?

Use last column in the table above to note done suggestions.

Impact	Vulnerabilities	Capacities	Suggested activities

If wished and suitable repeat exercise for other hazards, too.

Comment This step can be explained by actually going through it with the trainees, e.g., by using an online whiteboard tool (Padlet or Mural) and collecting possible risk-reducing activities with the group.

Slide 19 **Step 4: Evaluating Suggested Activities**

Learning objectives 2 & 3

After collection of ideas, lead a discussion on each activity to check if the activities are possible and appropriate. Discuss all selected ideas with the community to assess feasibility.

Ask about possible problems and negative impacts:
- Would anyone be negatively affected by this activity?
- Will the activity benefit the poorest and most vulnerable people, including children?
- Would the activity have any negative impact on children?
- Would there be any damaging effect on the environment?
- How would the activity be affected by climate change?

Activities might affect individuals, social groups, environment, watersheds, etc. negatively. Find ways to minimize negative side-effects. If there are no ways to reduce or remove negative impacts, the activity should be rejected

Slide 20 **Step 5: Implementing Activities**

Learning objective 2

Decide how the activities will be carried out.

If you had separate focus groups, now is the time to bring different suggestions together. Try to incorporate women's ideas and their representation in the final plan as well as possible.

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

Risk reduction activities are part of the wider community action plan!

Community action: what the community can do with their own capacity. Encourage maximum use of community capacity.
NGO support: activities or materials which may be needed from outside: Facilitating NGO (ReK) may be able to provide theses or link to another NGO.
Request to government: advocacy activities to brining larger resources, services, expertise.
Person responsible: How in community is responsible or oversees activity? Try to avoid vague wording, e.g., "Community". Existing leader, newly formed disaster management committee, CDC

Comment	A full-sized version of this template can be found at the end of this document. Identified activities are part of the community action plan.

Slides 20 & 21	**Recap Exercise** Especially when giving the training online: let participants put the 5 steps in the right order. In person: let some trainees repeat the steps back to you without looking at their notes.	

Slides 23 & 24	**Practical tips:**
	- Develop risk management plan at a time and place that enables every section of the community to participate, including women.
	- All activities should be inclusive of men and women.
	- The community may have low literacy levels. Work with pictures rather than words. Use pictures that are large enough and make sure groups understands each picture.
	- Cards to represent impacts, vulnerabilities, and capacities. Cards make association of them more visual and dynamic; members can e.g., move cards around.
	- Chose a suitable location. Where would people stay and feel comfortable?
	- A risk management plan is not static. It needs to be reviewed and updated regularly. Questions to include:
	    o Have all the activities in the plan been implemented?
	    o Do any activities need to be rescheduled?
	    o Are new activities needed?
	    o Have vulnerabilities changed?
	- Revision should include community representatives from different sub-groups. Changes should be assigned to a responsible person and given a time frame.
		Learning objectives 2 & 3

Slides 25 & 26	**4. Risk Reducing Activities** Looking at some ideas for risk-reducing activities and where to get inspiration from. • Goal of risk-reducing activities is to increase community capacity and build community resilience. • Activities need to be contextualised and based on local analysis and capacity! Specific measures depend on the individual community, their needs, and capacities. • Check Twigg's *"Characteristics of a disaster resilient community"* for inspiration. The *Characteristics* present an idealised situation. Thematic	Learning objectives 3 & 5

area 5: *Disaster preparedness and response* offers ideas for action points. It looks at 6 components of resilience:

1. Organisational capacities and co-ordination
2. Early warning systems
3. Preparedness and contingency planning
4. Emergency resources and infrastructure
5. Emergency response and recovery
6. Participation, voluntarism, accountability

Comment Collect some ideas for risk reducing activities from participants. Which measures for preparedness, mitigation, response do trainees already know?

Reminder: Resilience 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).

The risk management plan, as part of the community action plan, addresses specific local vulnerabilities to impacts and as such works towards disaster prevention. Sustainable water management, embankment protection, or new house construction techniques are examples here. But specific steps depend, as described, on the local situation.

A brief overview of disaster specific ideas for risk reducing activities for three hazards follows below. A more thorough overview can be found in the document *Examples of risk-reducing activities*. Hand it out to trainees if they want it.
For more ideas for smart agricultural practices see *"FAO Climate resilient agricultural practices"* document.

Slide 27 **Example for Flood hazard**

Flood		
Preparedness	**Mitigation**	**Advocacy**
- Flood warning system - Trained volunteers: e.g., in rescue, first aid, boat driving - Safe refuge centre (with water, toilets, lights etc) - Teaching children to swim - Emergency evacuation drill - Create safe escape routes - Jerrycans and purification tablets for clean water - Emergency supplies	- Protecting water sources (To prevent contamination of drinking water. e.g., covered wells, elevated water pumps) - Improved house designs - Flood-resistant varieties of crops - Floating vegetable gardens - Tree plantation, especially on slopes and embankments	- For improved government warning system - For repair and maintenance of river embankments - For dredging of riverbeds - For construction of escape routes across private land

Slide 28 | **Example for drought hazard**

Drought		
Preparedness	**Mitigation**	**Advocacy**
- Water storage ponds, tanks - Rainwater harvesting from roofs - Improved food storage (to reduce losses from pests) - Grain banks (family and community level) - Livestock herd reduction - Fodder stocks for animals	- Conservation farming methods (conservation tillage, Zai pit) - Small-scale irrigation schemes; drip-irrigation; foot- or animal-powered pumps - Drought-resistant crop types or crop varieties - Livelihood diversification	- For improved government drought warning schemes - For better safety-net mechanisms - For more tanker deliveries of water

Slide 29 | **Example for Fire Hazard**

Fire		
Preparedness	**Mitigation**	**Advocacy**
- Alarm system – loud, audible - Fire buckets, hose, water points - Pre-arranged assembly points - Communication system - Trained volunteer fire-fighters	- Building houses a safe distance from each other - Avoiding use of highly flammable materials, if possible, in house-construction - Fire safety campaigns, especially with children and in schools	- For government fire-fighting services in urban areas - For improved access roads, especially into slum areas - For improved fire regulations, and fire drills for school

Comment   Collect some ideas from the participants. Which other measures do they know?

Slides 30 & 31

5. Contingency Planning
Community Contingency Plan

A contingency plan should be created in any case, as well as rising awareness of what to do in a disaster. Important part of preparedness.
Contingency plan can be created as a single or multiple hazards contingency planning. Include existing and possible new one.
Purpose:
- Prepare community for the occurrence of a hazard
- Community is aware of what to do should a hazard approach
- Helps with effective response

Slide 32 Exercise

Exercise
Identify components of a contingency plan as well as activities for it.
What elements does a contingency plan have to include?
Activities and components are listed below.
Lead into breakout rooms for this. Set a time limit.

Slide 33 | **Community Contingency plan**

- *Leadership:* Provided by an existing committee or a new entity e.g., a disaster management committee. Either way should be made up of people

chosen by community. Define relationship with other leadership structures to avoid tensions and conflict.

- *Volunteer teams:* It is helpful to have a group of people trained to help others in time of crises. E.g., spread warning messages, assist the sick and elderly, boat crew. Different teams for different functions?
- *Warning system:* Depending on the hazard. More on Warning systems below.
- *Evacuation centre:* Temporary safe residence. Safe structures and location.
  - o Camp, church, school, or other. Needs to be safe and well equipped.
  - o Whole community needs have access to it.
- *Evacuation plan:* Everybody knows the location and route to evacuation centre.
  - o Community should know evacuation signal and have essential items ready

Slide 34	• *Drills and rehearsals:* Community practices an evacuation in safe conditions, so everyone knows what to do if a hazard approaches. • *Care for the most vulnerable:* Give the sick, elderly, and other vulnerable group priority. Where do they live? • *Communication system:* Effective communication system with government, to inform them of needs in the affected community. E.g., mobile phones (only works if networks are still functioning). Correct numbers ready, phone charged? Have backup options. • *Linkages with government plans:* Relationship with relevant government bodies/officials that may have plans and resources available to help the community during a disaster. Community leaders/leader of contingency plan should establish this relationship. • *Education and awareness:* Contingency plan only successful if whole community is aware of it and knows what to do in case of an emergency. Also applied to children, elderly, disabled, those working in remote areas.	Learning objective 4

Comment

The components of a community contingency plan as well as of an Early Warning system can be found in the corresponding handout.

Slide 35	**Contingency Plan activities**
	Of course, heavily linked to the components of the plan.
	• Engage the whole community and representatives of all sub-groups
	  o Create in collaboration with the community
	  o Ensure it is supported by the whole community
	• Create safe evacuation routes
	  o Keep them marked and maintained
	• Assign safe evacuation centres
	  o They need to be accessible: distance, secure routes
	  o Equip with water, toilet, lights, etc. all that is needed and possible
	• Raise awareness and understanding of the plan
	  o Ensure it is understood by everyone
	  o Use local groups (SHG, CLA, schools, farmer groups, community meetings) to disseminate information and train community members on what to do in the case of an emergency
	• Hold Emergency Evacuation drills
	• Set roles and responsibilities that are appropriate, understood, and agreed
	  o Who helps the sick and elderly to leave?
		Learning objective 4

o   Who gets ready for immediate response?
o   Who coordinates?

Slide 36

Contingency Planning at family level

Sensible in high-risk areas: For families to know what to do in an emergency.
Key elements:

- **Ensure safety of every family member:** who takes care of whom? The strong and able-bodied should look after the young, elderly, and sick
- **Ensure that important assets are kept safe:** could be animals, money, jewellery, documents, tools, etc.
- **Prepare key items to carry if evacuation becomes necessary:** Water, dry food, blankets, key assets above. 'Quick-run' bag.
- **Ensure communication with wider community:** receive and give information reliably. E.g., warning flags.
- **Arrange family meeting place:** Where to meet should the family become separated? What are contact details of other family members? Ensure Children know this place, too.
- **Ensure all family members know the nearest safe place** and route to it.

Slide 37

Advocacy

There are many ways in which policies and actions of power holders may affect the vulnerability of a community and the poor. → Look at in step 4 with the PAR model.

These might be issues the community cannot solve on its own and the most risk-reducing activity will involve advocacy to bring change.

Example of DRR Advocacy activities:

- Taking part in rallies to commemorate special days/events (e.g., International Disaster Reduction Day, usually in October)
- inviting government officials to inaugurate new infrastructure or to attend or open/close training events
- modelling positive behaviour as an example to others, for example, when including women in community decision-making
- embarking upon higher-level campaigns to influence government or business policy in a particular direction

Slides 38 & 39

6. Early Warning System

Create a local community based Early Warning System (EWS). An EWS is a key element of preparedness.

EWS is an integrated system of risk monitoring, forecasting, and predicting risk, communication, and preparedness activities.

Components of an EWS:

- *Risk knowledge*: risk assessment and analysis. (Link to VCA and HA)
- *Monitoring of hazards* and impact forecasting: Know the state of and characteristics of the given hazard. Use e.g., weather forecasting, meteorological data
- *Preparedness* for response at all levels: Getting ready and preparing for the occurrence of a hazard and the response to it
- *Triggers* for action as per an agreed plan: what input, information, or situation puts an agreed action plan into motion? What action are to be undertaken if trigger is pulled?

Data from government, research station, radios, community upriver, river crucial water threshold, precipitation threshold, can be part of this trigger.
- *Warning Signal*: Communication of warning. How to ensure everyone is reached?
  - Siren, volunteers dispersing the warning, radio etc.
  - Build in redundancy so that everyone hears the signal from at least two sources
- *Message:* simple, appropriate, precise: needs to be understood by everyone.

Comment Ask for trainees' ideas for components before disclosing them

Slide 41 <u>**Early Warning System**</u>
- EWS contains local detail of hazard and take local conditions into account
- Link to government and relief organizations
- How to keep it sustainable, running, and trusted?
- Community knows what to do if EWS gives warning
- Different steps of warning possible?
  - Flood watch: flood might be happening in 3 days
  - Flood warning: flood is coming in later today, in an hour, immediately…

Learning objective 4

Slide 42 An EWS and contingency plans should be created for any community faced with hazards.
They might vary for each hazard.
One importance question is how to keep it sustainable, running, and trusted?

Slide 43 **EWS for slow-onset disasters**
Risk management in slow-onset disasters is a bit different than for fast-onset disasters. By definition you have more time to develop and implement a plan. Yet people may be slow to start in the hope that the rain will come after all.
Key points to include:
- Establish thresholds that will trigger certain activities: E.g., no rain in 5 weeks, livestock is being sold.
- How are essential food and water needs met during drought? E.g., grain banks, water tanks filled by water trucks
- How is livestock preserved? E.g., moving to pastures, selling, stockpiling food and water, treating animals with medicine
- Conservation agriculture

Learning objectives 1, 2, 4 & 5

Slide 45 <u>**Recap**</u>
- Steps of Community-level risk management planning:
  1. Verifying data
  2. Prioritizing impact
  3. Identifying risk-reducing activities
  4. Evaluating suggested activities
  5. Implementing activities.
- A risk management plan is not static
- Collect feedback form and engage the community in risk management planning

EWS
- Risk knowledge

Learning objectives 2, 3 & 4

- Monitoring of hazards
- Preparedness
- Triggers
- Dissemination and communication
- Message

Contingency Plan
- Prepare community for a hazard
- 10 components

Slide 45	**7. Application in CCCD**	Learning objective 1

Slide 45   <u>**7. Application in CCCD**</u>

How can community-based disaster risk management planning be used in, help, and contribute to CCCD. Give ideas and discuss together.
- Strengthen capacity
- Build resilience
- In SHGs
- Implementation in different CCCD areas.

CCCD activities already contribute towards the reduction of disaster risk but so far, no specific focus on in.

Learning objective 1

Slide 46   <u>**Community Challenge**</u>

Learning objective 1

PROJECT PREPERATION (2PHASES)

Phase 3: Community Challenge: Include risk reduction activities and planning in the community action plan.

Activities:
- Participatory creation of a community-level risk management plan
- Determine risk reduction activities in line with wider project objectives and strategies

Knowledge outcomes:
- Development of community action plan
- Identification and delegation of action points
- Identification of needed outside assistance and action to reduce disaster risk
- Determination of advocacy goals

Comment   Most important time for the creation of a risk management plan is during the community challenge.

The risk reduction action plan is not a new standalone document but a part of the community action plan of CCCD!

Slide 47   **CBDRM during the Community Challenge**
- Steps 1 & 2 found in new tool "*Data verification*" tool
- Community Challenge step 5 and Step 6
- Step 3-5 in (adjusted) "*Community Action Plan*" tool
- Community Challenge step 6

Slide 48 **Implementing Phase**

PROJECT DESIGN (4PHASES)
Phase 4 – Phase 9 Focus on monitoring progress

Activities:

- Implement set activities and support community and stakeholders to act upon agreed action plan.
- Review implementation status of planned activities
- Review risk management plan with community regularly
- Adapt risk management activities as necessary and appropriate

Knowledge outcomes

- Knowledge on effectiveness and suitability of agreed risk management plan
- Adoption of risk mitigation and vulnerability reduction measures (including emergency preparedness and response plans)
- Up-to-date and continuously relevant risk management plan

Comment   In the implementation phase it has a monitoring role to see whether anything is changing.

Slide 49 & 50   **Short Quiz**

A short quiz about the content of this session can be found under https://www.onlinequizcreator.com/cbdrm-planning/quiz-478039 . Share the link with the participants in the chat function.

Tell participants to click at the beginning on "view my result without an account" under "Start without an account".

Slides 51-52   **Conclusion**

Ask for and answer remaining questions.

Ask participants to write one sentence in the chat function about what they learned today.

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