

DRR Coaching sessions

Purpose

Help a Child strives to mainstream Disaster Risk Reduction (DRR) in the Child Centred Community Development (CCCD) Programs. In order to include a DRR perspective in all aspects of programming, Help a Child country staff and implementing partners will receive coaching on this topic.

This document outlines the different sessions, their covered topics, and learning outcomes as well as applied training methods.

The actual coaching session can be found in separate Power Point and Word documents.

The overall learning goal of the coaching sessions is for local and partner organisation staff to know how to include a DRR perspective in their implementation of CCCD. They were designed to be held online using a virtual meeting tool such as MS Team (Power Point presentations) or offline in in-person sessions (Word documents).

Desired competencies:

1. Understanding the importance of mainstreaming DRR in development programs.
2. Knowledge and understanding of DRR relevant concepts and frameworks.
3. Ability to apply relevant concepts and frameworks.
4. Ability to include a DRR perspective in CCCD implementation.
5. Application of suitable participatory tools.

Objectives

The objective of the coaching sessions is to enable the participants to effectively include a DRR perspective in the implementation of the CCCD programme on the ground.



By the end of the coaching sessions, the trainee

- Understands the importance of DRR in development programming.
- Knows and understands relevant concepts and frameworks.
- Can apply relevant concepts and frameworks.
- Can include a DRR perspective in CCCD activities.
- Can apply suitable participatory tools.

Acronyms

CBDRR	Community Based Disaster Risk Reduction
CCCD	Child Centred Community Development
DRR	Disaster Risk Reduction
VCA	Vulnerability and Capacity Assessment
PAR	Pressure and Release Model

How to read the Word document for each coaching session

		Indicates the corresponding slides in the Power Point Presentation	Content to be communicated to the participants	Shows the sessions' learning objectives that corresponds to the content
	Slide 8		<u>1. Learning objectives</u>	Learning objective 2
Indicates information for the facilitator	Comment 		Indicates a reference to another document	
Indicates an exercise	Exercise 			

Overview Coaching Session

Module 1: Introduction

Module 2: Hazard Assessment

Module 3: Vulnerability and Capacity Assessment

Module 4: Pressure and Release Model

Module 5: Community-level Risk Management planning

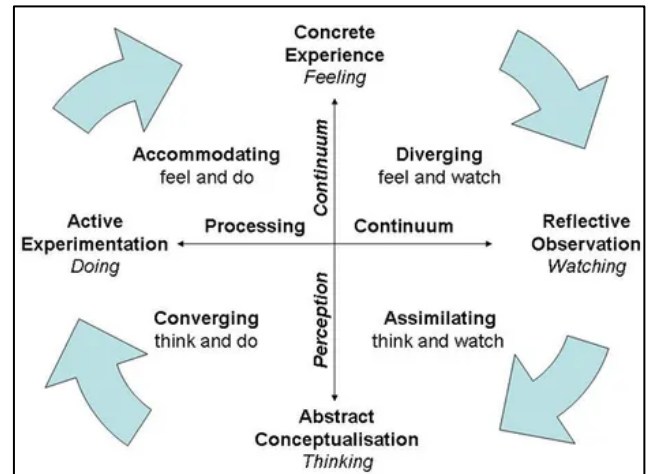
Additionally, an introduction E-course can be found at:

<https://www.easy-lms.com/crash-course-on-disaster-risk-reduction-drr/course-70690>

Learning circle and styles

According to Kolb¹, learning is a cycle consisting of four steps:

1. Concrete experience (doing/having an experience)
2. Reflective observation (reviewing/reflecting on the experience)
3. Abstract conceptualization (concluding/learning from the experience)
4. Active experimentation (learning/trying out what you have learned)



During each phase learning takes place.

Learning is a mix between how we approach a task (doing or watching) and how we feel or think about it (feeling or thinking). Linked to the four phases, Kolb identified four different learning styles, ways in which learning is done. While all four ways and the execution of all phases are crucial for effective learning, Kolb highlights that everyone prefers to learn in one of them.

Diverging: This learning style is characterized by feeling and watching. People with this preferred learning style are good at considering a problem from different perspectives, tend to collect information and solve problems theoretically. As hands-off type of learners, they watch rather than do. "Diverging" people "perform better in situations that require ideas-generation" e.g. brainstorming.

Assimilating is characterized by watching and thinking: It involves a concise, logical approach. Individuals with this preferred learning style are interested in ideas and abstract concepts and are less focused on people. They are more attracted to logically sound theories than approaches based on practical values. They require good and clear explanation more than practical opportunities. "Assimilating" people are good at understanding wide-ranging information and organising it.

Converging (doing and thinking): People with a converging learning style are good at finding practical uses for ideas and theories. They use their learning to find solutions and solve problems practically. Technical tasks are preferred,

¹ McLeod, S. A. (2017, October 24). *Kolb - learning styles and experiential learning cycle*. Simply Psychology. <https://www.simplypsychology.org/learning-kolb.html>

interpersonal aspects and people are of less concern. Like to experiment with new ideas to stimulate and to work with practical applications.

Accommodating: This learning style is characterised by doing and feeling. Hands-on learning and intuition are important rather than logic. Individuals focused on this learning style use other people’s analysis and prefer a practical and experiential approach. They are attracted to new challenges and experiences, doing things. Often, they act on gut instincts rather than logical analysis. This style is prevalent within the general population. Trial and error to learn, like to discover answers themselves.

Though most people prefer one way of learning over another, a good mix is needed for effective learning for everyone.

The coaching sessions will include a mix of all four and suitable methods to accommodate all participants as well provide a holistic learning experience.

Suitable learning methods	
Accommodating	Diverging
<ul style="list-style-type: none"> • Brainstorming • Problem solving • Group discussion • Puzzles • Competitions • Role-play 	<ul style="list-style-type: none"> • Models • Statistics • Stories • Quotes • Background information
Assimilating	Converging
<ul style="list-style-type: none"> • Thinking about how to apply theories to reality • Problem solving • Discussion 	<ul style="list-style-type: none"> • Paired discussions • Self-assessments • Personality tests • Coaching • Interviews
WUR: http://www.managingforimpact.org/tool/kolbs-learning-cycle-and-learning-styles	

Module 1: Introduction

Learning outcomes

At the end of this module, the participants	Competence
- Understand and explain different concepts related to DRR	2
- Understand and explain the different stages of the Disaster Management Cycle	2, 3
- Understand Community Based Disaster Risk Management and explain the different phases	3, 5
- Identify different frameworks, understand how they work and when to use them.	2, 3

Content:

- What is Disaster Risk Reduction?
- Key Concepts
 - o Hazard
 - o Vulnerability
 - o Capacity
 - o Risk
 - o Resilience
 - o Exposure
- The Disaster Management Cycle
 - o Mitigation, Preparation, Response, Recovery
- Community Based Disaster Risk Reduction

Methods

- Explanation
- Examples
- Discussion
- Exercises/applying theory to reality
- Focus group discussion
- Quiz

Related Documents and files

- PDF Document *Toolbox Manual Help a Child*
- Word Document *Introductory Coaching Session*
- Online e-course 'Integrating Disaster Risk Reduction into Child Centred Community Development Projects'

Module 2: Hazard Assessment

Learning objectives

At the end of this module, the participants are able to	Competence
- Distinguish different types of hazards.	2
- Understand the characteristics of a hazard	2
- Assess hazards in their program community	1, 3
- Describe how Hazard Assessment links to CCCD	1, 4

Content:

- Purpose of Hazard Assessment
- Hazards
- Classification of Hazards
- Hazard Characteristics
- Assessing Hazards
- Hazard Assessment in CCCD

Methods

- Explanation
- Examples
- (Focus group) Discussion
- Exercises/applying theory to reality
- Quiz

Related Documents and files

- Power Point File *Hazard Assessment*
- Word Documents
 - o *Hazard Assessment*
 - o *Hazard Assessment Questionnaire*
- Test on easy-lms.com *Hazard Assessment*
<https://www.onlinequizcreator.com/hazard-assessment/quiz-478247>

Module 3: Vulnerability and Capacity Assessment

Learning outcomes

At the end of this module, the participants

Competence

- | | |
|---|------|
| - Know the purpose and value of the Vulnerability and Capacity Assessment | 1, 2 |
| - Have a more detailed understanding of vulnerabilities and capacities | 2 |
| - Can assess capacities and vulnerabilities in a community effectively | 3 |
| - Know how Vulnerability and Capacity Assessment links to CCCD | 4 |

Content:

- Purpose of Vulnerability and Capacity Assessment
- Vulnerability
- Capacity
- Elements at risk
- Categories of Vulnerability and Capacity
- Assessment methodology
- Vulnerability and Capacity Assessment in CCCD

Methods:

- Explanation
- Examples
- Discussion
- Exercises/applying theory to reality
- Role play
- Focus group discussion
- Quiz

Related Documents and files

- Power Point File *Vulnerability and Capacity Assessment*
- Word Documents:
 - o *Vulnerability and Capacity Assessment*
 - o *VCA Questionnaires*
- *Roleplay exercise* folder including several documents for a VCA roleplay
- Test on easy-lms.com *Vulnerability and Capacity Assessment*
<https://www.onlinequizcreator.com/vulnerability-and-capacity-assesemnt/quiz-478242>

Module 4: Pressure and Release Model

Learning outcomes

At the end of this module, the participants	Competence
- Explain why the PAR model is a useful tool for DRR.	2
- Understand the different elements part of the PAR (root causes, dynamic pressures etc.)	2, 3
- Understand the concept of the model and the impacts of each element on the progression of vulnerability.	1,3
- Apply the PAR model to their own country context and explain how they filled it out.	4,5

Content:

- What is the PAR?
- Purpose of the PAR
- Different PAR elements
 - o Root Causes
 - o Dynamic Pressures
 - o Unsafe Conditions
 - o Disaster
 - o Hazard
- Exercise

Methods

- Explanation
- Examples
- Discussion
- Exercises/applying theory to reality
- Focus group discussion
- Quiz

Related Documents and files

- Power Point *Pressure and Release Model*
- Word Documents
 - o *Pressure and Release Model*
 - o *Activity – PAR Model*

Module 5: Community-based Disaster Risk Management planning

Learning outcomes

At the end of this module, the participants	Competence
- Know the five steps of Community-level risk management planning	2
- Are able to lead the community through the stages of Community-level risk management planning	3, 5
- Can identify suitable community specific risk-reducing activities with the community	3, 5
- Know components and characteristics of a community contingency plan and early warning system	2
- Have a general idea of possible risk-reducing activities	4

Content:

- Community level risk management planning
 - o Verifying data
 - o Prioritizing impact
 - o Identifying risk-reducing activities
 - o Evaluating suggested activities
 - o Implementing activities
- Contingency planning at community level
- Early Warning
- Examples of Hazard specific risk reduction

Methods

- Explanation
- Examples
- Discussion
- Exercises
- Quiz

Related Documents and files

- Power Point File *CBDRM planning*
- Word Document:
 - o *CBDRM planning*
 - o *Examples of risk-reducing activities*
 - o *Handout for CBDRM planning*
- PDF of Twigg's *Characteristics of a Disaster resilient community*
- Test on easy-lms.com *Community-level risk management planning*
<https://www.onlinequizcreator.com/cbdrm-planning/quiz-478039>