

# Coaching session on the Pressure and Release Model (PAR)

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.

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Slide 4

## Learning objectives

At the end of this session the trainee is able to

1. Explain why the PAR model is a useful tool for DRR.
2. Understand the different components of the PAR (root causes, dynamic pressures etc).
3. Understand the impact of PAR components on the progression of vulnerability.
4. Apply the PAR model to provided Bangladesh case study

**Comment** → Ask the trainees whether they know what the PAR Model is before explaining.



**Slide 5 - 6** **Introduction**

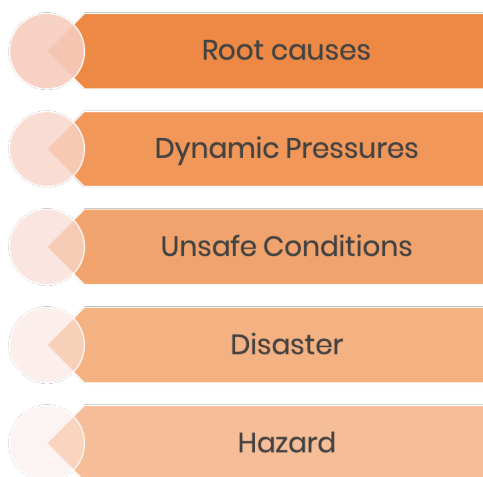
Learning  
outcomes

**What is the PAR model?**

- Tool which helps analyze underlying risk factors to understand why people are vulnerable to risks.
- Provides field staff with a tool that allows for dialogue around the topic of living in an area with risks related to disasters.
- Plays an important role in Community-based disaster risk management.

1

The 5 components of the PAR model are:



**Slide 7** **Purpose of the PAR Model**

Learning  
outcomes

- Analyse underlying risk factors to understand why people are vulnerable
- Analyse social and disaster risks and causes of vulnerability.
- Understand why disasters occur in an area.
- Allows community to identify root causes and why they are vulnerable.

1

**Slide 8** **Purpose of the PAR Model**

**Identifying, analysing and understanding** the **unseen and seen threats** a community faces and understand the **progression of vulnerability** and its impact on **disaster risk**, leading to the realisation of **strengthening resilience, decreasing disaster risk** and the need for **drastic changes** to provide a future for children and their entire community.

	Also, a link to the vision possible here: reducing disaster risk helps living a life in dignity and with a future.	
<b>Slide 9 - Comment</b>	Explain the progression of vulnerability + other components. Let the trainees also read the examples for each element. Explain that the model should be filled out from unsafe conditions to root causes and not from root causes to unsafe conditions.	
<b>Slide 10 Activity</b>	<p>→ Video activity. The video provides an explanation of the PAR model and real-life examples in Bangladesh.</p> <p><a href="https://www.futurelearn.com/info/courses/humanitarian-action-response-relief/0/steps/60981">https://www.futurelearn.com/info/courses/humanitarian-action-response-relief/0/steps/60981</a></p> <p>During the video ask trainees to <a href="#">fill out the provided PAR table</a>. When the video is done playing, ask trainees whether they have any questions. The following slides will look at each PAR Model element in more detail, using the Bangladesh case study. Let trainees take notes if they want to add more to their table.</p> <p>(Document can also be found on SharePoint).</p>	<p>Learning outcomes</p> <p>2,3,4</p>
<b>Slide 11 - 12</b>	<p><b><u>Different PAR Components</u></b></p> <p><b><u>Progression of Vulnerability</u></b></p> <p>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.</p>	<p>Learning outcomes</p> <p>2,3</p>
<b>Slide 13</b>	<p><b><u>Root causes</u></b></p> <p>Root causes are the social, political and economic factors that contribute to the 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 for everyone?</li> </ul>	<p>Learning outcomes</p> <p>2,3</p>
<b>Slide 14</b>	<p><b><u>Root Causes – Bangladesh Case Study</u></b></p> <ol style="list-style-type: none"> <li>1. Limited access to recourses (education, food, water, jobs).</li> <li>2. Limited access to political power (stops sections of population from earning a livelihood or having the opportunity to speak up about it).</li> <li>3. 40% of the population in Bangladesh live in poverty.</li> </ol> <p>Another example: Root causes are also linked to the functionality of a state and the control it has (police, political power, good governance, laws and regulations). In Sudan, wars have continued to impact people and are exacerbated by drought and famine. Impacting the ability of the government to act appropriately to the harsh situation. Evidently, this will impact the trust and accountability in the government and towards the people.</p>	<p>Learning outcomes</p> <p>2,3,4</p>

<b>Slide 15</b>	<p><b><u>Dynamic Pressures</u></b></p> <p>Dynamic pressures look at aspects that are missing within a society/country or aspects 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>2,3</p>
<b>Slide 16</b>	<p><b><u>Dynamic Pressures – Bangladesh Case Study</u></b></p> <p>Marco-forces:</p> <ul style="list-style-type: none"> <li>- Population growth. Bangladesh is one of the most densely populated countries in the world.</li> <li>- Rapid urbanisation</li> <li>- Deforestation</li> <li>- Soil erosion</li> </ul> <p>Lack of:</p> <ul style="list-style-type: none"> <li>- Institutions providing health and education services</li> <li>- Insufficient regulation of river systems</li> <li>- Inadequate EWS education</li> </ul> <p><i>The negative effects of inability to repay debts hinders the ability of Bangladesh to develop.</i></p>	<p>Learning outcomes</p> <p>2,3,4</p>
<b>Slide 17</b>	<p><b><u>Unsafe Conditions</u></b></p> <p>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>2,3</p>
<b>Slide 18</b>	<p><b><u>Unsafe Conditions – Bangladesh Case Study</u></b></p> <p>Physical environment:</p> <ul style="list-style-type: none"> <li>- Dangerous locations</li> <li>- Exposed buildings</li> </ul>	<p>Learning outcomes</p>

- Fragile physical environment

Local economy:

- Fragile local economy
- Vulnerable groups – livelihoods at risk + low income levels

2,3,4

Social relations:

- Lack of public actions
- Lack of local institutions

Public actions and institutions:

- Lack of disaster preparedness
- Prevalence of endemic diseases

These unsafe conditions leave a society very vulnerable to different hazards,

**Comment** → Ask participants whether they can remember what a hazard is before showing definition.



**Slide 19** **Hazard**

Learning outcomes

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 trigger a disaster.

2,3

→ Risk = hazard x vulnerability,

The equation Risk = Hazard x Vulnerability is also very important for the PRA model. Since the model looks at social risks causing a group of people to be vulnerable and this is combination with a hazard causes risk.

There are two types of classification for hazards:

- Man-made
- natural

**Slide 20** → briefly take participants through the different types of hazard again. Explaining that there are both man-made and natural hazards.

**Comment**

**Slide 21** **Hazard – Bangladesh Case Study**

Learning outcomes

Bangladesh experiences the following hazards:

1. Cyclones
2. Storm surges
3. Floods
4. Earthquakes
5. Drought

2,3,4

6. Contamination of ground water
7. Tornadoes
8. Landslides

Each hazard having a serious impact.

**Comment** → Ask participants whether they can remember what a disaster is before showing the definition.



**Slide 22** **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:

2,3

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

**Slide 23** **Disaster – Bangladesh Case Study**

Bangladesh has experienced many disasters:

Learning outcomes

1. Several catastrophic tropical cyclones in the last ten years
2. Bangladesh is low lying, exposing it to regular flooding's
3. Rural communities are ill-equipped to respond to disasters
4. Rising water levels and more intense and frequent storms force many families to abandon their homes and livestock
5. Crops are regularly devastated and livelihoods wrecked
6. Some residents mistrust the reliability of warning messages, especially by the coast, preventing early evacuation
7. Number of shelter and poor transportation discourages late evacuations

2,3,4

All of these combined worsens the effects of a disaster.

**Slide 24** **Recap**

**Risk = Hazard x Vulnerability**

Learning outcomes

The equation helps us understand the causes and contributors to disaster/disaster risk. Hazard and vulnerability combined create a higher disaster risk.

2,3

Therefore, disaster preparedness, vulnerability reduction and development are so important to reduce vulnerability and increase resilience.

**Comment** Start open discussion about the answers and the Bangladesh case study. Did everyone agree? Does anyone have any questions?



**Slide 25** **Participatory Tools**

Participatory tools are very useful and essential for Community-based disaster risk management and also when using the PAR Model. The tools help:

1. Identify hazards, risks, vulnerabilities, and capacities of the community.
2. Create an environment for discussions and the expression of opinions.
3. Provide an effective method of implementing knowledge.
4. Promote inclusiveness of all community members.

Each CBDRM step involves different participatory tools which allow for an effective method of collecting information, spreading new knowledge and including all community members.

**Slide 27** **PAR Model and CCCD**

**Comment** → Ask participants how PAR model can be used in, help, and contribute to CCCD. Let them give ideas and discuss together.

**Slide 28** **Community Challenge**

Phase 3 - Assess local community capacities and vulnerabilities together with the community as well as underlying local risk factors.

Activities:

- Identify underlying risk factors
- Analyse structure and processes leading to vulnerability
- Assess distribution of power within community and power balance between community and outside stakeholders
- Analyse how and why structures and processes are leading to local vulnerability.

Knowledge outcomes:

- Identification of root causes of vulnerability
- Understanding of how and why root causes are transformed into unsafe conditions
- Knowledge on how vulnerability does and is allowed to manifest itself

**Slide 29** **Project Implementation**

Phase 4 – phase 9 - Continuously monitor program performance and outputs, (changing) nature of hazards, vulnerabilities, and capacities, and relevance of risk management plan.

Activities:

- Track changing pressures
- Assess development of underlying risk factors

Knowledge outcomes:

- Knowledge on changing nature of vulnerability

- Understanding of changing environment
- Identification of need to adjust advocacy activities

**Slide 30 Thank you for listening!**

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