Community Based
Disaster Preparedness

A How-To Guide

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2009

Acknowledgements

Table of Contents

i))) Introduction

Why the Guide was developed

- The Community Based Disaster Preparedness (CBDP) "How-To" Guide was developed to help CRS India, its partners, and CRS and other NGOs worldwide, facilitate a community-led disaster preparedness process. CBDP field practitioners repeatedly stated the need for a ready reference document detailing how to facilitate CBDP programs.

- This guide is designed to complement the existing handbooks on CBDP, Community Based Disaster Risk Management and Disaster Risk Reduction.

- CRS has been running CBDP programs in India and South Asia for five years, learning what works well and not so well. This guide is an opportunity to compile lessons learned and best practices and improve CBDP programming for people in disaster-prone communities.

How the Guide was developed

From August to December 2008, CRS India managers and Technical Advisors reviewed and compiled lessons learned and best practices from evaluations and reports from prior CBDP projects. In January 2009, staff from CRS India, implementing partner organizations and members of the Global CRS Emergency Response Team conducted a workshop in Delhi, India. They reviewed the compiled lessons and existing literature, and identified tools and best practices for CBDP programming.

How to use the Guide

- The Guide focuses on **How to** implement CBDP programs, with tools and recommendations for facilitating CBDP planning and implementation. Additional reference materials are listed under Further Reading.

- The Guide assumes that the following stages of project design are complete:

  ◊ Problem analysis, informed by an initial needs assessment, stakeholder analysis, gap analysis and gender analysis;

  ◊ Preliminary monitoring and evaluation plan, including a draft logframe/proframe;

  ◊ Initial meetings with government and local NGOs, to establish who is doing what and identify highest risk areas.

> A recommendation from the CRS and Caritas India Evaluation conducted in 2007 was to include a budget line for mitigation activities, to help the community to leverage funds from other organizations. "Field staff should help the community to seek government funding for mitigation activities. If all avenues have been explored and further funding is necessary, CRS/Caritas can approve support for mitigation projects, to match community and/or government contributions."

The Guide focuses on natural disasters, such as floods, landslides and cyclones. It is based on

experiences in India and South Asia, and can be adapted for other areas if necessary.

- The Guide is intended for ready and frequent referral. It is arranged in sections can be read separately without having to read cover to cover. There are six sections, starting with gender as a cross-cutting theme, and ending with twenty tools to guide program implementation.

- The Guide is intentionally written in simple language, avoiding NGO jargon and abbreviations. All too often words such as vulnerability, capacity or abbreviations such as PRA end up being used by field animators and even community members, regardless of whether or not they are understood. The Guide uses words and phrases that communicate what needs to be said and can be easily translated into local languages.

Intended Audience

The Guide is intended for field practitioners of CBDP. It is primarily for CRS India and partner staff, with the aim that it is also used by CRS and other NGO staff worldwide. It is relevant for all staff, from project coordinators to community animators.

What Is CBDP?

CBDP is a community-centered approach to disaster preparedness in which community support systems and sustainable coping mechanisms are reinforced and collective knowledge and capacities are applied to reduce the adverse impacts of recurring disasters.

CBDP helps communities prepare for, respond to and recover from a disaster.

- Prepare: learn skills such as First Aid, identify the most vulnerable, repair and reinforce houses, establish grain banks or savings schemes, vaccinate children or livestock etc.

- Respond: rescue the most vulnerable, safeguard movable assets, distribute emergency stocks

- Recover. access government relief, distribute aid to the most affected, apply and lobby for minimum standards, (re)building community and individual assets.

In a CBDP program:

- The most vulnerable families lead the preparedness planning process.

- The community preparedness plan identifies key changes that will reduce the impact of future disasters, either using the community's own resources or requiring mobilization of external funding.

- The community works with local government, UN and NGOs to implement the changes in time for the next flood/cyclone season.

- The community and program staff monitor the results of the preparedness activities.

1)) Gender as a Cross Cutting Theme

Gender refers to the roles, values and beliefs assigned to men and women by society. In the context of CBDP gender is important because the different tasks and responsibilities that are culturally assigned to men and women have an impact on how they are affected by disasters. Women often have less access to and control over resources and less involvement in decision-making, and this makes them more vulnerable to disasters. Meanwhile women bear much of the responsibility for the safety and health of family members, in particular children, and are primarily responsible for the provision of food, water, for hygiene practices and sometimes for organizing temporary shelter. Therefore it is important to ensure the full and active participation of women – as well as men – in all CBDP program activities.

First of all, female CBDP staff members need to be recruited (see Tool 2), and the whole CBDP program staff needs to be trained in gender awareness.

At the community level, women and men need to be actively involved and given equal opportunities to speak out, make decisions, implement activities and benefit from their results.

Lessons Learned
Experience shows that if the analysis and planning stages are gender sensitive and gender responsive then the preparedness activities are much more likely to address women's priority needs. Women's participation in trainings, Task Forces or activities is not enough to guarantee that their needs will be met.

Creating equal opportunity requires some of the following:

- The field animator makes an effort to meet and talk to both women and men in the community from the very outset, learning from and listening to both women and men.

- A woman / women act as guides during the transect walk

- Appropriate numbers of female participants take part in the community planning groups, or groups are established specially for women.

- Women are encouraged to participate actively in the community consensus meeting.

- Women and men attend meetings with government departments and NGOs to present their plan and lobby for resources.

- Women and men (in appropriate numbers) implement the preparedness activities.

- Women and men participate in trainings and activities such as the mock drill.

Community Disaster Preparedness Programs

- If a committee is established to oversee and monitor the preparedness activities, women are equally represented on this committee.

A good way of raising awareness of women's and men's different roles and responsibilities in the community is to conduct a group exercise where men and women plot their daily tasks on pictures of clock faces. This can be done with different groups of men and women at any stage during the program. It can be a good idea to do this at the beginning of the program, in order to start the disaster preparedness planning in an atmosphere of increased awareness and sensitivity to gender issues.

Tools

Tool 1: Identifying Men and Women's Tasks

Resources

Annex 1: The Impact of Disasters on Women: Bangladesh Cyclone 1991 (ICIMOD).

2)) Targeting

Targeting decisions occur at two stages: decisions about where to work (geographic targeting) are taken during the project design process, based on the initial assessment and problem analysis. Decisions about who to work with (beneficiary targeting) are taken at the beginning of program implementation, when planning and facilitating meetings and activities with the community. Lessons learned about geographic targeting and beneficiary targeting are below:

Geographic Targeting: Lessons Learned

RISK ANALYSIS: the key is to pick villages that are extremely prone to natural disaster. Inclusion in CBDP should be based on a very high probability of being flooded or hit by cyclone in the coming year or two years. Level of risk can be assessed by:

- Talking to NGO, government, civil society leaders about the recent history of recurring disasters

- Using government risk mapping data, or government lists of high risk areas.

- Finding out whether communities have experienced repeated loss of family assets due to natural disasters

- Identifying changes in the river course which increases risk for certain communities.

- Identifying areas of lowland, sandbanks and river islands. Cross checking this data with government data and the recent history of disasters.

Experience shows that the impact of a CBDP program fades if the community's new knowledge, skills and structures are not put into use. If a community does not experience a natural disaster for many years, much of the training may be wasted. The aim is to invest in the villages which are most likely to be affected in the near future.

CONCENTRATING RESOURCES: A lesson learned is that concentrating resources in a compact area leads to better results. Project staff and participants can learn from each other during the implementation of the program, and support each other during the preparation for and response to disasters.

PRE-EXISTING COMMUNITY STRUCTURES: The presence of pre-existing community organizations is not a criterion for inclusion in a CBDP program. However, it is worth noting that it is quicker to start a CBDP program in a village that has active committees and established links with local government. Where no community structures exist, time has to be allowed to develop them.

Community Disaster Preparedness Programs

> In Assam a group of families living along the river bank had been displaced multiple times, and had lost their legal identity and land holding documents. The government did not recognize them and they were not identified as a priority for disaster preparedness by the government. These families were not included in the CRS CBDP program because they were not on the government lists of vulnerable families, and because they were illegally settled and so were not entitled to government assistance. However, they were highly vulnerable: they were living on river banks and they would have been the first to flood when the river water rose during the monsoon. On reflection, even if it was impossible to improve their homes or infrastructure, it would have been possible to help them to prepare for the floods, and to protect their assets. The lesson learned is that it is CRS and our partner's duty to protect the rights of the most vulnerable and those excluded from government processes. CBDP can strengthen a community by helping people to work together and lobby for their documents and their rights.

PARTNER PRESENCE: An existing partner presence is a factor to take into consideration, but it is not essential for the implementation of a CBDP program. If there is no partner presence, new NGO partners can be identified or an existing partner might be willing to expand into new areas identified as high risk. In this case, additional time must be planned to allow for staff recruitment, office set up and relationship building with government.

Beneficiary Targeting: Lessons Learned

INCLUDING THE MOST VULNERABLE: High risk families can sometimes be excluded from project activities because they live on the margins of a community and they do not attend village meetings. They face social and cultural barriers that discourage them from speaking up or getting involved in village activities. These families have to be identified and direct efforts made to ensure their active participation in the disaster preparedness program. While the whole community should be involved in CBDP, it is important to promote the active participation of the most vulnerable families.

Lessons Learned
If the most vulnerable are leading the process, the rest will follow, whereas if the community leaders are leading, the most vulnerable do not necessarily follow.

In a village in Bongaigaon, Assam, a Village Development Management Committee (VDMC) was formed and trained in disaster preparedness. It was made up of the literate, vocal people in the community-those with leadership qualities. They were responsible for involving other families in the disaster preparedness planning process, but they did not pay enough attention to the poorest and most exposed families. When they arranged meetings and initiated activities they informed the rest of the community, and they said that the poor daily wage laborers could not attend because they were busy. They said that the poor families were not implementing preparedness activities, such as the family survival kits, because they had not participated in the training and because they could not afford the materials. However, when the most vulnerable families are involved right from the very beginning, and when they fix the time for meetings and they set the agenda, then their attendance levels are high. In Bongaigaon, most of the VDMC members lived on raised land at a distance from the river, while the poorer families lived on the river banks. It was very important that the poorest families prepared for the floods, but the VDMC structure discouraged their active participation in program activities. The lesson learned is to spend time meeting the whole community, and to have an open, informal preparedness planning process that is organized to encourage the active participation of the most vulnerable families.

Field animators can successfully persuade the most vulnerable family members to lead the preparedness planning process if they spend time getting to know the community and meeting vulnerable families.

Lessons Learned

Avoid forming formal committees, and to work with informal groups made up of men and women who have been severely affected by recent disasters. (See Tool 4 for a summary of who participates in each tool and Tool 10 for group formation.)

Groups of vulnerable men and women analyze how and why their community is affected by disaster, and identify key changes that will make them better able to cope with future disasters. When their plan is endorsed by the wider community, then existing committees can take responsibility for implementing or monitoring different activities. This approach has proved to be effective in getting the active participation of the most vulnerable families, the involvement of the wider community and support from external government or non governmental organizations.

Resources

Annex 2: Choosing your PRA Participants (Source: RRA/PRA: A Manual for CRS Field Workers and Partners p.22-23)

3)) Staff Recruitment & Training

Key Staff Positions for CBDP:

Based on experience of implementing CBDP programs, the following staffing positions are recommended.

1. Project Coordinator   1 per program
2. Supervisors   1 for every 5 animators
3. Village Level Animators   1 for every 200 households
4. Training Coordinator   1 per program
5. Accountant   At least 1 per program
6. Administrator   At least 1 per program

Staff Training:

Program staff members require the following minimum skills and knowledge:

- Facilitation skills (Tool 3), knowledge of the participatory activities (see Summary of Participatory Activities, Tool 4 and all Tools)

- Sphere and international standards for relief and recovery

- The CBDP monitoring plan and participatory methods for monitoring and evaluation (see Section 7, Tool 15 and Tool 20)

- Existing government Disaster Risk Management (DRM) schemes and government resources for disaster risk management

Tools

Tool 2: Lessons Learned on Recruitment & Staff Skills

Resources

Annex 3: CRS-Caritas Training Module in Participatory Planning for CBDP

4))) CBDP Community Planning Process

The CBDP community planning process is when the community identifies its capacities and vulnerabilities, and develops a plan to prepare for, respond to, and recover from disasters. The community is guided through the process by a CBDP animator who facilitates PRA activities and ensures active participation across the community, including the most vulnerable (see Tool 3 for tips on participatory facilitation, and Tool 4 for a summary of participatory planning activities).

There are three phases ⟳ in the planning process:

1. **Getting to Know the Community**: The CBDP animator spends time meeting everyone in the community, and local government, NGOs and other organizations to introduce the program and learn about their work. She or he does some preliminary mapping and a transect walk to observe and learn about the disaster risks in the community. (Tool 5) Key informant interviews can be used at any point to gain additional understanding of disaster risks and community coping strategies (Tool 6)

2. **Understanding How Disasters Affect Our Community**: The whole community participates in mapping exercises to analyze how different people and places are affected during disasters, and understand why some are more affected than others. An institutional mapping exercise identifies what capacities the community has to deal with disasters, and what capacities exist outside the community. (Tool 7, Tool 8)

3. **Planning How to Prepare for Disasters**. Smaller groups formed according to socio-economic status, gender or location (Tool 10) identify the key problems faced during disasters and possible solutions (Tool 11 and 12). They take time to discuss and learn from other community members (also see Tool 9), to ensure the plan uses local knowledge and is appropriate to the context (Tool 13). The community endorses the plan and individuals and groups take responsibility for implementing activities within specified timeframes (Tool 14). The implementing groups sit together to make a plan on how to check progress (Tool 15). Finally the plan is submitted to the local government for approval (Tool 16)

Lessons Learned—Conducting participatory activities in CBDP Programs

- Conduct activities with the full community. If the group size becomes unmanageable, split according to location or gender and then ensure they share the results of their discussion with each other.
- Encourage participants after every session to talk about what they have done with their family members, friends and neighbors.
- The process is about generating relevant content that will inform the action plans; it is not only for awareness raising and mobilization purposes.
- The process, (i.e. the quality of the discussion and the active participation of everyone present) is more important than the tools used.

Tools
- Tool 3: Tips for Facilitating a Participatory CBDP Meeting
- Tool 4: Summary of Participatory Activities for CBDP Planning

Resources
Annex 6: How to be a Facilitator: Some Important Points (PHAST)
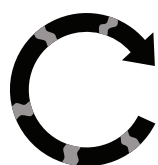
PHASE 1

Getting to Know the Community

Introductions in the Community

The CBDP animator should spend time in the village, meeting people and observing daily life. A good way to establish relationships is to ask villagers to teach him/her village tasks – planting, fishing, washing clothes or rice husking. This shows respect and recognition for the work that is being done. Or, the CBDP animator can ask about the village's history and listen to the people, particularly the elderly, recount how the village originated or how it has changed over time. Showing interest and listening helps to establish mutual respect from the start of the program. (See Annex 4.)

The animator should introduce the agency, CBDP program and Community Planning Process to everyone he meets, either individually or in groups. Plan these meetings well, using the Good Enough Guide checklist (Annex 5 or full document free online from <www.publications.oxfam.org.uk>). Follow up with hamlet level discussions, moving from house to house and spending time meeting people and answering their questions about the CBDP program. Pay special attention to the poorest households and those living on the outskirts of the community. These introductions set the tone for the rest of the program: after explaining the program, listen and learn about people's experience of living with disasters.

Rapport-building and Linkages

Organize meetings with the local government agencies and non governmental organizations responsible for disaster management. The aim is to introduce the program, find out about initiatives and resources, and establish a relationship that will be active throughout the program. If initial meetings reveal areas of overlap, or new actors involved in CBDP, the information needs to be shared and followed up with further meetings and possible modifications to the CBDP program.

CRS India experience of CBDP shows that at this stage it is important to meet the following:

- The Panchayat member (village level elected official)
- Block level officials responsible for disaster management activities
- Local NGOs and community based organizations such as the village health committee, education committee, SHG, youth clubs,
- Skilled community employees, such as the health worker, head teacher
- Village traditional leaders, village headman

Preliminary Mapping and Transect Walk:

While talking to people it can be useful to draw a sketch of the community, marking hazards and high risk areas. The map can guide a transect walk through the community, observing disaster related infrastructure and asking people about their experiences. This is a good way to get to know the community and raise awareness of disaster risk among the community. It shows that different people are affected in different

ways by disasters, and is an opportunity to spread the word that everyone needs to be active in the subsequent disaster preparedness planning activities.

Tools

Tool 5: *Preliminary Mapping and Transect Walk*

Resources

- Annex 4: *PRA Tools to Build Rapport with the Community, from "Building Resilient Communities"* by IIRR and Cordaid

- Annex 5: *Good Enough Guide How to Introduce your Agency*
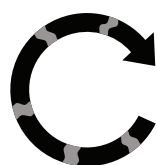
PHASE 2

Understanding How Disasters Affect Our Community

Communities need to develop their understanding of disaster risk in order to make decisions about how to prepare for and respond to disasters. This is done through a series of activities that involves the whole community in a process of analysis of recent disasters, who was affected and why, and what resources exist that can help to prepare for future disasters.

The first activity is to look back at the history of disasters and draw a diagram that shows when disasters occurred, their relative size and significant features.

Then community members draw a map showing the most vulnerable areas, and the social and physical resources available to deal with disasters.

The final step is to create a diagram representing the organizations and individuals inside and outside the village who play an important role in community decision making and access to resources.

These activities and discussions develop the community's understanding of the village's strengths and weaknesses related to disasters, so they will be well placed to develop a disaster preparedness plan.

In Orissa, the whole community was involved in the mapping activities. First every family was visited and told about the CBDP program and the participatory activities. The CBDP planning activities were discussed in a meeting which included existing CBOs and SHGs, women and vulnerable families, and based on this discussion the Village Development Committee passed a resolution at the village level fixing the times of future meetings. The mapping activities were conducted at hamlet level or in combined groups if the hamlets were close to each other. The emphasis was always on the participation of the most vulnerable.

Tools
- Tool 6: *Historical Profile*
- Tool 7: *Social and Resource Mapping*
- Tool 8: *Institutional Mapping*

Resources
Annex 6: *How to be a Facilitator, source PHAST*
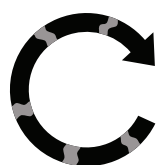
PHASE 3

Deciding How to Prepare for Disasters

In this phase, a plan for disaster preparedness activities is developed by the villagers.

The community forms sub groups according to socio-economic status, gender, caste or location and these groups identify the most serious problems they experienced during disasters and to propose possible solutions. Small groups are used at this critical stage because they are more effective at making the voice of the vulnerable heard. The groups meet several times over a period of weeks to allow time for reflection and consultation with other community members and with each other. The proposed changes build on local knowledge and good practice, and allow for diverse solutions to a given problem, to reflect the range of needs that exist within a community. Group members identify which solutions require external resources and which can be implemented with the community's own means, and they think about what they can personally contribute towards the preparedness process.

The draft plan is endorsed in a full community meeting, and individuals or groups volunteer to take responsibility for the activities proposed. Timeframes are fixed for the completion of activities, with the aim of bringing about key changes before the next disaster season. The community decides who, how and when it will check progress against the plan.

Finally the community disaster preparedness plan is submitted to the local government for approval.

Tools
- Tool 9: Interviews To Identify Local Knowledge and Good Practice
- Tool 10: Forming Sub Groups
- Tool 11: Problem Identification and Ranking
- Tool 12: Identifying Solutions
- Tool 13: Sharing Solutions and Developing a CBDP Plan
- Tool 14: Community Endorsement and Taking Responsibilities
- Tool 15: Making a Plan to Check Progress
- Tool 16: Getting Local Government Approval

Resources
Annex 7: *Interview Techniques*

5)) CBDP Implementation: Common Themes

Community disaster preparedness plans may look very different from each other, because each is a unique response to the particular hazards, vulnerabilities and capacities identified by the community planning group. However, there are common themes that occur across all CBDP programs:

1. Local knowledge
2. Linkages and Accessing External Resources
3. International Standards
4. Training

5.1 Using Local Knowledge

CBDP program staff must always look at the community as experts. Before introducing new ideas, the first step is to find out what they know, and to facilitate sharing of experiences between community members (See Tool 9 and Tool 13).

Small innovations or variations on common practices may create better results, and families can learn from one another. The community may simply need help in planning, for example deciding the number of banana rafts in advance and when and where they will be required.

The program staff can also help by disseminating accurate information, not only promoting good practice but also creating awareness of the risks involved. For example, banana rafts can capsize if overloaded and are best for short distances, going to the latrine or crossing a water body.

CBDP staff can help disseminate information and best practice from one village to another, and, if relevant, they can introduce new practices. Staff meetings should give animators the opportunity to exchange information about local practices and promote analysis of why certain measures work better than others (they may work better in a specific environment, or for specific socio-economic groups for example). It may be helpful to organize exchange visits for villagers, or to make short video documentation of best practice, or to set up pilots in new areas, to expose villages to new practices.

Building on what people already know makes CBDP program more likely to be successful and sustainable. Community members find it easier to improve something that already exists than to adopt new practices.

> "We make rafts from banana trees, called 'bhur'. The trees are sewn together by ropes, takes about one hour time to build. The rafts are used for communication between homes, to help in rescuing neighbors, collecting grass for the animals, and for women's latrines. They last for about 15 to 20 days. Men and women both know how to make the rafts from trees. In an emergency, it doesn't matter. Everyone has to help." (Chimenmukh, Assam)
>
> "We have planted more banana trees just to make sure that we have enough for rafts during the flood season. We have exactly the right amount, because the trees grow back from where we cut them every year. We use the banana rafts for communication, drying grains in the sunlight, also as a latrine. Maximum 30 days they last." (Sunarighat, Assam).

> **Resources**
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> Annex 8: Soil and Water Conservation through Bamboo Plantation: A Disaster Management Technique Adopted by the People of Nandeswar, Assam; by Rene Stephen, Rajiv Dutta Chowdhury and Debashish Nath, ISDR 2008

5.2 Linkages and Accessing External Resources

BUILDING RELATIONSHIPS: 'Linkages' refers to developing relationships with relevant government or non governmental agencies in order to access external resources.

The government holds the primary responsibility for providing assistance to people affected by disaster, and the role of NGOs is to help citizens access their entitlements, and to provide additional support where government capacity is exceeded.

Institutional Mapping (Tool 8) is a key activity for identifying important stakeholders, both inside and outside the community. This map, created by the community planning group in the early stages of planning can be used throughout the program to inform decisions about who to meet, who to approach for technical or financial support, who to involve and who to keep informed.

ORGANIZING MEETINGS: Local government officials should be consulted from the very beginning, to avoid duplication and guide strategy development, to inform programming decisions and to share ideas and experience. Once the community groups are established, they should organize and conduct these meetings themselves, supported on request by the program staff. After identifying possible areas of collaboration, the relevant people should be kept informed of progress and invited to participate in disaster preparedness events, such as trainings or awareness campaigns. The results of monitoring meetings can also be shared with government officials to share program successes and request, if necessary, further resources.

INFORMATION ABOUT RESOURCES: The CBDP animator must ensure that villagers have a good understanding of the government resources available for disaster preparedness. The field animator should help to organize visits when the local elected government or relevant government departments explain the various schemes and procedures for accessing resources.

MOBILIZING RESOURCES: The field animator then supports the community in preparing and presenting their request for assistance. CBDP managers can support community level linkages by lobbying at the regional or national level for better access to entitlements.

> Sibsagar, 2005: Self Help Group and community members took the initiative to get a raised platform 10ft by 100ft in size from the government. They organized this through their village Panchayat. It was provided by the local MLA (Member of Legislative Assembly) fund.
>
> The villagers also constructed a culvert with their own labor and resources. The culvert allowed water to flow from one side of the village road to the other and thus prevented water logging of their crops during the rainy season.

LEVERAGING RESOURCES: Community requests for funding are strengthened if they can show that they have already taken steps to deal with the problem themselves. They can present their disaster preparedness plan as proof of their ability to work together, and they can commit labor and local materials as their contribution towards a problem which needs additional government resources.

A river village in Orissa suffered from flooding every year during the monsoon season. The community was already preparing itself by adopting measures such as stockpiling, practicing mock drills and informing its members of contingency evacuation plans. That said many aspects of their lives such as housing and livelihoods were still very vulnerable. The CRS project in the village helped the community leverage project and community resources to access a larger percentage of government funds to reinforce and extend a nearby embankment. The money came from a large pool of money designated for mitigation works in India. They also accessed a local engineer to ensure that the embankment design allowed for a switch gate to help water drain from the village if it should enter.

BUILDING GOVERNMENT CAPACITY: The CBDP staff should also work with government officials to increase their capacity to prepare for and respond to disasters. By linking Block, District and State committees, the CBDP staff can coordinate activities for more efficient and effective disaster management. The staff can support government committees to be operational and to prepare their own contingency and preparedness plans. Trainings for government employees can include the following topics:

- Government Relief Guidelines (e.g. Orissa Relief Code)

- Sphere Standards, particularly the Common Standards

- Roles and responsibilities of government, NGOs and affected people in responding to disasters.

- Skills and tools to conduct timely and quality assessments for improved targeting and appropriate relief.

By the end of the program the following should be achieved at the government level:

- Increased knowledge by village and block level committees about government relief guidelines; roles & responsibilities in preparing and responding to disaster; Sphere standards, emergency assessment skills and standardized tools.

- Improved linkages and coordination at village, Block and State levels for the implementation of government disaster management policies, e.g. the creation of Task Forces, the development of Block level monsoon preparedness plans and execution of relevant components of contingency plans.

5.3 International Standards

NGO and Government staff should be trained in international standards for emergency response, such as Sphere (the Sphere Handbook is available online at <www.sphereproject.org>). As set out above, it is important for government and NGO staff to be aware of the rights of people affected by disasters, as set down in the Universal Declaration of Human Rights and international law, and, and of the primary responsibility of the state in ensuring that people affected by disaster live with dignity. Sphere translates what "life with dignity" means in terms of humanitarian assistance, and sets internationally agreed minimum standards for food aid, nutrition, water and sanitation, shelter and health. The common standards set out

minimum requirements for participation, needs assessments, response, targeting, monitoring, evaluation, staff competencies and supervision.

Community members and community groups working on disaster preparedness should be aware of their right to life with dignity and should know that it is the primary responsibility of the government to provide assistance when people's capacity to cope has been exceeded. They should be confident in claiming the assistance they are entitled to in order to meet their basic needs and live with dignity.

It is not realistic to train a community organization in Sphere standards. Standards and indicators cannot be taken in isolation, and training a community group in a selection of standards or, worse still, indicators could lead to an unbalanced assessment of needs. If the most vulnerable have a voice in disaster preparedness groups and a role in community decision making, and if they know where and to whom to address their demands, then they can be effective in mobilizing relief.

5.4 Training

Parts of the community disaster preparedness plan may require community members to learn new skills and knowledge. In this case trainings can be organized. The following are lessons learned on how to organize training workshops.

IDENTIFY THE TRAINING PARTICIPANTS: Ask the community group to identify who is in most need of these skills and knowledge. Refer to the Social & Resource Map to identify vulnerable households.

IDENTIFY TRAINING NEEDS: It is not enough to identify the broad area of training required, such as First Aid or cattle care. It is necessary to talk to the selected participants and understand their specific experience, knowledge and expertise or skills.

DEFINE TRAINING OBJECTIVES: Based on the training needs, identify the training objective. These can be framed in terms of, "By the end of this training, participants will know… or be able to…" They should link directly to the identified training needs, addressing the problems that people experience.

DEFINE SESSION OBJECTIVES: The training may aim to impart knowledge, or develop skills or change attitudes, and the sessions have to be designed accordingly. For knowledge based training, it is important to define the key messages, and make sure they are appropriate for the training participants – simple, memorable and practical. Skills based training will require practical demonstrations and then opportunities to practice. Attitudinal change may be brought about through discussion, role plays and practical exercises. Developing the sessions may require technical expertise, and may have to be done in consultation with a technical advisor (from the CBDP or other programs, government or other NGO). Refer to existing training materials and CRS tools (seven steps of design, facilitation guide template, final evaluation template, session plan template, available on <www.global.crs.org>).

PROVIDE ESSENTIAL EQUIPMENT: Participants should only be trained in the use of materials or equipment which they can access at times of disaster (bandages, vaccines, life jackets etc.; see Annex 11 for IFRC First Aid Kit recommendations). Establish the cost of these materials, decide how many kits are required, and agree who will fund their purchase (e.g. program funds, community or government). Never train people

on equipment that they do not have – it will only create a sense of powerlessness.

IDENTIFY POTENTIAL TRAINERS: Identify organizations or individuals with experience in the relevant topic. Ask the potential trainers to prepare a session plan, based on the training objectives. Explain that methods have to be participatory and suitable for villagers. These session plans may be enough to eliminate certain trainers from the list of potential trainers. For those that show potential, fix meetings and discuss the proposed sessions, to agree on key messages, methodology and materials. Only work with trainers who know the subject, can adapt it to the community's needs, and understand participatory methods.

MODULE PREPARATION: Work with the trainer to prepare the training module. For each session, ask, "What is the key message?" What additional information is useful? How can we use questions and answers to draw out participants' knowledge? What practical exercises or group work can we do? Allow one day to prepare one day of training.

ACTION PLANS: Part of the training has to be to help participants develop action plans. At the end of each day and at the end of the training, allocate time for asking, "What have you learned today that is useful? How will you apply it in your community? When will you do this and with whom?"

PARTICIPATORY METHODS: Avoid lectures and PowerPoint presentations. Use questions, quick discussions in pairs, group work, demonstrations and practical exercises to make every session participatory and interactive. Summarize with one or two key points from each session.

CO-FACILITATE OR SUPPORT: Program staff should be present during the training, to ensure the standard is high. The staff person can facilitate ice breakers or energisers and can keep the trainer on track if he deviates from the plan.

DAILY EVALUATIONS: Solicit feedback from the participants at the end of each day and the end of the training. This can be as simple as ticking under a happy or sad face against different categories (such as usefulness of new knowledge, practical exercises, training room and meals etc). Use this feedback to inform the next day's training.

FOLLOW UP: Fix a time to follow up with course participants about a month after the training. Ask them if they have done the things in their action plan. If not, find out why, and support them in applying the most useful bits of their training to their disaster preparedness activities.

Resources
Annex 9: Adult Learning Behaviors

6 CBDP Implementation: Common Components

Each community's CBDP program will look very different, because it follows a unique disaster preparedness plan. When appropriate, CBDP staff and communities can draw on lessons learned and best practice from past programs, to help them to implement CBDP programs to the highest possible standard. These lessons learned have been regrouped into the following five common components of CBDP programs:

1. Detailed activity planning
2. Task Forces (in the areas of preventing loss of life, preventing illness, early warning, relief and recovery)
3. Mock Drills
4. Grain Banks and Contingency Funds
5. Small scale mitigation projects

6.1 Detailed Activity Planning

The community disaster preparedness plan needs to be implemented in time for the next disaster season. It is the community's responsibility to implement the plan, and the CBDP animator's responsibility to support them in this process.

Whether the aim is to get the sick and elderly to a shelter before a cyclone, to improve access to clean drinking water during floods or to vaccinate cattle before the monsoon, the planning process is similar. The field animator's role is to help community groups work together to identify what needs to be done, who will do it, how and when.

In Chanpattia block of West Champaran district, Bettiah, Bihar, CBDP communities decided to build raised platforms as flood shelters. These are the steps they took during the planning phase:

1) The community planning group members decided the platforms should be in places which flooded every year. They held a series of meetings with the subgroups and group members of Chanpatia to choose the sites for the platforms, in Turaha patti, Misrauli Yadav Tola and Chickpatti villages.

2) A series of meetings were conducted with the group members and community members in these villages and adjoining villages. The villagers agreed to donate land for this purpose.

3) The registration of the land was done on 02/05/05. The village community contributed money for the registration of the land.

4) Committees were formed for the maintenance of the platform.

5) Construction work was completed three months after the land registration. The total construction cost was Rs. 4,29,181/-, funded by CRS. The government was providing other resources towards CBDP activities, such as IEC materials and animal vaccinations.

Tools
Tool 17: Detailed Activity Plan

6.2 Task Forces

Task Forces can be one way of organizing people to implement tasks set out in the community disaster preparedness plan. There is no fixed structure for community Task Forces; rather they should be formed in response to the needs identified during the community planning process. It is important not to duplicate existing community organizations, and if existing groups and committees are able to take on all the activities identified in the preparedness plan, then there may be no need to form Task Forces at all.

How many Task Forces? The Government of India recommends eleven Task Forces, in areas such as first aid, search and rescue, cattle care, early warning, shelter management, water and sanitation (see Annex 10). The Government of India template for Task Force roles and responsibilities can be adapted to each community's needs.

Lessons Learned
It is better to have a small number of active, effective Task Forces than a large number existing only in name.

For example, there is no need to form a cattle care Task Force if the Farmers Group is taking responsibility for cattle care preparedness.

How and When Should they be Formed? Task Force membership should be agreed by the whole community. This can take place during the Community Consensus and Taking Responsibilities Meeting (Tool 14), or in follow up meetings. The members can be proposed in one meeting and finalized in another. How and when the Task Forces are formed is up to each community to decide. It is a flexible process, decided by each community according to their needs. The community may decide to start with one or two Task Forces to address priority problems, and then build on initial successes to tackle the remaining issues as required.

How Many People per Task Force? The size of each Task Force depends on the size of the task they have to complete and the population and geographic area they have to cover. There is no recommended number of people per Task Force. Simply encourage the community to make sure that the Task Force is not too big to be manageable, and not too small to execute their tasks during an emergency.

Men or Women? Women should always be included in the implementation plan for any given activity. If it is not appropriate for women to work alongside men in the same Task Force or committee, then separate groups can be formed for men and for women.

In Orissa, one partner of Balasore Social Service Society is exploring a new approach, because of concerns expressed by TF members after the floods of 2007, "How can I help my neighbors when I need to save my own cattle?" BSSS therefore is promoting the formation of TFs in adjacent, higher and less flood affected villages. These TFs will be ready to assist the villages more vulnerable to floods.

Possible areas for TF interventions are as follows:

<u>**Preventing loss of life**</u>:

Lives can be saved by training community members in First Aid and Search & Rescue techniques, and by providing First Aid kits and Search & Rescue equipment.

The designated group (it could be a Task Force or other community group) should start by assessing their current situation. The Social & Resource map can help to identify existing capacities, for example Red Cross volunteers, Civil Defense Department volunteers, strong swimmers, boats. The Institutional Map can help the group identify which organizations may be able to help with priority needs. For example, the Civil Defense Department or Red Cross can conduct trainings, or the Block Relief Officer can purchase a boat.

Based on this analysis, the group can make a detailed plan of what needs to be done. It is helpful to divide the plan into sections, what will be done before the disaster season (preparedness), during the disaster and after the disaster. For example:

Before: Identify and promote good local practices (e.g. using aluminum jars as floatation devices)
           Identify existing search & rescue equipment
           Procure essential items, First Aid kits
           Contact key government department, Red Cross
           Identify vulnerable people, and safe locations
           Coordinate with early warning team / government department

During: Visit vulnerable homes, evacuate elderly, sick to safe locations
           Give first aid
           Organize access to professional health care

After: Check injured and sick are receiving adequate care.
           Refresher trainings for group members
           Equipment maintenance and repair

Finally, responsibilities and timeframes need to be assigned to each activity.

> "My child fell down and I didn't have to worry, because I could give him first aid. People know that I have these skills like making bandages. They come to me, and I can help them." (Thokalavaripalem, Andhra Pradesh)
>
> "Particularly vulnerable people are given flags of different colors to place outside their homes to make it easier for TF members to know who should be evacuated first." (A village of partner ASSIST, Andhra Pradesh)

<u>**Preventing Illness**</u>:
Diseases can be prevented by immunizations and by good hygiene practices and clean drinking water during disasters. Children are particularly exposed to disease and therefore mothers and children should be the target of health and hygiene messages.

> "Earlier, people did not trust the immunizations. Now, people are aware of the difference they make to the health of children." (Sunarighat, Assam)

As above, the designated group (it could be an existing health committee, wat-san committee, or a Health, Hygiene or Water and Sanitation Task Force) starts by assessing its current situation, using the Social & Resource Map where helpful. The Institutional Map can help identify useful external resources. Then, make a plan for what needs to be done before, during and after the disaster. For example:

Before: Raise awareness of immunizations and support access to health services
                 Identify defecation areas for men and women (e.g. raised latrines and raised land or downstream areas)
                 Identify raised water sources
                 Identify and promote good local practices (e.g. sealing tube wells and latrines before floods).
                 Train key community members in safe water options, good hygiene and sanitation practices and how to make ORS.
                 Procure essential resources, e.g. water treatment tablets

During: Distribute water treatment materials, demonstrate correct use.
                 Demarcate safe defecation areas
                 Promote good hygiene practices, proper use of ORS. .

After: Treatment of flooded water sources

> "Hand washing with soap before eating and preparing food is a primary barrier to preventing the spread of water borne diseases and infections" Tool 18 *Technical Guidance*

Lessons Learned
Distribution of water treatment materials without sufficient training in their use can be harmful. Task Forces must demonstrate and explain how to use them before and during distributions. Clean, sealed water containers are needed to keep the water clean once it is treated.

The team should meet the government health official and inform them of their activities and benefit from their resources. The local team might be called on by the government to support their hygiene or immunization campaign.

Early Warning
Advance warning of an impending disaster can save lives and livelihoods. Weather forecasts or official decisions to release dam water need to be communicated to the people who will be affected. Timely communication of essential information can enable people to move their family members or belongings to safe places.

Systems can be set up to collect and disseminate information. The community members designated for early warning should sit together and make a plan. It can be as simple as identifying the people with radios and mobile phones and giving them the responsibility for keeping in touch with government announcements and offices. A communication tree helps to organize the spread of information throughout the whole community, by deciding in advance who will talk to who, to make sure that no-one has been omitted.

Information dissemination needs to be accompanied by action. Advance sensitization can explain what the information means, and what action should be taken at different levels of danger. For example, Level 3 may mean raising belongings onto the rafters, Level 5 may mean evacuation to the flood / cyclone shelter.

> "During Oct 2007 floods, when we heard of the flood coming through radio and TV, we called a meeting of the VDMC to assist the 48 families below." (Eteddu Gudem, Andhra Pradesh)

Relief and Recovery

During a disaster people may spend days, weeks or months in a community shelter, either a purpose built flood or cyclone shelter, a public building such as a school or mosque, a neighbor's house, or on a bit of raised embankment, bridge or field. Life in these shelters is tough, and a community group can take steps to prepare for and respond to the disaster in order to improve people's living conditions.

> "We provided cooked lunch and clean drinking water for ten days. We didn't have enough rice from our savings, so went to the Mandal Revenue Officer (MRO) and asked for assistance with rice." (Eteddu Gudem, Andhra Pradesh)

The designated group may be the Village Disaster Management Committee, a Shelter Management or Relief & Rescue Task force, a Self Help Group or any other existing community group. The group needs to draw up a plan for steps to be taken before and during the disaster. For example:

Before:
Identify the most vulnerable families, safe places to take refuge, and water and sanitation options in these safe places.
Coordinate with other groups, for example health and hygiene on water and sanitation options.
Identify government or other agencies that can help.
Identify who in the community has useful emergency shelter items (tarpaulins, ropes, tools), or procure what is necessary.
Stockpile food or create savings fund for emergencies.

During:
Help evacuate the most vulnerable (link with Early Warning)
Ensure food, water, sanitation to the worst affected
Communicate number of worst affected and priority needs to government officials.
Support government or other distributions.

After:
Support return to houses, repair and restarting livelihoods.

Community Disaster Preparedness Programs

If people need food, they can either be provided with ready to eat dry food, rations that need to be cooked, or cooked meals.

Lessons Learned
It is better to establish a community kitchen where possible, rather than transport cooked meals and run the risk of contamination from flies and other dirt.

Setting up cooking facilities gives the affected families more control over their own eating arrangements.

Baby milk powder should not be distributed as part of a family food ration. The Sphere Handbook explains,

"Exclusive breastfeeding is the healthiest way to feed a baby under six months. Babies who are exclusively breastfed receive no prelactates, water, teas or complementary foods. Rates of exclusive breastfeeding are typically low and so it is important to promote and support breastfeeding, especially when hygiene and care practices have broken down and the risk of infection is high. There are exceptional cases where a baby cannot be exclusively breastfed (such as where the mother has died or the baby is already fully artificially fed). In these cases adequate amounts of an appropriate breast milk substitute should be used, judged according to the Codex Alimentarius standards, and relactation encouraged where possible. Breast milk substitutes can be dangerous because of the difficulties involved in safe preparation. Feeding bottles should never be used, as they are unhygienic. Professionals should be trained in providing adequate protection, promotion and support for breastfeeding, including relactation. If infant formula is distributed, care givers will need advice and support on its safe use. Procurement and distribution must adhere to the International Code of Marketing of Breastmilk Substitutes and relevant World Health Assembly resolutions."

Medicines should only be dispensed by health professionals, either from the government or specialised NGOs. CBDP programs can help vulnerable people access government or NGO services.

Relief distributions should meet the specific needs of vulnerable groups. For example, given the opportunity to express their needs, women might request sanitary napkins (see Annex 12), or elderly people might request extra clothing if it is cold or mattresses to prevent acute joint and muscle pain caused by sleeping on the ground.

"Research carried out by HelpAge International shows clearly that older people tend not to be considered among the most vulnerable… Many older people reported that they had problems in accessing relief aid and were often excluded from support with economic and social recovery… Older people have consistently asked:

- to be seen, heard and understood
- to have equal access to essential support services
- to have their potential and contributions recognised, valued and supported.

Older People in Disasters and Humanitarian Crises, HelpAge International

Recovery:

Once people are back in their homes they may find themselves much worse off than before the disaster. All the community groups need to sit together and develop a recovery plan. They can decide how they will work together for the worst affected, and how to access external resources (see Tool 17 for Detailed Activity Planning).

The CBDP animators should encourage people to conduct a participatory evaluation and reflection on what they did well before, during and after the disaster, in order to inform community preparedness plans for the possible disaster. Monitoring data about completion and quality of preparedness activities (see Section 7 and Tool 20) might be helpful in guiding this reflection, and questions can be prepared in advance to help guide the discussion (see Annex 13 for common project progress reflection questions).

Tools
- Tool 18: Key Messages for Community Water, Sanitation and Hygiene Promotion
- Tool 19: How to Develop IEC Material

Resources
- Annex 10: Government of India Task Forces
- Annex 11: Red Cross Family and Volunteer First Aid kit contents
- Annex 12: Sanitary Kit Suggestions

6.3 Mock Drills

Sometimes it is useful to organize a simulation in which everyone has to react and perform their roles during the initial, most acute phase of a disaster. It needs careful planning, and preparation: a mock drill is only useful if everyone knows what he or she has to do, and puts it into practice. Make sure that the drill does not establish bad habits. Enacting the whole scenario can be a way of showing how much there is to do and emphasizing the importance of working together and good communications. Time must be dedicated at the end of the drill to reflecting on what has been done well and what needs to be improved, and deciding on actions to be taken before the disaster season.

Mock drills can be costly exercises, because they require everyone to be present and can hinder income generating activities. Smaller alternatives can be organized with practice sessions focusing on one or two themes. It may be sufficient to concentrate on routine information sharing and exchange meetings, for example bringing different groups and committees together to share their work plans and progress reports, or to demonstrate new skills and practices that have been learned. It is up to the community to decide whether a simulation is a useful part of their disaster preparedness planning.

6.4 Grain Banks and Contingency funds

Grain banks can be set up by community groups (Task Forces or existing groups such as SHGs) as an emergency food reserve that also doubles as a savings bank.

> In AP, Task Forces manage the fistful of rice program, involving monthly contributions from participating community members of around 1-2 kgs of rice to a shared stock. Sometimes two thirds, sometimes three quarters of the village participates, including even the poorest households.

The community animator can start by exploring existing knowledge and experience of managing grain or seed banks. If helpful, the animator can give real life examples from other communities of how a grain bank can function, and then the community decides what structure best meets their needs. Some questions to consider are as follows:

- Who will contribute? Group members or every family?

- How much is the contribution?

- How regular is the contribution?

- How much rice will be kept in the store at any one time?

- Who is responsible for safety and security of the store?

- When this amount is exceeded, will the rice be sold?

- Where will the savings be deposited?

- What will the money be used for?

- In the case of disaster, who will receive assistance? How much? Is it a gift or a loan?

- Can the savings funds be used to grant loans? What is the repayment system? Who decides who can qualify for a loan?

The animator can promote the exchange of good practice, for example storing paddy not rice, because it is less prone to damage and decay.

> In Orissa, communities generally keep between 50 to 100kg of rice always on hand. Generally, the amount kept on-hand is enough to feed a large number of village members for at least 2 days. When the rice collected exceeds the amount determined as appropriate for feeding village members during an emergency, the rice is then sold, and the money deposited in a savings account.

CRS India CBDP programs have seen communities develop a variety of grain bank regulations, some of which are given as examples below:

- selling the rice as soon as it is collected

- selling it when the quantity exceeds a set level

- auctioning the rice at discounted prices to poorer families in the community

- using the savings money to purchase supplies

- giving the money out as loans

- giving money or rice without charge to the disabled

- using the money to buy supplies such as kerosene, first-aid and medical supplies during the time of floods.

6.5 Small Scale Mitigation Projects

The community preparedness plan can include small scale mitigation projects to address the causes of flooding or reduce the impact of natural disasters. The community group designated to manage the project needs to develop a detailed plan of steps to be taken to construct the necessary infrastructure. The CBDP animator can support the planning meetings, and technical advice can be provided by the NGO or the government. A detailed estimate of materials required and costs will be required, and evidence of community contributions can be used to lobby for government or other NGO support. It is helpful for CRS CBDP budgets to provide some funds as an initial contribution towards community mitigation projects.

Successful examples from CRS India include embankment reinforcement, fodder platforms and raising tube well platforms.

> 2006: CRS Orissa supported the construction of an embankment wall as part of a disaster preparedness program. The embankment wall in Alipada village was funded 60% by CRS and 40% by the community. Jaladhar Das from Alipada village said that forty households (one whole hamlet) were saved from flooding in 2006. The embankment wall is ten feet high and six hundred meters long. During the flood the water was half a foot from the top.

7 ⟩⟩ Participatory Monitoring & Evaluation

PARTICIPATORY MONITORING: Broadly speaking, there are two main ways to do participatory monitoring. The first is for the community to check its own progress in implementing its disaster preparedness plan. The second is for the NGO staff to use participatory methods to gather information about the impact of preparedness measures.

COMMUNITY CHECKING ITS PROGRESS: A community disaster preparedness plan is not complete until it includes a system for checking whether activities set out in the plan have been implemented (see Tool 15). Each community can decide how best to go about it. For example, community groups can be paired up to check on each other's progress, or progress can be reviewed in regular community meetings, or one committee or team can be responsible for checking completion of tasks.

The CBDP animator can help the community to identify targets during the planning of their activities (see Tool 17). The animator can help the community realize that what is really important is not that a training takes place, but that the right people attend the training and actually learn the identified skills and knowledge in the process. In this case, the community would track not only the number of people trained but also improved skills and behavior change based on the training. These different levels of monitoring will require different methods for information collection.

PARTICIPATORY METHODS FOR INFORMATION COLLECTION: Both the community groups and the program staff will use participatory methods to collect information to monitor progress.

Tool 15 already introduced two participatory methods: charts using leaves or symbols to record participation in meetings, and community score cards to record changes in target areas. There are many possible ways to collect information in a participatory way: methods can be invented and adapted according to the information required. For example, information can be gathered by moving stones or beans into different piles to represent rough numbers or percentages of people (or families) who have adopted new practices. Using this method, a group of women can place beans in different piles to indicate the approximate number of families that treated flood water before drinking it.

MULTIPLE VARIATIONS ARE POSSIBLE: One bean can represent the family of each woman present, or one bean can be used for every family in the hamlet or village, or a pile of beans can represent the entire population and the pile can be divided into smaller piles to represent percentages. The community map can also be used, and beans placed on it to show which households have adopted certain behavior.

Beans can also be placed in tables or matrices to combine the analysis of two factors in one exercise (See Tool 20).

Focus group discussions are another important means of collecting valuable information. (See Annex 14.)

USING AND DISSEMINATING THE RESULTS: Encourage the community groups to spend 10-15 minutes in their regular meetings to look at their latest findings. Help them to decide who to share the results with: the wider community, program staff, local institutions, government etc. Most important of all, make sure that

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information is acted upon. Emphasize that the plan is flexible and can be adjusted to be more practical, effective, inclusive or useful.

> M&E results must be utilized in a timely manner so that any problems identified can be addressed without delay and successes can be replicated.
>
> *CRS/Asia M&E Guidance Series*, p.9

Participatory Evaluation: Measuring the impact of disaster preparedness programs is challenging because it is difficult to measure what did not happen – the lives and possessions that were not damaged or destroyed. No two disasters are ever the same, and many factors can contribute to a comparative reduction in damage (sea, land and weather conditions, seasonality, timing etc).

Collecting extensive base line data about the number of houses, tube wells, latrines etc flooded in the last disaster is time consuming and of questionable value when a comparison with end of project data may be compromised by the different nature of the two disasters.

Participatory methods can be very effective in gathering valuable information from community members about what worked and what did not work and what difference the project activities made.

Lessons learned from CRS India CBDP programs are:

- understanding what was different about loss and damage during a flood event and why, is often more important than having absolute numbers of losses. Qualitative information can be better suited to developing this understanding, and can be more practical than collecting extensive quantitative data;

- before embarking on an extensive household survey, consider carefully the resources and time required for the data entry, analysis and interpretation and weigh up whether participatory methods may be able to provide sufficient information to meet your programming needs; (See *CRS / Asia M&E Guidance Series* on <global.crs.org/worldwide/southasia> for standards and guidance on collecting quantitative data, developing quantitative databases, data entry and cleaning, data analysis and interpretation.)

- recall questions (E.g. "how did this compare to the last flood?") are much less resource intensive than collecting baseline data and comparing it to end of program data, and can help in contextualizing the different losses from different events.

Tools

Tool 20: How to Use Matrices to collect Monitoring Data

Resources

- Annex 13 Common Project Progress Reflection Questions
- Annex 14 How to Conduct a Focus Group (Good Enough Guide)

TOOLS

TOOL 1

Identifying Men and Women's Roles and Responsibilities in the Community

DESCRIPTION:

Men and women work in groups to mark their tasks during a typical day onto clock faces, (morning and afternoon for men and morning and afternoon for women). The men present theirs to the women; the women present theirs to the men. The animator facilitates a discussion about what they have learned from the exercise. The exercise can be repeated with participants filling in new clock faces to show what they do during a day after a disaster.

PURPOSE:

- To identify the different tasks and responsibilities that are culturally assigned to men and women.

- To understand how these tasks and responsibilities change during disasters and whether this increases levels of risk for men or women, or their ability to care for themselves and others.

TIME:

1–2 hours

PARTICIPANTS:

Roughly equal numbers of men and women who are active in the community planning group, or in other aspects of disaster preparedness in the community.

PREPARATION:

Using materials such as flipchart paper and markers, or open space and string, tape, or chalk, draw four clock faces and mark them (with symbols): Men Morning, Men Afternoon, Women Morning and Women Afternoon.

PROCESS:

1. Introduction
    - After exchanging greetings, describe the activity.

    - Ask if anyone has any questions and if so, clarify.

    - Ask the group if they are willing to take part in the activity and remind them that involvement is voluntary.

2. Filling in the Clocks
    - Ask the participants to work in groups of men and women. Explain how the hours on the clock are marked, and ask, "When do you wake up in the morning?" The women will mark waking up in the appropriate space on their clock face and men will do likewise on their clock face. Then ask, "What do you do next?" And ask them to mark all their daily activities in the appropriate place on their clocks.

- When the morning clocks are finished, ask them to fill in afternoon and evening activities on the other clock faces.

3. Discussion
   - When each group has completed clocks for the morning and afternoon, ask the men to present to the women, and then the women to present to the men.

   - Ask, What are the main differences between men and women's tasks? Facilitate a discussion on the key differences.

   - Ask, "During a disaster, do men and women's tasks change?" Go back to the clocks and see if the tasks change when there is a disaster. Which tasks take more time, and involve more risk? Which are not needed or possible anymore? What additional tasks are needed?

   - The discussion about gender division of tasks during a disaster can be complemented by probing the cultural nature of the gender differences. The animator can ask, Are men physically capable of doing some of the women's tasks? Are women physically capable of doing some of the men's tasks? Often these questions are raised by the participants themselves, and the men and the women may recognize areas of inequity and suggest ways to make men and women's workloads and roles more equitable.

4. Conclusion

   Ask the participants to summarize the main points of the discussion. Remind participants that this meeting is part of the disaster preparedness program, and that greater awareness of the mutual roles and responsibilities of men and women can help us to respect and understand each other better, and provide mutual support during times of disaster.

TOOL 2A

Lessons Learned on Recruitment

LESSONS LEARNED ON RECRUITMENT:

☑ Start recruitment early: recruiting takes time and slow recruitment often causes delays in program implementation.

☑ Decide on staff organigram. Use a ratio of 200 households per animator as a rough guideline, adapting it to fit the local context as necessary.

☑ Ensure that the implementing agency has adequate staff to support the needs of the animators, both in terms of training and supervision. Based on experience it is recommended to have one supervisor for five animators.

☑ Have at least one person solely devoted to each of the following areas

◊ Administration

◊ Training

◊ Finance

◊ Monitoring and Evaluation

Review and revise the template Job Descriptions to address specific needs.

☑ Follow CRS and partner recruitment policies. Advertise vacancies through local networks such as local government, INGOs, CBOs, existing community leadership structures such as Village Leadership Committees, Agricultural or Trade Committees, Women's Groups, Religious Institutions.

☑ Emphasize that women are encouraged to apply. Inform women's groups such as Self Help Groups of vacancies and candidate requirements.

☑ Whenever possible, search for candidates from within the community, particularly for the village level animators who will lead the community through the CBDP process. Locally recruited animators increase the programs' legitimacy and sustainability.

☑ Give all staff induction training on the program objectives and strategy, and organizational mission and structure. Develop training modules and identify trainers to give staff skills and tools necessary for program implementation.

TOOL 2B

Key Skills for CBDP Staff

PROJECT COORDINATOR: 1 PER PROGRAM

KEY SKILLS:

- ☑ Project and staff management skills

- ☑ Team leadership and communication skills

- ☑ Decision making skills

- ☑ Problem solving skills

- ☑ Budget management and financial supervision skills

- ☑ Report writing skills and donor relations

- ☑ Advanced reading and writing skills in both local language and English

VILLAGE LEVEL ANIMATORS: ONE FOR EVERY 200 HOUSEHOLDS

KEY SKILLS:

- ☑ Facilitation skills, i.e. listening, learning from others, adjusting plans accordingly

- ☑ Ability to motivate and mobilize communities

- ☑ Time management skills

- ☑ Basic reading and writing in local language

TRAINING COORDINATOR: 1 PER PROGRAM

KEY SKILLS:

- ☑ Facilitation skills, participatory listening and learning skills

- ☑ Organizational skills

- ☑ Good communication skills

- ☑ Able to quickly learn, analyze and process new information

- ☑ Reading and writing in local language

Community Disaster Preparedness Programs

ACCOUNTANT: 1 PER PROGRAM

KEY SKILLS:

- ☑ Fluency in spreadsheet or financial applications such as Excel or Sun Systems

- ☑ In-depth knowledge of audit and compliance regulations

- ☑ Cash management skills

ADMINISTRATOR: 1 PER PROGRAM

KEY SKILLS:

- ☑ Facilitation skills, i.e. listening, learning from others, adjusting plans accordingly

- ☑ Ability to motivate and mobilize communities

- ☑ Time management skills

- ☑ Basic reading and writing in local language

TOOL 3

Tips for Facilitating a Participatory CBDP Meeting

Acknowledge that Villagers are Experts

People in communities at risk for disasters have been living with disasters all their lives. They grow up with disasters, experience their effects and learn how to survive them. The starting point for all CBDP programs is that villagers know more than we do about disasters.

Explain the Program Framework

Explain, and keep explaining, the CBDP program's aim and methodology:

Objective: The aim of the program is to save lives at times of natural disaster, and reduce damage to food stocks, livestock and family assets.

Resources: The CBDP program aims to help the community find their own solutions to their problems by mobilizing existing knowledge, skills and resources to prepare for disasters. Where external resources are necessary, the CBDP program aims to help the community to mobilize funds and technical assistance, by linking them to the appropriate governmental or non governmental agencies. The program budget may provide some seed money that will help the community to leverage funds from government or non governmental organizations.

Timeframe: Certain changes can be achieved within the program timeframe whereas others will require more time. Key changes that require additional time can be initiated under this program, but the community has to take on a commitment to see them through to the end.

Appearance

Wear simple and appropriate clothes that do not set you apart from the people you will be working with. Much time will be spent with the most vulnerable families in any given community, so it is important to avoid signs of wealth or urban life (sunglasses for example). Body language, mannerisms and seating arrangements should create an atmosphere where everyone is relaxed and equal.

Discretion

Try not to attract undue attention when conducting a participatory activity. While it is important to be open and explain what is being done, it is best that the activities are conducted in a quiet place with a degree of privacy. The aim is to blend in with the rest of the community, and while a mapping session can attract bystanders, soon people will become accustomed to your presence and work can continue as normal.

Introductions

The first step in doing any activity with a group or an individual is to introduce the activity. This involves:

- introducing the team and getting to know your group members
- reminding the participants about the overall objectives of the program
- explaining the purpose of the activity and describing how it will proceed
- listening to comments and questions and responding to people's concerns.

Preparing a Checklist

When preparing to use a tool, the team must draw up a checklist of the topics that need to be covered during the activity. Checklists may be more or less detailed, depending on the skills, experience and preferences of the team members. Whether you work with a detailed list of questions or a broad outline, the interview should be as relaxed and friendly as possible and the interviewer should leave plenty of room to pursue topics that are brought up by the informants during the course of the activity.

Note Taking

The animators should work in pairs, with one person giving full attention to the discussion while the other takes notes. The note taker should try to make an entry for everything that is said, recording each question and each participant's contribution on a new line, transcribing their words and marking a consensus with an arrow, or recording "no consensus." The recorder should take extra time at the end of the activity to expand the notes and add any additional information while it is still fresh in his or her mind. The aim is to avoid the memory bias that means that what is remembered is what is considered to be important at that moment, rather than everything that is reported.

Interviewing the Diagram

It is important to remember when using any of these techniques that the tools are not the end product. The purpose is not to end up with a pretty map but to build greater awareness among participants on the issue being discussed. This means that it is not enough to get something down on paper or sketched out on the ground. Throughout the activity, the animator can build curiosity by asking questions and probing issues that may not be on the checklist but are revealed by the exercise. By "interviewing the diagram", the activity becomes a means of increasing understanding and listening to different opinions.

TOOL 4

Summary of Participatory Community Planning Activities

Phase	Tool/Task	Who Participates	Aim
Gender – Cross cutting theme	Tool 1: Identifying Men and Women's Roles	Groups of men and women in the community	• To identify the different tasks and responsibilities that are culturally assigned to men and women. • To understand how these tasks and responsibilities change during disasters and whether this increases levels of risk for men or women, or their ability to care for themselves and others.
PHASE 1 **Getting to Know the Community**	Annex 3: Introducing yourself Learning From Villagers Listening to History	CBDP staff spends time with every family in the village.	• For community members (including leaders and the most vulnerable households) to meet program staff and learn about the CBDP program. • To show that staff respect, listen and learn from community members from the start of the program. • To learn about people's experience of recent disasters.
	Meetings with Local Government / NGOs / CBOs	CBDP staff accompanied by villager/s	• For local government, NGOs and community groups to meet program staff and learn about the CBDP program. • To learn about government, NGO and CBO mandates and activities.
	Tool 5: Preliminary Mapping and Transect Walk	CBDP staff accompanied by villagers who come and go along the way.	To gain an overview of the geographic layout of the village, the areas most exposed to natural disaster and the reasons for their vulnerability.

Community Disaster Preparedness Programs

Phase	Tool/Task	Who Participates	Aim
PHASE 2 **Understanding How Disasters Affect Our Community**	Tool 6: Historical Profile	Every family in the village, in an open, informal meeting.	• To highlight how often the village is affected by floods. • Possibly also to understand who is usually affected, what part of the village, what usually happens etc
	Tool 7: Social and Resource Mapping	Every family in the village, in an open, informal meeting.	To identify the hazards that put the community at risk, the resources that help the community cope with natural disasters, and the people who are most vulnerable or best placed to help during disasters.
	Tool 8: Institutional Mapping	Every family in the village, in an open, informal meeting.	To identify the institutions and organizations inside and outside the village, their roles, decision making processes and relationships.
PHASE 3 **Deciding How to Prepare for Disasters**	Tool 9: Interviews	Individuals successful at preparing for disasters, the elderly etc	To identify local knowledge and good practice
	Tool 10: Forming Sub Groups	Every family in the village, especially the vulnerable.	To form groups by socio-economic status, caste, gender or location, involving as many people as possible.
	Tool 11: Problem Identification and Prioritization	Sub groups	To prioritize the problems according to which has the greatest impact on people's ability to deal with disasters.
	Tool 12: Identifying Solutions	Sub groups	• To identify possible solutions to the key problems faced by the most vulnerable families at times of natural disasters. • To identify which desired changes require external resources and which can be achieved with the community's own resources.
	Tool 13: Sharing Solutions and Developing a Plan	Sub groups and wider community	• To review and discuss proposed solutions with different sub groups and vulnerable community members. • To draw all the proposed solutions together into a community disaster preparedness plan.

Phase	Tool/Task	Who Participates	Aim
	Tool 14: Community Consensus and Taking Responsibilities	Full community meeting	• To reach a community consensus on the proposed solutions and assign responsibilities and timeframes for agreed activities. • To assign responsibility for checking progress at regular intervals during program implementation.
	Tool 15: Making a Plan to Check Progress	Everyone assigned responsibilities to implement the plan.	• To develop community indicators and decide who, how and when information will be collected and analyzed to measure progress. • To develop a system that is flexible and allows for change based on analysis of the information collected.
	Tool 16: Submitting the Plan to the Government	Community representatives	To get local government approval for the CBDP plan.

TOOL 4 45

TOOL 5

Preliminary Mapping and Transect Walk

DESCRIPTION:

As the CBDP animators become more familiar with the village, they can ask some villagers to help them sketch a preliminary map of the main disaster risks (river, broken embankment etc) threatening the community.

Using this map, the animators can plan and conduct a walk through the community to observe the hazards and talk to people about their experiences of disasters.

If the team is large, it makes sense to divide into several subgroups. One option is for male animators to do the transect walk mostly with men and female animators to do it mostly with women. A person or people can act as guides to each group but the main aim is for people to opt in or out of joining the group as it moves through the village, allowing flexibility of inputs and a range of points of view.

As the group progresses, it observes its surroundings and team members will ask questions about the things it sees related to disasters. For example, as they come upon flood defenses, raised tube wells, or signs of erosion, they can ask about people's experiences of disasters.

PURPOSE:

To gain an overview of the geographic layout of the village, the areas most exposed to natural disaster and the reasons for their vulnerability.

TIME:

2–3 hours

PARTICIPANTS:

One or two guide/s may accompany the group for as much of the walk as they have time for. As you move through the community, people will join in and drop out. Stop and talk to people in their houses or along the way.

PREPARATION:

Develop a checklist, print copies of this TOOL, clipboard and pens for the note taker.

PROCESS:

1. Preliminary Mapping
    *   Take the opportunity during informal meetings and discussions to sketch a map of the village, showing the infrastructure that protects against disasters and the areas of the village worst affected by disasters. Sketches can be made in the earth, using sticks and stones or other local material, or on the floor with chalk, and transferred to a notebook later.

Example of Checklist

Recent experiences of natural disasters

- ☑ how often do disasters occur

- ☑ what happened

- ☑ who was worst affected, why

- ☑ how did people cope

How does the natural landscape protect the village against or expose the village to disaster?

- ☑ from what direction do cyclones / floods approach

- ☑ what protects or exposes people to disaster (river, trees, hills)

- ☑ how does the flood/sea water drain away

Disaster protection infrastructure

- ☑ observe the quality of the infrastructure, e.g. manmade embankments, raised land, culverts, canals, buildings

Flood or cyclone shelters

- ☑ condition of the shelter, facilities, accessibility

Fields and houses

- ☑ observe the quality of the houses, activities in the fields

Water and sanitation

- ☑ observe the quality, location and number of latrines and water sources.

Community Disaster Preparedness Programs

- If there is someone you wish to accompany you on the walk, invite them to join you and explain the purpose of the walk and how it will proceed.

2. The Walk

- As you walk, observe the surroundings and ask questions about what you see. Try to keep moving, so that you are sure to reach the end point, and then stop at places of interest on the return walk. Ask open ended questions and refer to your checklist to keep the conversation on track. Some examples of open ended questions:

   ◊ What do we see here? (high/low land areas, rivers, embankments)

   ◊ What happened here during the last flood/cyclone?

   Try to establish how the natural disasters hit the community – from which direction they approach, which households they affect first or most severely and why, what damage they cause, which areas are safe and remain unaffected and why.

- On the return, decide where to stop and find out more. Talk to the families or passers by, and ask them about what they are doing and how their lives change during or after a natural disaster. For example:

   ◊ Stop at the house of a particularly poor or high risk family. Ask how they were affected during the last disaster, and how they coped.

   ◊ Stop and talk to people farming or carrying goods along the road. Ask about their livelihood activities and about how they are affected during a disaster.

   ◊ Stop at a water collection point, observe and talk to the people there.

- Work in pairs, with one person concentrating on taking notes.

3. Consolidation:

   Return to the starting place (or to an area offering a bit of shade and privacy) and initiate a post-walk discussion with the team members, guide/s and community leaders.

- It can be helpful to use a simple map or diagram to organize some of the information gathered during the walk. The discussion provides an opportunity to ask additional questions, and draw out key learning on vulnerability to disasters.

- A diagram can be a table, with different areas of the village on the horizontal axis and different aspects of disaster risk on the vertical axis. Pictures can be used as much as possible.

- Ask whether people think any important information has been left out. Remember, read the energy and interest of the group. Keep the session brief and to the point.

upland	lowland	creek	lowland	canal	village
In worst flood, water came 6" high. Cultivated, with cattle grazing on banks. Families came here during floods.	Paddy fields Road raised on embank-ment, signs of cracks.	Sandy soil so extensive erosion. Temporary homes close to water.	Recently settled by families displaced by erosion. Flooded last year, 2' water in homes.	Blocked in many places. Silted up, used for crops.	Mosque and school used as flood shelters. Houses raised, thick walls, iron roofs.

Adapted from *CBDRM Field Practitioner's Handbook, ADPC*

4.   Conclusion

• Summarize why the walk has been useful: we have learned about recent experiences of disasters and how people coped. We have seen how people living in different areas of the village are affected in different ways and we will need to be sure to involve people from these various groups in subsequent exercises

• Explain that the things discussed today will be the subject of future meetings and activities, with the aim of working together to strengthen people's ability to cope with future disasters. Explain that future activities will involve the families identified as most vulnerable to disasters.

• Thank people for their time and sharing their knowledge, and explain what you will do during the next visit, who you will talk to and when it will take place.

(Adapted from CRS PRA RRA Manual)

TOOL 6

Historical Profile

CBDP Toolkit

DESCRIPTION:

The CBDP animators facilitate a discussion about the frequency of disasters, and develop a pictorial timeline showing their chronology, scale and most memorable features. In the accompanying discussion people will share their experiences of these disasters and remember their impact.

PURPOSE:

To remind people of the frequency and severity of recent disasters and motivate them to prepare for future disasters.

TIME:

1-2 hours per meeting

PARTICIPANTS:

The discussion should involve everyone in the community, or at least one person from every family. It can be done in a large, informal community meeting or the community may prefer to split into subgroups, for example by location or by gender. Some communities and facilitators prefer the group size not to exceed sixty, others feel more comfortable with a group size of about twenty to thirty.

PREPARATION:

Provide colored cards, flipchart paper, sticky tape, markers.

PROCESS:

- Explain your role as facilitator of the meeting. Explain the subject for discussion, which is the history of natural disasters that have occurred in the village.

- Suggest that the group members start by identifying the worst disaster or disasters that happened during their lifetime. If the event has a name or date it can be written on a card, or it can be represented with some kind of symbol. Other landmark events can be recorded on cards, with the approximate date if known. The discussion will probably expand to include other lesser disasters, which can also be recorded on cards. The facilitator can listen to or guide the discussion about the different features of these disasters and their impact on village life.

- During the course of the interview the villagers can organize the cards into chronological order. The cards should be laid out so that everyone involved can see them and placed so that they can easily be reordered if the order needs to be corrected.

- At the end of the discussion, the CBDP animator can summarize the most important points and explain that the CBDP program will help them to find a way to reduce the damage caused by future disasters.

TOOL 7

Social and Resource Mapping

DESCRIPTION:

Social and Resource Mapping is an exercise that maps a community's space and physical landmarks in order to identify the existing social and material capacities and vulnerabilities in the community. In conventional mapping, the trained outsider draws a map of the village or territory. In participatory mapping, community members themselves are asked to do the drawing. Outsiders who have not tried the participatory method are often surprised to find that people with no formal education can draw maps that are both quite accurate and very illuminating.

In drawing participatory maps, the primary concern is not to produce an accurate map but to generate discussion among participants and gather useful information.

PURPOSE:

- To identify the hazards that put the community at risk, the resources that help the community cope with natural disasters, and the people who are most vulnerable or best placed to help during disasters.

- To have a map that can be used to inform action planning.

TIME:

2 – 3 hours

PARTICIPANTS:

The whole community, or one person per family, in open informal groups.

PREPARATION:

- Inform everyone of the next steps in the CBDP process, and explain why it is important that someone from every family, especially the most vulnerable families, participates. Ask them to suggest when and where to meet, and discuss whether to split into subgroups by location or gender in order to have a manageable group size.

- Develop a checklist, print copies of this TOOL, clipboard and pens for the note taker, bring summary of information from the Transect Walk.

- Bring chalk and masking tape, which can be useful for drawing on a hard surface. Bring large paper and pens, to transfer the map onto paper and leave a copy with the community for future reference

51

Community Disaster Preparedness Programs

<small>MATERIALS:</small>

Use local materials (for example, use rice to represent regular houses, beans for vulnerable houses; sticks as village borders, etc). Chalk or masking tape can be a helpful addition. Drawing on the ground, with movable materials, encourages discussion

> Mapping on paper is often an exercise in frustration since it is hard to erase and redraw. Furthermore, the edge of the paper restricts the size and scope of the drawing. The best medium for mapping is a large space of open ground, using sticks, shells, rocks, leaves and other objects as markers. If this is not possible or appropriate, chalk on a cement floor or masking tape on carpet also work fairly well.
>
> *CRS PRA RRA Manual*

<small>PROCESS:</small>

1. Introductions

   - **Introduce** the team members and get to know the participants.

   - **Remind** the participants of the overall aim of the CBDP program. Explain that before taking action to prepare for disasters, it is useful to take a careful look at the village, what puts it at risk and what protects it from disasters.

   - **Explain** the process for today's meeting: The aim is to draw a map which shows all the features related to disasters: the useful places that protect people, animals and belongings from damage, and the dangerous places or hazards that increase the damage that occurs.

   - **Ask** the group if they have any questions.

   - **Ask** the group if they are willing to take part in the activity. Remind people that involvement is always voluntary, and if they decide to leave to attend to personal priorities, they should feel free to do so without asking permission.

2. Review
   Summarize what was learned during the transect walk: for example, certain areas are more exposed to disaster than others, and homes and crops are affected in different ways depending on where they are located.

3. Mapping Exercise
   - The facilitator starts the activity by drawing in one or two landmarks (usually those that are immediately evident from the spot where everyone is standing, maybe a road, building or tree).

   - The facilitator hands over to the participants and asks them to put down markers (stones, shells or leaves) to indicate the landmarks that they feel are important to show on a map.

   - As the activity gets underway, the team should be careful to stand back. The facilitator's interventions should be limited to "Is there anything else?", "Has anything been forgotten?"

   - When the villagers have completed the map as they would like it to be, the facilitator can ask about other questions they might have, or issues that appear on the checklist (See an example of a checklist below).

Example of Checklist

☑ What are the HAZARDS that put the community particularly at risk?

◊ Blocked drainage canals, broken embankments

◊ Which areas are at greater risk?

☑ What are the RESOURCES related to disasters in your community?

◊ Embankments, dikes, drainage canals etc

◊ Flood/cyclone shelters, health centers, schools

◊ NGO, CBO or government offices

☑ What are the SOCIAL capacities and vulnerabilities to disaster?

◊ Homes of teachers, nurses, traditional birth attendants

◊ High risk families because of geographic location, most affected by recent disasters

◊ High risk because of sick, elderly, handicapped family members

◊ High risk because of chronic poverty.

- One team member can draw the map into their notebook as it is being drawn by the villagers. These maps will then later be transferred onto flip chart paper so that it can be left behind and used for analysis in later sessions.

- Throughout the activity, listen to the discussion between the villagers, and encourage different people to speak out and share their points of view. If it is helpful, ask guiding questions to keep the focus on the disasters, areas of risk and means of protection.

4. Conclusion

- Ask someone to summarize the discussion, or give a quick summary and ask if people agree. Make the link with the overall CBDP program objectives and explain how awareness of a community's strengths and weaknesses is a key step in making a plan to address the community's needs.

- Ask for feedback on the session, in order to adapt the next session to meet people's preferences as much as possible.

- Encourage people to reflect further on what has been discussed and discuss it with their family members and neighbors. Their reactions and input can be shared at the next meeting.

- Thank people for their time and sharing their knowledge, and make arrangements for the next session.

TOOL 8

Institutional Mapping

DESCRIPTION:

Institutional Mapping uses a diagram to look at how a community is organized, both in terms of its internal organization and its relationships with the larger community beyond its orders. It normally consists of one large circle that represents the community, with smaller shapes inside that indicate the organizations, institutions and groups based inside the community. Shapes can be placed outside the large community circle to indicate organizations based outside the community, and lines and arrows can show the links and relationships between different groups.

PURPOSE:

To identify the institutions and organizations inside and outside the village, their roles, decision making processes and relationships.

TIME:

2 – 3 hours

PARTICIPANTS:

The whole community, or one person per family, in open informal groups arranged according to the community's preference.

PREPARATION:

- Inform everyone of the next steps in the CBDP process, and explain why it is important that someone from every family, especially the most vulnerable families, participates. Ask them to suggest when and where to meet, and discuss whether to split into subgroups by location or gender in order to have a manageable group size.

- Develop a checklist, print copies of this TOOL, clipboard and pens for the note taker, bring summary of information from the Transect Walk.

- Bring chalk and masking tape, which can be useful for drawing on a hard surface. Bring large paper and pens, to transfer the map onto paper and leave a copy with the community for future reference

MATERIALS:

- The diagram can be drawn on the ground, using natural markers such as stones and leaves. It may be helpful to collect materials in advance, in order to have a range of different size, shape and colored leaves, stones or beans for example. It can be transferred to paper at the end. Alternatively, it can be done using a large sheet of paper with shapes that are cut out of different colored card stock or paper.

- Checklist prepared in advance (see example below); copies of this Tool

PROCESS:

1. Introductions

   • After exchanging greetings, **remind** the participants of the aim of the CBDP program and **explain** the purpose of this activity. **Ask** if anyone has any questions and if so, clarify.

   • **Summarize**, through question and answer, the main outcomes of the Social and Resource Mapping exercise. **Ask** if anyone has any questions, or feedback from sharing it with their friends and family.

   • **Remind** people that involvement is always voluntary, and if they decide to leave to attend to personal priorities, they should feel free to do so without asking permission.

2. Institutional Mapping Activity

   • Begin by drawing a large circle on the ground. This circle represents the village; everything inside the circle is a village institution, while anything outside is an external source of power or influence. Show some examples of local materials that can be used to represent organizations and people. Show how they can be placed inside or outside the circle, and how their different sizes represent the size of the organization, or the size of its influence.

   • Suggest that the discussion starts with internal organizations, and ask the participants to think of groups, committees and associations in the village (including religious, educational, health, government and non governmental organizations). Encourage participants to choose symbols (e.g. leaves of different colors and sizes, stones, beans etc) to represent each organization, and place them inside or outside the circle according to their location inside or outside the community.

   • Listen carefully to the discussion that accompanies the activity. When it is helpful, ask guiding questions or remind the participants of the purpose of the activity. At suitable moments, check that all the organizations are represented on the map.

   • Then ask about individuals who play a particular role in the community. Different materials or shapes may be used to show men and women who have a particular influence in the village.

   • When all the insiders have been identified, ask about external organizations that have an influence, whether positive or negative, on the community. Here again, it can be useful to begin with groups and organizations and then finish with individuals. All the time, listen to the discussion, and if necessary ask guiding questions (see examples below).

   • As the external organizations are placed on the diagram, you may wish to discuss how these organizations intervene in the village. Links and relationships can be recorded on the diagram. For example, if they work with the whole village, a line can be drawn to the inside of the circle. If they work through a particular committee or individual, a line can be drawn from the outside group to the person or committee with whom they most often work.

3. Conclusion

   • When the diagram is finished, ask one of the participants to summarize what they have learned. Ask if there are any additions. Take the opportunity to ask questions to clarify your own understanding of the organizations and individuals, their roles and relationships.

TOOL 8 55

Community Disaster Preparedness Programs

- Ask the people present to share what they have learned with their family, friends and neighbors. Input and feedback can be shared at the next meeting.

- Thank people for their time and sharing their knowledge. Make a plan for the next session

Example of Checklist

☑   What is the role of these organizations in local decision making?

☑   Who are the community leaders and decision makers?

☑   Which organizations play an important role in preparing for and responding to natural disasters? What is their role?

☑   What is the role of government / NGOs?

☑   What is your relationship with other villages?

☑   Which is your relationship with the institutions, groups, and individuals most involved in disaster management? Are these institutions accessible by you and your community/village?

☑   What benefits do you get from these institutions, groups or individuals?

☑   Which ones are not accessible by you and why?

TOOL 9

Interviews to Identify Local Knowledge and Good Practice

CBDP Toolkit

DESCRIPTION:

At any point during the CBDP program field animators can interview community members to find out more about their experience of disasters. During the mapping activities above (Tools 5,6,7,8) some people may stand out as being more successful than others at preparing for disasters. It is important at about this stage in the CBDP process to tap into their knowledge and experience, and find out what they have done that works and how it can be adapted for wider use in the community.

PURPOSE:

To identify local knowledge and good practice, so that it can be understood and replicated in the wider community.

TIME:

20 – 40 minutes depending on the subject and the availability of the interviewee.

PARTICIPANTS:

Individuals who stand out as having had positive experiences, succeeding in reducing loss and damage by taking simple measures to protect themselves, their family and their livelihoods. Elderly people are often particularly knowledgeable.

PREPARATION:

Note down in advance what you would like to find out from the interview.

PROCESS:

- After exchanging greetings, explain what you would like to learn about and why (to help others learn how they can protect themselves from disasters).

- Use a mixture of observation and discussion to understand fully what this person has done which has helped them during times of disaster.

- Ask questions about the context in which this took place. In a different context would it have the same effect?

- Ask if there are any risks associated with it, or any disadvantages, or any ways in which it can be improved.

- Explain how this information can be useful for other members of the community, and suggest ways in which the interviewee can share it with some of the community groups (see Tool 12)

- Thank the interviewee for his / her time.

See Annex 7 for Interview Techniques.

57

CBDP Toolkit

TOOL 10

Forming Sub Groups

DESCRIPTION:

The planning process can be more responsive to different needs if done in smaller groups, formed according to social-economic status, caste, gender or location. Community members are consulted as to how to proceed and depending on their suggestions, groups are formed.

PURPOSE:

To form groups by socio-economic / castes/ gender or location who will start the disaster preparedness planning process.

TIME:

2–5 days

PROCESS:

1. Consultation

   • In community or hamlet meetings, or house to house visits, explain the next step of the CBDP program: there will be a series of meetings to look at the kind of problems we experience during disasters and to decide which of these are the most important. This will help us plan how to prepare for disasters. Explain that this means a time commitment of approximately 3 hours for two or three meetings over the coming month.

   • Explain that it is important for everyone to participate in this process, especially those people most affected by disasters, and for everyone to have opportunities to contribute their ideas and suggestions. Ask for ideas about how best to involve everyone.

   • Explain that people speak out most if they feel relaxed and confident with their fellow group members, so it may be better to have groups of people from similar backgrounds. Explain that these different groups will share their work before making the community plan, so all the different perspectives will be brought together to make one community plan.

   • Encourage people who have participated in the mapping exercises to continue their participation in the planning activities.

   • Encourage women to participate, because women play a key role in protecting the family, household and community assets during natural disasters.

   • Ask for their suggestions on group formation, and give them time to come up with proposals. Agree on a date for reviewing their proposals before the date of the first community planning meetings.

   > CRS India has found that if the same people participate in all the activities, from mapping through to planning, it gives greater continuity to the analytical process which is the foundation for all future preparedness activities.

2. Group formation

- Review and discuss the proposed participants and groups, bearing in mind the following:

- A group size of between 10 -20 people is optimal. If the group is much bigger it can be difficult to keep everyone actively engaged in the discussions.

- Separate groups for men and women are recommended so that women feel free to participate actively and speak without inhibitions. In a mixed group there is a risk that the women become observers of a male dominated activity.

- If respected community figures are in the same groups as vulnerable family members, take care that their presence does not dominate or inhibit the others.

- Take into account practical considerations such as where people live and where the group will meet, and try to form groups that will find it easy to get together at a convenient time and location.

> It is usually best to take the activity to the group in question. If you wish to work with women, for example, you will probably want to do the activity when and where they naturally congregate, at the river on clothes washing day, for example. - *CRS PRA RRA Manual*

3. Announcement

- Tell everyone which group they are in and the time and location of the next meetings (if it is helpful, post up the names of the group members in a public place.)

> HelpAge International recommends the formation of Older People's Associations to work on disaster risk reduction:
>
> - Older people, through their experiences and familiarity with their communities, are well placed to identify the needs and vulnerabilities of their families and neighbours, including the most vulnerable older people, as part of disaster preparedness planning.
>
> - The number of older people in the world as a proportion of the overall population is increasing. In disasters, older people's needs differ to other age groups and should be taken into consideration in disaster preparedness plans.
>
> - Older people are respected sources of knowledge in their communities, providing information on traditional coping mechanisms and/or their experiences of previous disasters, which is invaluable as part of preparedness planning.
>
> - Active older people often provide support as carers in their communities. Where adult children are incapacitated or unavailable, older people often assume responsibility for the wellbeing of their grandchildren. Including older people in emergency response and long-term development programmes improves their ability to provide better care and gives them a sense of security.
>
> - Participation in OPAs has contributed to increased confidence amongst older people, particularly older women. Where OPAs are already established, they have demonstrated their ability to plan and lead appropriate responses to disasters using the skills acquired. These activities benefit both vulnerable older people and their communities.
>
> - Involving older people in planning processes will result in the inclusion of older people in emergency responses, thus mainstreaming ageing in disaster risk reduction plans and activities.
>
> *Older People's Associations in Disaster Risk Reduction, HAI*

TOOL 10 | 59

TOOL 11

Problem Identification and Prioritization

DESCRIPTION:

The groups (formed by socio economic group or gender, see Tool 10) think about their experiences of disaster and identify the key problems they face at times of natural disaster. They make a list of these problems, using pictures or symbols so as to include illiterate members of the group. Either in the same meeting or in a separate meeting, everyone then places a marker (leaf, stone etc) next to what they perceive to be the most important problems. The number of markers against each problem is counted, and the problems are ranked in order of seriousness.

The choosing of key problems on which the CBDP program will focus is a critical step in the program. Therefore it is important to ensure that all vulnerable groups have opportunity to participate. If the formation of groups still leaves some people out, the ranking exercise can be taken to their houses to ensure their participation.

PURPOSE:

- To prioritize the problems according to which has the greatest impact on people's ability to deal with disasters.

- To ensure that all vulnerable groups have the opportunity to prioritize problems, and then to bring together the findings.

TIME:

With each group, one or two sessions, each a couple of hours long

PARTICIPANTS:

Each sub group does this activity separately, so it is repeated multiple times in a single community.

Lessons Learned

It is a lesson learned that doing the exercise in small groups then comparing and discussing results is the best way to ensure that the voice of the most vulnerable is heard.

PREPARATION:

Group members can bring the charts and maps from the earlier sessions.

MATERIALS:

- Pocket chart and local materials for ranking (stones or beans).

- Printed copies of this TOOL, clipboard and pen(s) for note taking, flipchart and pens for transferring the results of the ranking.

PROCESS:
1. Introduction
   - After exchanging greetings, **remind** the participants of the aim of the CBDP program and explain the purpose of this activity. **Ask** if anyone has any questions and if so, clarify.

   - Ask the group if they are willing to take part in the activity and remind them that involvement is voluntary.

Problem Identification

2. Ask the group members to review the previous sessions and recall what was discussed and the main things that they learned from the mapping exercises conducted so far. Keep the facilitation role to a minimum, and listen carefully to the discussion and think about links with the current activity.
   - Explain that group members will now think about their own experiences of natural disasters, and identify the key problems they faced, and then share them with their group members. Allow a little time for quiet personal reflection, or people can talk in pairs to identify the biggest problems they faced.

   - Encourage them to start sharing one by one. Ask someone to record each problem with a symbol or picture on the ground or flipchart paper. It might be useful to record the different components of a problem, for example not just "dirty water" but, flooded tube wells, dirty water, difficulties boiling water etc.

   - When all the problems have been shared, encourage the group to look again at the list of problems and make sure everyone has a common understanding of what each one represents.

3. Ranking
   - Distribute five stickers or stones to each of the group members. (If the list of problems is short three markers each may suffice). Explain that each person will select five problems which they think are the most serious problems related to natural disasters, and place their marker next to the problem on the chart. When everyone has placed their markers, they will be counted and the scores will show which problems are most important for the community.

   - Explain that the chart has different columns, for men, women, children and the elderly. Explain that different people can experience different problems, so the markers can be placed in the women's column if the problem is more serious for women. Generally women will rank their own priorities, placing their markers in the women's column, but they can also place their markers in the children's or old people's column if they want to show how important a problem is for that particular group. Explain that the exercise will be repeated with a men's group, and elderly people's group, so that everyone can express their own priorities.

   - Request that the participants should not be influenced by what other people are doing. Everyone should prioritize the problems based on their own experience of the troubles they have faced during disasters. Demonstrate how the pocket chart works, hiding the markers already placed so that everyone acts independently.

TOOL 11 61

Community Disaster Preparedness Programs

- After allowing time for everyone to think about their choice they place their markers on the chart.

- When everyone has placed their markers, ask them to count up the number of markers for each problem. Record the number next to each problem.

4. Discussion
   - Take the top ranking problem and ask participants to explain why they ranked it as important. Check that there is a general consensus that the problem is important. Look down the list of problems and see if there are other problems which are similar and discuss how they are linked – for example maybe one causes the other. If the participants want to, these problems can be clustered together.

   - Discuss the top five problems as above. Ask whether these top five problems are selected as the priorities for this group, or whether any important ones have been left out. More can be added, or only the two or three most important problems can be prioritized for action.

   - Summarize the activity that has been completed and explain that the next step is for the same group to meet again and think of possible solutions for these key problems.

5. Vulnerable Groups
   - If any particularly vulnerable groups or families have been omitted during the group formation, take this activity to them so that they can express their priorities. The selection of key problems which the CBDP program will address is a key step, so allow enough time for everyone to participate.

TOOL 12

Identifying Solutions

CBDP Toolkit

Description:

The sub groups discuss possible solutions for the top problems identified during the previous activity. The group members draw on their experience of recent natural disasters to identify what changes they would like to see that will reduce the damage caused by future disasters. They take time to consult community members about what has worked in the past and why. They meet again to share their ideas and refine their proposed solutions. They think about what can be achieved within their own means, and what requires external resources.

Purpose:

- To identify a range of existing and possible solutions to the key problems and the pros and cons of each.

- To probe the knowledge of elderly community members or resource people who have positive experiences to learn from.

- To understand that some changes require external resources and some can be achieved with the community's own resources.

Time:

Several meetings over a period of time. Each meeting may take a couple of hours.

Participants:

Each sub group has one or more meetings, sometimes with contributions from other community members who have knowledge or good practices they wish to share.

Preparation:

Field staff can conduct interviews (Tool 9) to find out about local knowledge and good disaster preparedness practice in the community.

Process:

1. Introduction
   - After exchanging greetings, **remind** the participants of the aim of the CBDP program and **explain** the purpose of this activity. It is important to stress the following:

     ◊ The aim of the program is to save lives at times of natural disaster, and reduce damage to food stocks, livestock and family assets.

     ◊ The program has limited resources. The aim is to identify changes that the families and communities can make with their own resources, and help them to organize to achieve them. Where external resources are required for important preparedness activities, the aim is to mobilize government resources. Program staff will help community members to develop plans

and organize meetings so that villagers can lobby the government (or other NGOs) successfully for funds.

◊ The program has a limited timeframe, so the aim is to identify a few key changes that can be implemented before the next flood/cyclone season. Key changes that require time can be initiated under this program, but the community has to take on a commitment to see them through to the end.

- **Ask** if anyone has any questions and if so, clarify.

- **Ask** the group if they are willing to take part in the activity and remind them that involvement is voluntary.

2. Finding Solutions

- Read through the top 3-6 problems that the group chose as top priority during the last exercise. Refresh everyone's memory of why these problems were chosen. Write each one on a colored card.

- Remind the group participants that between them they have a wealth of knowledge about how best to prepare for and respond to disasters. They have learned and adapted and innovated: now is the time to share and learn from each other. Local solutions are best suited to deal with local problems, so now is the time to reflect on all the things – big or little - that have made a difference during disasters.

- Explain the process: taking one problem at a time, the participants will think about changes that can be made that will reduce the damage caused by natural disasters, drawing on their own experience of disasters. Show how colored cards will be placed on the table (example below) to record ideas as they are discussed.

- Take the first problem, and ask the group members, how have people in the community have dealt with this problem in the past? Are some families more able to cope than others? If so, why? What attempts have been made in the past to tackle this problem? Have they succeeded or failed and why? How are the problem and possible solutions different for men and women? What solutions do the group members propose?

- Record the ideas with symbols or key words on colored cards.

- Review all the different solutions to the problem. Ask, what are the pros and cons of the various solutions? Are some people more able to implement them than others, are some people more likely to benefit than others? Help the group to see that one solution may be good for one part of the village and others for another part, or for some families more than others. Point out that many solutions can be carried out concurrently by different groups.

- Encourage the groups to think which changes can be made by the community without requiring external resources? And which require additional funds or technical input that have to come from outside? Refer to the Institutional Mapping to remind the group of the organizations and institutions who might be able to support community initiatives. On the table, place markers next to the ideas that can be achieved with the community's own resources, and note down ideas

about who might be able to provide external resources. Explain that solutions requiring external resources or extra time are not excluded, but need careful planning and consideration before committing to them.

- Participants may identify some solutions as taking more time than others, in which case the facilitator can encourage them to mark down which can be achieved within the program timeframe, or before the next flood/cyclone season.

- Repeat this for the each of the problems.

- The discussion may throw up many questions which cannot be answered immediately (for example, how much will it cost?). Record these questions on another piece of paper. Reassure the participants that it is normal that not all the information is immediately available, and explain that the role of the program staff is to help the community gather the information they require to make informed decisions and detailed plans.

3. Learning from Others

- The above session can be split into several meetings to give people time to think and consult with others. The participants can talk to other community members about possible solutions, what works and what doesn't work, and bring this information back to the group.

- The participants are encouraged to share what they have discussed with their family members, their neighbors and friends.

TOOL 13

Sharing Solutions and Developing a Plan

DESCRIPTION:

The sub groups share their proposed solutions with each other and with vulnerable community members. They meet again and put all the different solutions together to form the community disaster preparedness plan.

PURPOSE:

- To review and discuss proposed solutions with different sub groups and vulnerable community members.

- To draw all the proposed solutions together into a community disaster preparedness plan.

TIME:

Several meetings over a period of time.

PARTICIPANTS:

Sub groups and vulnerable families and family members who are unable to attend meetings.

PROCESS:

1. Sharing and Exchanging
    - Remind the sub groups that disaster preparedness is most important for the most vulnerable in our community. Ask them to think of families or individuals who are not included in a sub group who should be consulted at this stage. Suggest that they visit these people in their homes and discuss the proposed solutions and see if any adjustments or additions can be made to adapt the plan to their needs.

    - Encourage them also to visit people who have successfully prepared for disasters and learn from them.

    - Encourage the sub groups to sit with each other and share their ideas. Explain that they can expect their proposed solutions to be slightly different because they reflect different experiences and different needs. Encourage them to ask each other to justify and explain their choices, and learn from each other.

    - Encourage people, during the above discussions, or in their homes with their family, to reflect on what they each could do to contribute to the plan.

2. Consolidating
    - Bring all the sub groups together. The groups present their proposed solutions to each other.

    - The participants may want to group together the solutions that are similar. Take care not to lose the details that make the different solutions appropriate for the different groups within society.

One plan can include different options for different groups, and different groups may have different priorities.

- If participants start discussing who will do what, resource required, or timeframe, encourage them to remember or record their ideas. Explain that responsibilities will be decided in the community meeting (Tool 14), and detailed planning meetings will be held for each activity to decide what resources are required and how they can be accessed (Tool 17).

- Review the consolidated list of possible solutions. Ask participants to confirm that these proposed solutions will reduce the damage caused by natural disasters.

- Explain that the next step is to present their plan in a full community meeting, to seek endorsement of the proposed solutions and to develop a more detailed plan (who will do what, when).

- Encourage participants to prepare for this meeting by sharing their work with their families, friends and neighbors.

TOOL 14

Community Consensus and Taking Responsibilities

DESCRIPTION:

A full community meeting discusses and endorses the proposed solutions. Through the series of meetings and discussions and informal sharing between family and friends (Tool 13), almost everyone should be familiar with the work that has been done, so there should not be any proposals for radical change, but there may be new ideas and suggestions. Once agreed on the plan, the meeting participants assign people or groups to take responsibility for each of the proposed activities. Timeframes are also assigned.

PURPOSE:

To reach a community consensus on the proposed solutions and assign responsibilities and timeframes for agreed activities.

TIME:

2-4 hours

PARTICIPANTS:

The whole community.

PREPARATION

- The group members decide who will present their work to the community, and prepare their materials and presentation in advance (possibly using the maps to show the analytical process that supports the plan). The field animators can offer support with their preparation.

- Decide who will organize and moderate the meeting. The field animators can help to ensure that everyone is informed and encourage attendance at the meeting.

PROCESS:

1. Presentations
   - The group members present their work and explain the step by step process they used to develop a plan which is responsive to the different needs in the community and builds on local knowledge and best practice.

2. Reaching Consensus
   - The meeting moderator allows time to listen to opinions and suggestions, and then proposes that the community endorses the proposed solutions.

   - If the discussion becomes stuck at any point the community animators can remind the community that the aim is to come up with appropriate and practical changes that will improve the community's ability to cope with future disasters. If the number of proposed solutions is beyond the community's capacity, or exceeds the program timeframe, the list can be thinned out during the next steps, as people become more aware of their capacity to take on multiple commitments.

3. Taking Responsibility and Fixing Timeframes

- At this stage the CBDP animator may wish to explain how the meeting will proceed and possibly assign responsibilities for the first item before handing over to community members to facilitate.

- Remind the people present of the need to work together to protect lives, food and livestock at times of disaster. It may be helpful to give examples of the ways in which people have worked together and succeeded in saving lives and livelihoods at times of disaster. Ask people to be willing to volunteer their time and labor to achieve some of the changes listed above.

- Start with the most important change, and ask who will volunteer to work on it. It might be necessary to explain first what is involved, and to identify the steps that will need to be taken to achieve the intended change. It may be helpful to refer to the institutional map, to see which individuals and organizations have a mandate regarding that issue, and to explain that the program staff will try to help the community access external resources. Write names of volunteers up on the chart. The volunteers may be individuals, or a group of individuals, or an existing committee (Village Development Committee, Parents Teachers Association, Farmers Group, Self Help Group etc).

- Ask when they think this change can be achieved. Remind them of the necessity to put measures in place before the next disaster season and fix an appropriate deadline accordingly. Explain that each working group will meet and draw up a detailed plan of how and when their work will proceed.

- Repeat this process for each of the proposed solutions, reducing the interventions by CBDP staff as much as possible, and allowing the community to moderate their own discussion, or to select their own facilitator.

- If the detailed discussion reveals problems associated with one of the proposed solutions, (e.g. legal complications, land disputes, state or federal jurisdictions), the item can be taken off the list. Emphasize that the plan can be adapted or changed as new information becomes available.

INTERVENTION RANKING MATRIX FOR PROBLEM X:				
	Action	Person Responsible	Date to be Completed	Materials Needed
1.				
2.				
3.				
4.				
5.				

CRS RRA/PRA Manual Volume 1, p.103

4. Review the Community Disaster Preparedness Plan

- Allow time at the end of the meeting to review the plan, the names of the people responsible and the deadline for completing each assigned activity. Remind everyone of the objective of the program, and ask if this plan will bring about the desired changes. Will lives be saved and food, livestock and family assets be protected?

- Ask if people feel they have over or under committed? Is the plan practical and achievable?

- Thank everyone for their participation.

TOOL 15

Making a Plan to Check Progress

DESCRIPTION:

Community members decide who will be responsible for checking on progress in implementation of the disaster preparedness plan, and how to record the information. They select the most important changes they wish to bring about, and decide how they

are going to measure their achievements.

PURPOSE:

- To develop community indicators and decide who, how and when information will be collected and analyzed to measure progress.

- To develop a system that is flexible and allows for change based on analysis of the information collected.

TIME:

3-4 hours

PARTICIPANTS:

All individuals and groups responsible for implementation of activities in the disaster preparedness plan.

MATERIALS

- The detailed community preparedness plan.

- Printed copies of this TOOL, clipboard and pen(s) for note taking, flipchart and pens.

PROCESS:

1. Introduction
   - Thank everyone for coming. Remind everyone of the CBDP program objectives. Review the plan that was developed in the last meeting.

   - Explain that after making a plan, it can be useful to set up some sort of system for checking whether the plan is being implemented (Are the responsible people completing the tasks that have been assigned to them?) and whether it is working (Are the activities having the desired result?). Facilitate a discussion on whether the meeting participants think "Checking on Progress" is important. If they think it is, ask them to identify two or three concrete reasons why. For example:
     ◊ Checking Progress can reveal problems which can be solved by modifying or adapting the plan.
     ◊ Checking Progress can remind busy people that tasks have to be completed before the next disaster season
     ◊ Checking Progress helps to increase understanding of how different preparedness activities link together to form part of a community plan.
     ◊ Etc.

2. Checking Progress

- Ask, Who is best placed to check whether the community disaster preparedness plan is being implemented as agreed? If the group is large, or mixed, open sharing of ideas may be made easier by dividing into pairs or subgroups and then sharing ideas with the larger group.

- The meeting participants may nominate a few individuals, or an existing committee, or a new committee to take responsibility for checking progress against the plan.

- Ask how and when progress will be checked. They may decide to call community meetings, or to visit the responsible parties. It may be done at regular intervals, or by each group soon after the planned deadline for activity completion. The example below shows how symbols can be used to record simple information about achievement of activities. (See Section 7 and Tool 20 for participatory monitoring methods.)

- Ask how the information will be used, and by who. If some activities are not being completed, it is important to find out why, and to resolve the problems or modify the plan accordingly.

- Ask how information will be shared with the wider community.

3. Using pictures and symbols

Pictorial tables and plans can be helpful in organizing the collection of information. One option is for each person to adopt the leaf of a specific tree as his or her symbol, and then to record his or her completion of tasks or presence in meetings by sticking his or her leaf on a chart in the appropriate column. Or symbols can be used to show whether targets have been met fully, partially or not at all, as in the example below:

Activity + Target	Month 1	Month 2	Month 3
First Aid training (target: 20 people trained per month)		**X**	
Livestock Vaccinations (target: 50 livestock vaccinated per month)	**X**	**X**	
Grain bank contributions (50 families contribute 1 kg a month)			
Hygiene messaging (20 families visited once a month)		**X**	

Community Disaster Preparedness Programs

4. Measuring Change

- Ask the meeting participants to look at the preparedness plan and select one or more key changes which they wish to achieve before the next disaster season.

- Ask them to describe their current performance on this issue. There may be one or several ways to measure their current position in this area. Measuring can be done through counting (number of families, number of activities etc) or it can be done through reflecting and expressing opinions (how safe do we feel). Explain that they can measure the same things after completion of the plan and find out to what degree their activities have been successful.

- They may want to decide on methods to collect information in order to measure whether the change has been achieved (see below, Section 7, Tool 20 or Annex 14 for participatory methods).

- Explain that program also has some information requirements, for example measuring the quality and impact of program activities. Present the project's monitoring plan so that the community is aware of what CRS and partner staff will be tracking.

- Ask the meeting participants who will measure progress on these key changes, and when.

- Ask the meeting participants how they would like to structure the analysis sessions and to present the results to the larger community. Emphasize the importance of wider participation in the analysis, and the need to make decisions based on information that arises. Reinforce the message that the community disaster preparedness plan is flexible and can be adapted to respond to problems that are identified at any stage during implementation.

Community Score Cards

Community score cards are a participatory tool which can be developed by community members to measure change and set thresholds for achievement. Communities begin by selecting the criteria or indicators to be tracked in the score card. Each indicator should be tied to a desired quality or change while many indicators can be used to measure the same quality or change. Community members designate the current status (either through voting or consensus) from a scale of 1 to 5, with 5 being the highest or best. The value for each criterion is summed to provide a snapshot of the current status. Using the score card regularly can track the course of change for multiple services or situations.

Source: *The CRS South Asia M&E Guidance Series* p.16

TOOL 16

Getting Local Government Approval

CBDP Toolkit

DESCRIPTION:

The community submits their disaster preparedness plan to the local government authority and request formal approval.

PURPOSE:

To get government approval for the community's disaster preparedness plan.

TIME:

1 – 3 hours

PREPARATION:

• Find out to whom and when the plan should be submitted. Fix meetings as appropriate.

In India local government approval is an essential step if the community is going to access government resources for preparedness activities. There are two options: either submitting the plan in the village assembly (Gram Sabha), or to the local government authority (PRI). The former requires bringing the community planning group to the village assembly where they present the plan and put it to the vote. All voters have the right to attend the Gram Sabha and participate in decision making. If it receives over 50% of the votes, it becomes a formal plan of the Government of India and eligible for government funding.

• The CBDP animators can help the community to select their representatives for this meeting, and help these representatives to prepare for the meeting.

PROCESS:

• Meeting participants introduce themselves and explain the objective of the meeting.

• The community representatives explain the objective of the community disaster preparedness plan, the process by which it was developed and present the key points of the plan.

• They formally submit it for government approval.

• If relevant, highlight points in the plan that may require government resources. Ask for details on the procedure for requesting government funding and technical assistance. Note down relevant details.

• Thank people for their time and support for the community disaster preparedness plan.

CCPs and MLPs

The community disaster preparedness plan fits within the Government of India's disaster management and development framework. The Government's Disaster Risk Management Program requires communities to develop **Community Contingency Plans (CCPs)**, which are very similar to the community disaster preparedness plan. Once approved by the government, the community disaster preparedness plan can act as the CCP.

Micro Level Plans (MLPs) are broader development documents which influence the disbursement of funds by various government departments for development initiatives. The community disaster preparedness plan or CCP needs to fit within the broad aims of the MLP to meet government funding criteria.

73

TOOL 17

Detailed Activity Planning

DESCRIPTION:

The field animator helps the community groups do their activity planning. For example, if the farmers group has taken responsibility for organizing livestock vaccination before the next flood season, the animator guides the community group through the planning of what this involves, what needs to be done, who can be contacted to help, assigning timeframes and responsibilities. Depending on the ability of the group members, the field animator may facilitate the meeting, or quietly observe and occasionally intervene. The field animator is not expected to have technical knowledge in any given area, but general planning skills so that s/he can help to organize information and, if necessary, call in other people with greater technical knowledge or more management experience.

PURPOSE:

To identify the steps that need to be taken, timeframes and responsibilities to complete each activity in the disaster preparedness plan.

TIME:

1-2 hours per meeting

PREPARATION:

- Bring copies of the Social & Resource Map and Institutional Map.
- Provide flipchart paper, sticky tape, markers.

PROCESS:

1. Introduction

   - Explain your role as facilitator / observer of the planning meeting. Explain the objective of the meeting. Remind everyone of the key points of the disaster preparedness plan, and the findings of the Social & Resource Map and Institutional Map.

2. Activity Planning

   - Suggest that someone from the group leads the meeting. Set out the steps below and then hand over to a community member to facilitate the process.

   - Think of all the things that have to be done in order to achieve the desired change. What are all the components of this task? Think of everything that has to be done.

   - Share ideas, and, if group members are literate, note down one idea per card. If group members are not literate, make notes discreetly in a notebook. Organize the ideas under three headings: Before, During and After, according to what needs to be done in advance what needs to be done during a disaster and what needs to be done afterwards.

   - Take the first thing that needs to be done and ask, "Who will do it? What resources are needed? Is

external assistance required? When will it be completed?"

- Look at the Institutional Map to identify who may be able to help with certain activities. For example, in order to calculate the cost of a new culvert, it may be possible to locate a government engineer, or to research prices in the market, or to consult a local mason.

- Repeat for every component. It may become apparent that there are too many components, in which case the plan can be revised, or key components can be prioritized.

- Record decisions in a table with headings: Activity, Who, Total Resources Required, Community Resources, External Resources, Timeframe.

3. Checking Progress
   - Fix Targets for each activity. For example, if a training is planned, who needs to be trained? If livestock need to be vaccinated, how many? Explain that targets are necessary in order to check whether the activity has been properly completed, because it is possible to organize trainings and for the wrong people to attend, or to organize a vaccination campaign and not all livestock to be vaccinated. It may be helpful to refer back to the community plan to check progress developed in Tool 15, and add details or adjust it as required.

   - Ask them how often they will look back at the plan and discuss what has been achieved, how will they analyze why things have not been achieved, and how will they modify the plan if needed?

4. Conclusion
   - Finally, review the plan and check that everyone is in agreement.
   - Decide on a time to meet again to check on progress against the plan.

TOOL 17 75

TOOL 18

Key Messages for Community Water, Sanitation and Hygiene

Water Source Selection

> **Sphere Water Supply Standard 1**
>
> "All people have safe and equitable access to a sufficient quantity of water for drinking, cooking and personal and domestic hygiene. Public water points are sufficiently close to households to enable use of the minimum water requirement"

Selecting a Drinking/Food Water Source during a Flood Period

1. **The priority water source for drinking and food is from pre-existing hand pumps before they are flooded:**
    *   A handpump is considered flooded when the flood water is above the hand pump outlet.
    *   Hand pumps can be raised 6 inches by installing an extension pipe at the base of the pump before the arrival of flood water.
    *   Hand pumps in low land areas can be removed and the tube well sealed with plastic and clay before the floodwater arrives. The sealed tube well can be re-opened after the flood waters have receded.
    *   Tube wells that were flooded should be treated after the flood by pumping and shock chlorination after the flood.

2. **Rainwater is a safe source for drinking/food water needs**
    *   The rainwater collection surface can be from plastic sheets or corrugated iron sheets. The surface must be maintained and cleaned, this can be done by allowing the rainwater to clean the surface before collecting the water in a storage container.
    *   Rainwater storage containers must be kept clean and with a cover or lid.

3. **Flood water or surface water must be treated before being used for drinking or food**
    *   "The flood water collection location must be located 'upstream' in the general flow direction of the flood water. Unless there is an obvious pollution source nearby such as latrines, rubbish dumps or dead bodies."
    *   See water treatment options below.

Water Treatment Options during Flood Periods

Sphere Water Supply Standard 2

Water is palatable, and of sufficient quality to be drunk and used for personal and domestic hygiene without causing significant risk to health.

A three-step treatment process is recommended for treating floodwater before drinking or food preparation. The treatment includes removing sediment with alum (flocculation); straining the water though a filter fabric; and disinfection with halogen, aquatab or chlorine. All three steps are required because alum removes turbidity and 75% of pathogens; and halogen, aquatab or chlorine kill the remaining pathogens but are only effective in clear water.

1. **Flocculation**
    - Collect 10 Litres of water in a plastic bucket or clay pot container.
    - Add alum to water. The alum dose (amount to add to the water) depends upon the amount of dirt in the water. For guidance add 1 tablespoon (5 grams) of alum to very dirty water or 1 teaspoon (3 grams) of alum to slightly dirty water.
    - Stir water for 5 – 10 minutes and wait for the sediment in the water to coagulate and settle in the bottom of the container.
        ◊ If the sediment has not settled in the bottom of the container more alum should be added.
        ◊ If the sediment has settled in the bottom of the container and the water smells strongly metallic then too much alum has been added.

2. **Filtration**
    - Pour the clear water through a filter fabric into a second container. Ensure that the dirt and sediment are left in the first container and disposed of safely in a latrine or toilet if available.

3. **Disinfection**
    - Read and follow the dosing instructions on the halogen or aquatab packaging to ensure that the correct dose is applied to the water. Example:
        ◊ Add the required number of tablets to the clear water in a non-metallic container.
        ◊ Stir the water until the tablets have fully dissolved in the water.
        ◊ Wait for the required waiting period depending on the tablet recommendations.

Community Disaster Preparedness Programs

Alternative Water Treatment Options:

- Boil water at a rolling boil for 5 minutes if there is sufficient fuel available.

- Filter water with a sand or ceramic filter.

- Other treatment chemicals such as PUR.

Water Storage and Protecting the Quality of Water

The water quality of good tube wells, rainwater or treated floodwater can be maintained if the water is stored safely.

1. Water must be stored in a container with a tight fitting lid.
2. The container must be washed regularly with soap and clean water.
3. The best container provides the water through a tap or is poured from a spout. This helps by preventing contamination from hands or dipping implements such as a glass or mug.

Lessons Learned

An important lesson learned for past programs is that training in water treatment should be given prior to the disaster season.

Photos, like the ones below, can be used in water treatment training materials.

PUR Photos courtesy of Procter and Gamble (P&G).
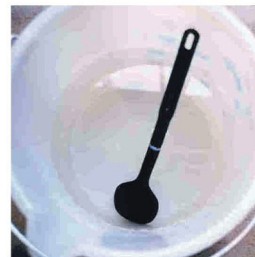

Source water

Floc formation after PUR addition

Floc formation after complete stirring

Decanting the water through a clean cotton cloth filter

Clean water ready for storage and use

Latrines, Defecation and Disposal of Faeces

Sphere Excreta Disposal Standard 1

People have adequate numbers of toilets, sufficiently close to their dwellings, to allow them rapid, safe and acceptable access at all times.

Selecting and Prioritizing Locations for Defecation

Prior to floods communities should identify appropriate defecation areas for women and men. Either latrines that are on raised land or that are downstream of the main drinking water sources.

1. **Latrines are Prioritized for Defecation**

    *   Defecate in flood/cyclone shelter latrines or household latrines that are above flood water levels on high land.

    *   Latrines in low land areas can be covered or sealed with clay to prevent flood waters from contaminating the local environment.

    *   Latrines should not be opened to allow flood waters to spread the faeces in the flood affected community's environment.

2. **Open Defecation Options**

    *   If no latrines exist in the flood-affected area and open defecation is the only option, then a careful controlled selection of defecation sites should be made, considering:

        ◊   Separate locations for men and women. Areas should be demarcated accordingly;

        ◊   Privacy;

        ◊   Location should be "downstream" of any water collection locations;

        ◊   Care should be taken to minimize pollution for neighboring communities as far as possible.

Hygiene Specific Issues

Hygiene promotion messaging should include all areas of environmental sanitation such as waste management, covering of food, use of sandals etc.

It is important to emphasize that: **Hand washing with soap before eating and preparing food is a primary way to prevent the spread of water borne diseases and infections.**

Methods/materials for disseminating hygiene messages should be discussed and developed prior to a disaster. Useful resources are available online, for example in the WHO's PHAST Toolkit.

Oral Rehydration Solutions ORS

For pre-packaged ORS sachets, follow the instructions. Usually one packet should be added to 1 Liter of water and mixed.

For homemade ORS, World Health Organization recommendations are: Sugar 40gram; Salt 3.5gram; Clean Water 1 Litre. The pinch and scoop method is based on estimating the amount of salt with a three-finger pinch, and of sugar by a four-finger scoop, the measured amounts being added to a cup of water. Warning: If the solution tastes 'more salty than tears' then there is too much salt and the mixture should be made again.

Community Disaster Preparedness Programs

TOOL 19

How To Develop IEC Material

STEP 1: DEVELOP THE IEC MATERIAL

- ☑ Determine the <u>Message</u> (the necessary knowledge gap / behavior change)

- ☑ Determine the <u>Target</u> (who needs to know / change).

- ☑ Locate <u>Existing IEC Material</u>

    ◊ Who to ask: partner organizations, CBOs, local government officials, task force members

    ◊ What to ask: which IECs are effective, locally and culturally relevant

- ☑ Jointly review and modify existing IEC material

- ☑ Jointly determine whether additional materials are needed

STEP 2: DISTRIBUTE IEC MATERIAL

- ☑ Only distribute those that meet your standards

- ☑ Seek appropriate distribution venues – be creative and make sure your message is reaching your target.

- ☑ Distribute after or at the same time as other program activities on the same theme, such as trainings or awareness campaigns.

Good IEC Material:

- Is illustrated, colorful, specific to local culture and has appealing slogans. It is designed to engage the target audience.

- Includes one or a very limited set of key, life saving messages. Too much information or too many recommendations may lead to no changes in practice.

- Is used to complement other participatory activities to support changes in behaviors, with locally appropriate solutions / guidance as to what can be done to address the problem identified, and an M&E component (if possible participatory monitoring by the same groups) to monitor actual change in behaviors (see Section 7 and Tool 20).

TOOL 20

Using Matrices for Participatory Monitoring

DESCRIPTION:

Community members can use tables or matrices to measure their progress against the plan. Setting information out in a table format helps to analyze it according to two variables, for example, whether new behavior has been adopted by different groups in the community. One set of variables is placed on the horizontal axis and the second set of variables is lined up vertically as shown in the example below.

After laying out the variables, the next step is to decide whether the matrix should be completed horizontally or vertically. In some cases it is possible to do it either way (though the results will be somewhat different) while in other cases only one way makes sense.

Use of Flood Shelters by Different Groups			
	Families living on high land	Families living on mid-level land	Families in lowland
Flood Shelter			
Public building (mosque, school)			
Raised land			
Neighbor's house			
Own home			

In the example above, if the matrix is ranked vertically, the interviewer would be asking, "when families needed shelter, where did they go?" If the matrix is done horizontally, she would be asking, "What kind of families went to the flood shelter?" In either case, more beans or stones would be placed in the box where there is greater use of the shelter and fewer in the box where use is less.

It generally works best to suggest, at the outset, that people place from zero to ten beans in each square. Should they later decide to increase the number of beans because they need to emphasize a certain variable, that is fine. But limiting the beans to ten at the beginning avoids the situation where mountains of beans are piled on each square, making it difficult to evaluate what people mean.

Follow up questions can be asked to help interpret the data, for example, why did some kind of families go to the shelter when others did not?

Historical Comparisons

Matrices can be adapted to collect information about historical versus current practices and experiences. In the example below, 2004 has been taken as the year of the last major flood, and 2009 as the recent flood year. The interviewer asks about differences between 2004 and 2009 crop losses for farming families (or a specific sub group such as share croppers or riverside farmers). The beans indicate roughly the proportion of families who experienced total, partial or no loss.

Crop losses before and after the program		
	Farming families	
	2004	2009
90% and over		
60 – 90% loss		
40 – 60% loss		
10 – 40 % loss		
0-10% loss		

The vertical variables can be adapted to collect information about a number of program indicators all in one table. Always try to keep the amount of information at a useful minimum, for example collecting information only about the most vulnerable families (as monitoring the most vulnerable is a good way of monitoring the impact of the program on the whole community). Beans can be placed to indicate the rough number of vulnerable families who have experienced total loss of various assets, for example:

	Most vulnerable families	
	2004	2009
Total loss of crops		
Total loss of food stores		
Total loss of poultry		
Total loss of goats		
Total loss of cattle		
Total loss of documents		
All family members fell ill		

The matrix above should be analyzed horizontally. That is, take a variable such as loss of poultry and look at how it has changed over time. Ask people to explain any significant changes in the number of beans over time. Notice which variables seem to change in parallel ways, and which work in opposite directions. Spend time asking about any interesting patterns that you see and discussing why things happen that way.

Age and Gender Disaggregation

Matrices can help to collect information that is specific to men and women, or children, adults and elderly. The example below uses a bean matrice to investigate changes in hygiene practices between different groups according to age and sex. A total of ten beans for each social group can be divided between those who do and those who do not wash their hands with soap before eating. This can be used to see whether, for example, more children wash their hands with soap before eating than old women.

Hygiene practices by social group

	Children	Women	Men	Old Women	Old Men
Washes hands with soap before eating					
Does not wash hands with soap before eating					

Each time a number of beans is put down, the animator can gently probe to find out why that number of beans has been used, especially in relationship to previous boxes that may have another amount. Hence, if more women wash hands with soap then men, the interviewer can ask questions to get a better understanding of why some people adopt good practices or what are the possible barriers to change for different social groups.

Interpreting Results

Throughout the exercises, listen to the discussion and ask questions to increase understanding of why certain behaviors are (or are not) practiced or why different social groups behave differently. In interpreting the results, it is important to remember that the number of beans will, in most cases, have no absolute meaning. That is, five beans does not mean five families, it merely means that comparatively more families than the group which has only three beans in its column, and fewer than the group which has ten beans in its column. Bean counting is valid for establishing trends but it should not be pushed to levels of precision that are not appropriate.

REFERENCES

Acronyms

CAP	Community Action Plan
CBDP	Community Based Disaster Preparedness
CBDRM	Community-Based Disaster Risk Management
CBO	Community Based Organization
CCF	Community Contingency Fund
CCP	Community Contingency Plan
CRS	Catholic Relief Services
DM	Disaster Mitigation
DMC	Disaster Management Committee
DMT	Disaster Management Team
DP	Disaster Preparedness
DRM	Disaster Risk Management
GP	Gram Panchayat (village level government committee)
IEC	Information, Education and Communication
M&E	Monitoring and Evaluation
MLA	Member of Legislative Assembly
MLP	Micro-Level Plan
MRO	Mandal Revenue Officer
NGO	Non-Government Organization
OPA	Older People's Association
PM&E	Participatory Monitoring and Evaluation
PLA	Participatory Learning and Action
PRA	Participatory Rural Appraisal
PRI	Panchayat Raj Institution
PWD	Persons with Disabilities
RRA	Rapid Rural Appraisal
SHG	Self Help Group
TF	Task Forces
ToT	Training of Trainers
VDMC	Village Disaster Management Committee
VDMP	Village Disaster Management Plan
VDMT	Village Disaster Management Team
VLC	Village Leadership Committee

Glossary of Terms

(ISDR Definitions, January 2009)

- **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.

- **CAPACITY BUILDING**: Efforts aimed to develop human skills or societal infrastructures within a community or organization needed to reduce the level of risk.

- **DISASTER**: A serious disruption of the functioning of a community or a 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.

- **DISASTER 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.

- **DISASTER RISK MANAGEMENT**: The systematic process of using administrative decisions, organization, 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.

- **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.

- **MITIGATION**: Structural and non-structural measures undertaken to limit the adverse impact of natural hazards, environmental degradation and technological hazards.

- **RESILIENCE**: The capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing in order to reach and maintain an acceptable level of functioning and structure. This is determined by the degree to which the social system is capable of organizing itself to increase its capacity for learning from past disasters for better future protection and to improve risk reduction measures.

- **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.

- **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.

Further Reading

Building Resilient Communities A Training Manual on Community Managed Disaster Risk Reduction, IIRR and Cordaid. <www.cordaidpartners.com>

CRS Asia M&E Guidance series <www.global.crs.org/worldwide/SouthAsia>

Community Based Disaster Risk Management Field Practitioner's Handbook, Asian Disaster Preparedness Center <www.adpc.net>

Characteristics of a Disaster-resilient Community: A Guidance Note 2007 for DFID Disaster Reduction Group, John Twigg <www.preventionweb.net>

Disaster Preparedness Programs in India: A Cost Benefit Analysis by Courtney Cabot Venton and Paul Venton, HPN Network Paper Number 49 November 2004 <www.odihpn.org>

Gender Matters: Lessons for Disaster Risk Reduction in South Asia (2007), ICIMOD <www.books.icimod.org>

Impact Measurement and Accountability in Emergencies: The Good Enough Guide, Emergency Capacity Building Project (ECB) — 2007 <www.crsprogramquality.org/pubs/ME/goodenough.pdf>

Indigenous Knowledge for Disaster Risk Reduction: Good Practices and Lessons Learned from Experiences in the Asia-Pacific Region 2008, International Strategy for Disaster Reduction, European Union. <www.unisdr.org>

Local Level Risk Management: Indian Experience. An Initiative under the GoI UNDP Disaster Risk Management Programme <www.data.undp.org.in/dmweb/pub/LLRM.pdf>

Older People's Associations in Disaster Risk Reduction: A resource book on good practice, HelpAge International <www.helpage.org/Resources/Manuals>

Older People in Disasters and Humanitarian Crises: Guidelines for Best Practice, HelpAge International <www.helpage.org/Resources/Manuals>

Participatory Hygiene and Sanitation Transformation (PHAST) A step-by-step guide: A participatory approach for the control of diarrhoeal diseases, WHO <www.who.int/water_sanitation_health/hygiene/envsan/phastep/en/>

Rapid Rural Response Appraisal and Participatory Rural Appraisal (RRA/PRA) A Manual for CRS Field Workers and Partners K. Freudenberger, 1999 <www.crsprogramquality.org/pubs/ME/RRAPRA.pdf>

"Preparation is the answer to India's monsoon devastation" Caritas Germany's Christina Grawe interviews
Fr Prakash Louis of Bihar Social Institute, a CRS and Caritas India partner.
<www.caritas.org/activities/emergencies/disaster_preparednesses_in_india.html>

Sphere Handbook <http://www.sphereproject.org>

Vulnerability and capacity assessment: an International Federation guide, International Federation of Red
Cross and Red Crescent 1999

ANNEXES

Annex 1

How Disasters Affect Men and Women: A Case Study on the Bangladesh 1991 Cyclone

Gender determines the resources and opportunities to which an individual has access and to which he/she is exposed. Because of the way in which power (political, economic, social) is distributed throughout much of South Asia, women usually have considerably less access to and control over resources to protect their well-being, and they are also less likely to be involved in decision-making about key issues in their lives (WHO 2002).

At its most extreme, this is manifested in the disproportionately poorer health and nutritional status, lower levels of literacy and education, and higher morbidity/ mortality rates of women and girls compared to men and boys (Gurung 1999; UNICEF 2006).

Thus, while men are obviously affected (and, depending on context, often harder hit by disasters) the broad trend in South Asia and elsewhere is that women have special difficulty in withstanding and responding to crisis situations (Chew and Ramdass 2005; Enarson 2000; SEEDS 2005).

The Bangladesh Cyclone of 1991

During the Bangladesh cyclone of 1991, mortality levels amongst females over the age of ten were three times higher than those of males (Twigg 2004).

Why did this happen?

1. Females have cultural restrictions on their use of space: Often the gender division of labour keeps women in or close to homesteads, and they limit their own choices by believing they can't (physically or culturally) climb into trees or onto roofs.

2. Women lack decision making authority: It is well-documented that in the Bangladesh cyclone of 1991 when many women waited for their husbands to return home to take the decision to evacuate, thereby losing precious time that might have saved their lives and those of their children (D'Cunha1997).

What went wrong?

In the aftermath of the Bangladesh cyclone of 1991 it was found that early warning signals had not reached large numbers of women. The information had been disseminated primarily in market places to which, in this highly sex-segregated society, many women do not have easy access. Moreover, it had also been erroneously assumed that men would convey the warning information to their family members. This did not occur to the extent that it should have, partly because many people discounted the severity of the warnings (cyclones since 1970 hadn't caused much damage), but also because many men failed to share the relevant information with their wives. In the absence of timely and relevant information, women were unable to minimise the risks to themselves, their children, and whatever productive assets they could otherwise have saved.

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3. Sometimes clothing too can be a hindrance: for example, waterlogged saris constrained women's ability to move (Chew and Ramdas 2005). Context, however, is everything: saris were an important 'tool' in rescue and relief efforts during the devastating Bhuj earthquake in 2001 and were used to pull people out of buildings and served as stretchers to convey the injured to medical attention.

4. Women's sanitary and health needs may be overlooked. In the chaotic conditions that prevail in the aftermath of a disaster it is common for the sanitary needs of women and girls to be overlooked or to not be adequately addressed, or if addressed often inappropriately (for example the distribution of sanitary supplies and underwear is under the control of men). Inadequate attention is given to pre- and post-natal issues and complications such as early pregnancy loss, premature delivery, stillbirths, and delivery related complications – all of which have been noted to increase in the aftermath of disasters.

What went wrong?

In the aftermath of the Bangladesh cyclone of 1991 it was found that sex-segregation norms also contributed to preventing women from protecting themselves and their families by taking the initiative to go to relief distributors and to shelters. Women who did get to shelters found them ill-suited to meet gender- and culture-specific needs: in a social context where seclusion is practised, large numbers of men and women were crowded in together with no prospect of privacy for pregnant, lactating, and menstruating women; and shelters lacked separate toilets and adequate water supplies. (UNEP 1997)

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5. Women's workloads increase: After a disaster women still need to fetch water and fuel; wood must be found; meals need to be prepared; and infants, small children, and the elderly require care. Women's work may become more labour intensive because natural catastrophes disrupt access to the resources, thereby resulting in longer walks to sources of water, fodder, and fuel (United Nations 2004). In some situations aid agencies have increased women's work burdens by taking for granted their labour and care giving inputs. In others, women have been excluded because aid agencies decided they should dedicate their time to domestic and child care duties.

6. Stress: An additional pressure placed on women during disasters is the social obligation to deal with stress experienced by other family members. Typically this is not even acknowledged by disaster relief/rehabilitation agencies.

7. Women are more economically vulnerable: Their economic vulnerability: compared to men, they have lower literacy and educational levels, have considerably less access to productive resources (notably land) and to income-generating opportunities, and are more likely to be over-represented in the agricultural and informal sectors which tend to be badly hit by natural disasters.

8. Women may be excluded from relief or compensation: NGOs involved in relief and reconstruction work reported that it was not uncommon for women, even in areas where no formal constraints on women's physical mobility exist, to feel intimidated by having to deal with male relief workers who were not their kin and, hence, they did not receive the relief supplies available. Distribution systems may require proof of identity for the head of household, and women who had lost their male family members can find it difficult to go to the government offices on their own. Women have to deal with the discomfort of interacting with male distributors for relief supplies, or face a situation where male kin use relief items to meet their own needs, spending money on pan and cigarettes, taking crucial resources away from household needs (Enarson 2004).

9) Land ownership: In the aftermath of the '91 cyclone, Bangladeshi women heads of household were overlooked in the allotment of land and housing because it was based on the previous patterns of ownership; allotment ownership had been in men's names, with the result that new allotments were

given to even very young sons or the brothers of deceased husbands but not to widows (Asian Disaster Management News, 1997).

In Pakistan following the severe floods of 1992, a non-government organisation, Pattan, developed new institutional structures to facilitate reduction in community vulnerability to floods; and special emphasis was placed on developing women's capacities. Features of the group's work included employing female relief workers, introducing the concept of co-ownership of houses by both husband and wife, registering women as heads of households to receive food for their families, and involving women in designing and constructing houses. While the concept of joint house ownership took some time to be accepted, over time it has contributed to a reduction in domestic violence and has given women a greater sense of self-confidence which has been translated into their involvement in other collective projects (Twigg 2004).

<u>Source</u>:

Gender Matters: Lessons for Disaster Risk Reduction in South Asia (2007), ICIMOD

Annex 2

Choosing your PRA Participants

2. Triangulation of the PRA team To the extent that PRA is an ongoing process that is used by communities to set priorities, make decisions, and plan, it is critically important that diverse interests in the community are represented on the "team." A danger that is always lurking behind the participatory process is that a minority group within the population will coopt the process and purposefully and systematically bias the results to favor their own interests. The team for a PRA is really everyone in the community who takes an active role in the PRA process.

> **A danger in the participatory process is that it can be coopted to serve the interests of a particular group. Men may exclude the interests of women; the wealthy or a certain ethnic group may attempt to capture project benefits. While a donor organization has little say in how a community organizes its internal affairs, it does have a right (and some would say, responsibility) to see that interventions carried out with its support do not neglect the concerns of poor, vulnerable, and generally marginal populations.**
>
> **In an RRA in Mauritania that was trying to find out the needs of the poor black Maure population, a more educated white Maure offered to help by helping to recruit people to participate in various study activities. As the study progressed, the team realized that his selection of informants had a strong bias toward his personal concerns and the participants, while themselves very poor, were too afraid to vent their real concerns since they had been hand-picked by their patron.**

Realistically, however, everyone cannot be involved at the same level without the process become extremely unwieldy. This manual therefore recommends that a "steering committee" be established for the PRA activities. A steering committee might be composed of, for example, twelve members, four from each of three quartiers in a community. The four people might be comprised of an older woman and older man and a younger woman and younger man. Within the group of twelve, then, it would be important to ensure that the different ethnic and religious groups present in the village be represented, as well as families who are richer, poorer, and about average. This steering committee should, ideally, be selected in a village plenary meeting where the various criteria are discussed and decided upon as a group.

This committee (which essentially becomes the core PRA team) then mobilizes the population as needed for various activities and planning sessions. While this smaller committee may do much of the information gathering and analysis, the actual prioritization of issues, planning for solutions, and drawing up of the CAP should generally take place in plenary sessions where all those who wish to be involved are invited.

What is the role of the CRS or counterpart facilitator in this team? The role will change depending on how far along the community is in the process. At the beginning, the staff person will probably act as a leader of the steering committee, guiding the process, overseeing that triangulation is taking place, and generally playing an active role on the team in assuring that critical issues are brought up and

addressed. Over time, however, as the villagers learn the techniques and principles of the methodology, the facilitator will take more of a back seat, supporting the process, but not leading it. An important role throughout will be to continue to promote the principle of triangulation and the participation of diverse groups.

The broad participation of different interest groups should be a key factor that is used in monitoring and, eventually, evaluating the PRA process.

Source:
Rapid Rural Response Appraisal and Participatory Rural Appraisal (RRA/PRA) A Manual for CRS Field Workers and Partners p.22-23

Annex 3

Training Module in Participatory Planning for CBDP

Overall objectives of the Training of Trainers (ToT)

By the end of the ToT, participants should:

1. Understand the role of vulnerability and capacity in disaster management.
2. Understand the importance of people's participation in Disaster Management (DM) programs.
3. Understand PRA/PLA approach and various tools that promote people's participation in DM programs.
4. Understand how the Participatory approach can build a community's capacity to develop and implement their Disaster Management Plan (DMP).

Topics

Topic 1: Hazard, Risk, Vulnerability, Capacity and their inter relationships in the context of Disaster

Topic 2: The Importance of Participation

Topic 3: Basic Underlying Principles of Participatory Approach / Adult Learning

Topic 4: Familiarizing the participants with different Participatory tools

Topic 5: Gender in Disaster Management

Topic 6: CBDP Implementation

Topic 7: Participatory Monitoring & Evaluation

Topic 8: Review & Conclusion

5-Day Training

Day ONE: Topics 1,2,3 (Sessions 1-5)

Day TWO: Topic 4 (Sessions 6-10)

Day THREE: Topic 4 (Sessions 11-12 and Field Visit)

Day FOUR: Topic 4, 5 (Sessions 13-14 and Field Visit)

Day FIVE: Topic 6,7,8 (Sessions 15-18)

(Adapted from CRS and Caritas Bangladesh Training Module, 2006)

DAY 1

Topic 1: Hazard, Risk, Vulnerability, capacity and their inter relationship in the context of Disaster

Time	Objectives & Key Messages	Methods
2 hours	<u>SESSION 1</u>: Introduction and objective setting **OBJECTIVES – Participants will:** • Get to know each other and understand some key definitions and terms. • Learn expectations of the participants. • Set objectives setting for the training • Complete the pre-test **HANDOUTS:** • ToT Objectives **MATERIALS:** • Terms and definitions written on colored cards (same number of terms as participants) • Flipchart paper, pens	1. Welcome participants. Official government of community protocols are observed in terms of visitors and notifications. 2. Facilitator invites the participants to pick up two small colored cards (one term and one definition) and asks them to find their matching partner. Then spend a few minutes finding out about each other (name, background, what they understand about the definition and one expectation for the training). Then everyone introduces their partner to the group. (See Glossary) 3. Facilitator presents the training objectives and clarifies which expectations can be met by the training and which cannot. If certain expectations are outside the scope of the training, explain why. 4. Facilitator and participants develop ground rules for the training. 5. Facilitator explains purpose of and administers pre-test.

Time	Objectives & Key Messages	Methods
1 hour	**SESSION 2**: Disaster Preparedness Definitions **OBJECTIVES – Participants will:** • Learn the definitions of Disaster, Risk, Vulnerability and Capacity. • Understand that Risk, Vulnerability and Capacity are inter related. Disaster = hazard x vulnerability / capacity • Understand that Disaster Management = Increased Capacities – Decreased Reduced Vulnerabilities – Risk Reduction. **KEY LEARNING:** • Group faced risk, revealed capacities, helped each other; showed leadership. • Unorganized response -> increased vulnerability • Organized response -> decreased vulnerability **POWERPOINT**: • Terms and Definitions	1. Boat game: Simulation where an area is defined as a boat in the middle of a cyclonic storm in the sea. There is only one boat made of a select number of chairs which reduces in size (i.e. number of chairs) as the game continues. The aim is to remain in the boat by keeping your feet off the ground and on a chair. Participants will have to save one-self as well as friends. 4-5 rounds of the game. The objective is to see how the community makes decisions on where people will be placed and reveal vulnerabilities of members 2. Plenary: • What do you think about the game? How did you react? • What strategies did people use to stay in the boat? What resources did people use to stay on the boat? (note these under the heading Capacities) • If some people were left out, why? Were some people or places more vulnerable than others? Why? (Note these under the heading Vulnerabilities) • Are there any differences in problems faced by men and women? (note under relevant heading, Capacities or Vulnerabilities) 3. Understanding Risk: Facilitator explains the formula for disaster risk: the hazard may be the same, (flood) but if people are more vulnerable, the risk of harm is greater. The more capacities you have, e.g. skills, good health, strong house etc, then risk is reduced. Disaster Risk = $\frac{\text{Hazard x Vulnerability}}{\text{Capacity}}$ **SO DISASTER PREPAREDNESS:** • Risk Reduction + Increased Capacity = Reduced Vulnerabilities • Increased capacity is critical for Disaster Preparedness
	BREAK	

Community Disaster Preparedness Programs

Time	Objectives & Key Messages	Methods
1 hour 15 min	**SESSION 3:** **Key messages:** • Identification of vulnerabilities and capacities is critical to preparedness. • CBDP is about identifying local knowledge and good practice, creating opportunities for community members to learn from each other, and building on best practice in the preparedness plan.	1. Sharing of Experiences: Facilitator asks people to get into pairs and discuss examples of community capacities and vulnerabilities in a disaster context, based on their own experiences. They write examples on colored cards. 2. Presentation by the Groups: Facilitator invites groups to share the examples, and regroup them into common themes (e.g. human, material, natural, etc). Recognize how many capacities exist at community level. Explain tools that will be used to identify local knowledge in the community (eg Tool 9) and how this will be integrated into CBDP planning activities (Tool 13). Read resources on local knowledge and good practices (see Section 5 and Annex 8)

Topic 2: The Importance of Participation

Time	Objectives & Key Messages	Methods
1 hours	**SESSION 4:** **Objectives – Participants will:** • Understand that Community Based Disaster Preparedness means involving the whole community, especially the most vulnerable **Key learning messages:** • When everybody is included in the whole process of Disaster Preparedness, then the capacity of community is increased to reduce the impact of disaster. • Women can and should play a big role in the Community Based Disaster Preparedness.	1. **Learning Conversation on How to protect one's village.** Read the story on Community Based Disaster Preparedness to two-three groups of participants. Ask participants in pairs – What do you think about the story? Discuss in the large group. Consolidate the points that were mentioned by the large group. 2. Plenary: All sub groups discuss the two questions in the plenary. *Note: Prepare a story ahead and share the method with the (co)facilitator's for uniformity in the facilitation. Example attached is India-specific, and a draft.*

Topic 3: Underlying Principles of Participatory Approach / Adult Learning

Time	Objectives & Key Messages	Methods
90 min.	**SESSION 5**: **OBJECTIVES – Participants will:** • Know how to behave when facilitating participatory activities. • Know what to do in the first week of being a CBDP animator in a community. **KEY LEARNING MESSAGES**: • Participatory activities require the participation of everyone in the community, possibly in groups organized by hamlet, or by gender. • Participatory activities mean learning from each other, respecting local knowledge, identifying good practices, building on what works.	1. Cartoon Review: Participants are asked to identify one or two key principles/behaviors from the pictures in maximizing participation. 2. Plenary: • What are some prejudices and biases that can affect a participatory process and how they can be avoided? • What key principles and behaviors are important in facilitating community participation? • Handout and read together Tool 3:Tips for Facilitating a Participatory CBDP Meeting and Annex 6: How to be a Facilitator: Some Important Points. 3. Exercise: Imagine you have a week to get to know the community where you will be working as CBDP animator, and to establish your relationships with everyone in the village. What will you do? Name specific activities you will do. Share ideas in plenary. Read Annex 4.
15 min.	Feedback from the participants	Participants are given a sheet to write their feedback of the day

DAY 2

Topic 4: Familiarizing the participants with some Participatory tools

Time	Objectives & Key Messages	Methods
45 min.	**SESSION 6**: Recap of Previous Day and Incorporation of Feedback	1. Throw the ball and ask recap questions of each person who catches it. 2. Facilitator summarizes the feedback provided at the end of previous day's session and shares how that feedback will be incorporated today.
1 hr 15 mins	**SESSION 7**: **OBJECTIVES – Participants will:** • Become familiar with the range of tools used in CBDP programs, their sequence and objectives	1. Initial Brainstorm: Ask participants to brainstorm their experiences in using various tools to increase people's participation. 2. Plenary: from the brainstorming, select the tools which are used in CBDP, and put them in the order in which they are used. Conclude by handing out Tool 4.
2 hrs	**SESSION 8**: Introducing Transect Walk **OBJECTIVES – Participants will:** • Learn the purpose of a Transect Walk • Learn how to conduct a Transect Walk	1. Provide overview of Transect Walk: what it is, why it is important, how to conduct one. Read Tool 5 together. 2. Role Play: Facilitate a transect walk in the locality. Participants will play the role of villagers. Facilitators will lead the walk in two groups. 3. Mapping: Two groups facilitate mapping of the Transect walk. 4. Plenary: Each group presents their map and full group discusses the content and process.
3 hrs	**SESSION 9**: Historical Profile & Social and Resource Mapping **OBJECTIVES – Participants will:** • Understand the purpose of Historical Profile & Social and Resource Mapping. • Learn how to facilitate Historical Profile & Social and Resource Mapping	1. The participants pretend to be community members (decide on somewhere everyone is familiar with) and the trainer acts as the community animator, and facilitates the Historical Profile and then Social & Resource map, as it is done in the community. 2. Plenary: Read through Tool 6 and Tool 7 together. Discussion on what participants learned as community members during the exercise. Then, what did they learn as CBDP staff? Discuss how they would facilitate this in their project area.
2 hrs	**SESSION 10**: Institutional Mapping	*As Above, using* Institutional Mapping Tool 8
15 min.	**Review field visit plan for following day**	Organize groups, review schedule, Tools
		Daily evaluation

DAY 3: Field Visit

Time	Objectives & Key Messages	Methods
7 am		• Arrival in the village. • Introductions, explanations, group formation. The aim is for each group of training participants to practice the transect walk and one group activity, either Social & Resource mapping or Institutional Mapping.
3 hrs		Field practice of the activities
		• Report back to the community. • Depart
1.5 hrs	SESSION 11: Discussions in Plenary	1. Discussions in Plenary on the following questions: • What worked well or not so well in terms of process? • What are your comments on the results of the activities? 2. Additional Questions: • What was the level of participation by all? What was the level of participation by women? By the most vulnerable? • What about facilitators' skills, attitudes and behaviors?
2 hrs	SESSION 12: Problem Identification and Ranking OBJECTIVES – Participants will: • Learn how to facilitate Problem Identification and Ranking in the community. • Understand why it is important to form smaller groups for these exercises, based on socio-economic group, gender, caste or location. HANDOUTS: • Smaller Group Formation Tool; Problem Identification and Ranking Tool	1. The trainers ask the participants to take on the role of community members, and act out the following steps based on their knowledge of the community visited for the field testing. 2. The trainer facilitates a brief version of small group formation (Tool 10). 3. Then the trainer facilitates the problem identification and prioritization session as if the participants are community members, following Tool 11. If there are two trainers, they facilitate the activity with two smaller community groups concurrently, then the groups share their outcomes. Key Message: • The community's identification and ranking of problems is not homogenous, different groups or families can have diverse points of view based on their different experience.

Time	Objectives & Key Messages	Methods
.5 hours	**Field visit plan** Teams, Tools to practice, logistics	1. Inform villagers in advance. Fix up the timing as per the villagers' convenience. Decide which tools to field test. (suggestion: Problem Identification and Prioritization). 2. Review this morning's feedback from first field testing. What do we need to improve upon?
15 min.	Feedback from the participants	Participants are given a sheet to write their feedback of the day.

DAY 4: Field Testing

Time	Objectives & Key Messages	Methods
7 am	Arrive in the field	Greetings, explanations, group formation.
3–4 hrs	To strengthen facilitation skills. To listen to how one community analyzes its disaster experience using the activity, and learn from their experience.	1. The training participants facilitate the activity, following the relevant Tool. 2. Feedback to the community. Depart.
Post field session (2:00 pm)		
1.5 hrs	<u>SESSION 13</u>: **Objectives – Participants will:** • Identify practical tips on what to do and what not to do when facilitating participatory activities. • Integrate field testing experience into the Tools. **Key Learning Messages:** • Once confident with the tool, the facilitator can adapt the methodology to achieve the purpose.	1. Discussions in Plenary: • What is your feedback from today's field visit? What went well and why? What did not go well and why? Consolidate the feedback into tips for best practice of facilitation of participatory activities for CBDP. • Review the Tool in the light of the field experience. Is there anything that needs to change or could be improved?

Topic 5: Gender in Disaster Management

Time	Objectives & Key Messages	Methods
2 hrs	**SESSION 14**: Gender as a Cross Cutting Theme in CBDP **OBJECTIVES – Participants will:** • Understand the different tasks and responsibilities of men and women in normal times and times of disaster. • Understand the importance of group formation and inter-group sharing in developing appropriate solutions to all vulnerable groups in society.	1. Introduce the session with a definition of Gender vs Sex. Then facilitate the Clock Exercise (Tool 1), with training participants playing community members. 2. Discuss what the participants learned from this exercise. Discuss when to use the clock activity in a CBDP program 3. Group work. What did you learn about men and women's different experiences of disasters during the field visits? Discussion. Underline importance of giving men and women the time and space to express themselves (group formation and inter group sharing) so that they propose appropriate solutions based on their experiences and develop a gender sensitive CBDP plan. 4. Hand out Annex 1 about how men and women are affected by disasters.
		Daily evaluation to get feedback from the training participants

DAY 5: CBDP Planning, Implementation and Monitoring

Time	Objectives & Key Messages	Methods
2 hrs	SESSION 15: Familiarization with the tools for completing the CBDP plan. **OBJECTIVES – Participants will:** • Understand the steps involved in creating a CBDP plan.	1. The facilitator talks through the remaining planning tools (Tools 12-16). 2. Key Messages: • Solutions must come from the community. Do not give external ideas to the community (such as formation of task forces, Village Development Committee, etc). The aim is to strengthen existing systems and structures and build on local knowledge and good practice. • Allow time for the community groups to learn from each other and discuss ideas with family, friends and neighbors. • Different groups within a community can have different experiences of disaster and different preparedness needs. There can be many solutions to a single problem, and different groups within a community can take different preparedness actions. • Where community itself does not have the resources to address the problems, they can identify external resources and make a plan for how to access them.

Topic 6: CBDP Implementation

Time	Objectives & Key Messages	Methods
2 hrs	**SESSION 16**: Lessons learned from CBDP implementation **OBJECTIVES – Participants will:** • Identify ways to integrate lessons learned and best practices into CBDP programs.	1. Read and discuss case studies or lessons learned from past CBDP programs. Group work discussion: How can we integrate these lessons learned into our programs? Develop 10 practical guidelines for CBDP field staff. Possibly organize participants into groups by activity e.g. Task Forces, Grain Banks or by sector, e.g. Health & Hygiene, Relief & Recovery, or by theme e.g. Linkages, Trainings etc. (See Section 5 & 6)

Topic 7: Participatory Monitoring & Evaluation of CBDP

Time	Objectives & Key Messages	Methods
3 hrs	**SESSION 17**: Participatory monitoring **OBJECTIVES – Participants will:** • Practice participatory monitoring skills and develop participatory monitoring plans for given indicators.	1. The facilitator demonstrates how participatory methods (bean piling, matrices) can be used for monitoring. Take one key indicator and ask participants to play the role of community members. Act out the process. This activity needs careful preparation. 2. Read the tool together (Tool 20), and Section 7 on M&E. 3. Form groups, give each group one indicator from the monitoring plan. Ask them to develop a participatory monitoring methodology for their indicator. Group presentations and critical review of each proposed idea. 4. Make an analysis plan to bring together information collected by the community (See Tool 15 on Making a Plan to Check Progress) and information collected through participatory methods as above. How will the information be analyzed and how will it be used?

Topic 8: Review & Conclusion

Time	Objectives & Key Messages	Methods
30 min.	**SESSION 18**: Review **OBJECTIVES – Participants will:** • Reinforce knowledge of CBDP tools and lessons learned from past programs.	1. What knowledge and skills have people learned? (Game: Ball Toss. Person who catches shares and tosses to another person) 2. Facilitator asks the participants to present an overview of the training and revisit the objectives and key messages.
25 min.	**Post Test**	1. Facilitators thank everyone for their participation in the training. 2. Administer post-test to participants.
1 hour	**SESSION 19**: Action Plan	1. Ask participants to divide into state/working areas and make an action plan that addresses: • Steps for transferring the knowledge and skills from the training to the remaining team members who did not participate. • Steps to follow to implement this PRA process in respective working areas
30 min.	**Concluding session**	Organize the concluding session based on agency protocol.

Annex 4

PRA Tools to Build Rapport with the Community

Source: Building Resilient Communities by IIRR and Cordaid p. 89–91

2.1.1

Transect Walk

Concept

Transect is a method by which a group of informants undertakes a systematic walk around the village. It involves observing, asking, listening, discussing, identifying differences and local technologies, recognizing problems, solution and opportunities and mapping/diagramming features.

Contribution to relation-building

Every villager loves his/her village and is proud to show it to outsiders. Moreover, they become close to the outsiders when they walk together since while walking, people tend to be informal.

Principles

- Decide the time and starting place for the transect walk in consultation with the villagers.
- Form a group composed of people of different ages.
- Encourage active participation.
- Ask the participants different questions while doing the transect walk.
- Try to get as much information as possible on the feature in front of you.
- Walk slowly, do not hurry.

Procedure

1. Find village people who are willing to walk and analyze together.

2. Sit together with the participants and discuss the objectives and aspects to be covered by transect.

3. Select a starting place for the transect walk. You can ask people which sides are the front and back of the village (for a big village you could facilitate cross transect that is one from east to west or another south to north). Start either from the back or front side.

4. Walk the transect, observing, asking, listening and analyzing together and take notes, draw sketches based on the content of the matrix.

5. Upon completion of the walk, sit down and analyze together the findings. Ask about the problems and opportunities they have identified.

6. Note contrasts and changes.

7. Make a transect diagram.

Entry and immersion in the community and rapport building   89

IIRR   Cordaid

2.1.1

Do-it-yourself

Concept

The development facilitator asks villagers to teach him/her village tasks – planting, fishing, washing clothes, rice husking using indigenous technology, etc.

Contribution to relation-building

Villagers become close to those whom they feel respect and recognize their work. When outsiders ask to be taught, they feel respected which serves as a basis for building relations and confidence.

Principles

■ Having the correct attitude towards common people and their daily life is important.

■ Do not think of it as a mere job. Try to feel genuine interest.

■ Do not jump on the issue, watch the work, ask questions and request to be taught.

■ Do not do this if you are not sincerely interested.

Procedure

1. Walk around the village (a female staff may enter a house by asking for a glass of water).

2. Observe and find out who is doing what.

3. Select what activities you want to be taught and by whom.

4. Get close with the selected person/group.

5. Give "salam" (greetings) and introduce yourself.

6. Watch his/her/their activities very cordially.

7. Ask how he/she is doing it.

8. Ask to be taught.

9. Participate and allow people to be the instructors.

10. Thank the people who helped/taught you.

IIRR

Cordaid

2.1.1

Village History

Concept

This involves listening to the people recount how the village originated and has changed over time.

Contribution to relation-building

Villagers, particularly the elderly, like to narrate the history of their community to other people. When outsiders show interest and listen, the villagers become friendly, contributing to a cordial relationship.

Principles

- General principles of facilitating PRA sessions

Procedure

1. For conducting village history, a simple tool called history checklist could be used to guide the CMDRR worker in an informal discussion with the villagers.

2. Seek out people with knowledge and information about the history of the village, including settlement patterns, historical conflicts, and use of land and other natural resources.

3. You may ask some of the best things that the villagers have done together. This question can help an outsider understand how cohesive the villagers have become and whether they have a history of working together toward a common goal. You can also ask when and how village institutions like the school, market and mosque/church were established.

4. Note down the major events in the village history and the year they happened.

IIRR

Cordaid

Annex 5

How to Introduce your Agency

Tool 1:
How to introduce your agency: a need-to-know checklist

This checklist can be used to help make sure field staff know the answers to questions they are likely to be asked by beneficiaries, government officials, and others. You can use it at the start of a project or in conjunction with **Tool 11** to brief new staff.

Who are we?

1. What is an NGO?
2. What is our mandate?
3. Why is our agency here?
4. Where do we get the money?

Our aim

5. What can we do for people affected by the emergency in relation to:
   a) Water and sanitation
   b) Shelter
   c) Livelihoods
   d) Public health promotion
   e) Other kinds of project
6. Why do we do this rather than other things?

The project and the community

7. What is our project area?
8. Who decided?
9. Who was involved in deciding project activities?
10. What is the plan for the whole project?
11. How long will it last?
12. Who are the beneficiaries?
13. Why were some people chosen and not others?
14. Who was involved in deciding who the beneficiaries should be?

15. How does the project work? How are beneficiaries involved?
16. What will beneficiaries contribute?
17. What will we contribute?
18. What do the materials cost us?
19. What is the progress this month? What is the plan for next month?
20. What are the main challenges for technical staff this month?
21. What are technical staff doing to address these challenges?
22. What exactly will beneficiaries receive?
23. When will they receive it?

Dealing with problems or complaints (see also Tool 13)

24. If something goes wrong with the project what can people do?
25. If there is a problem with a community leader or community member working with us, what can people do?
26. If there is a problem with one of our staff (corruption, fraud, bad behaviour), what can people do?

Other organisations and the government

27. Which other NGOs are working in the project location?
28. What do they do?
29. What government assistance is available? How do people access it?
30. What other problems are people having? (For example, being displaced, no access to land, not being able to meet government officials to resolve problems.)

From T. Gorgonio and A. Miller (2005) 'Need To Know List', Oxfam GB (internal, adapted).

Annex 6

How to be a facilitator:
some important points

Source: Participatory Hygiene and Sanitation Transformation or PHAST pp. 17–20
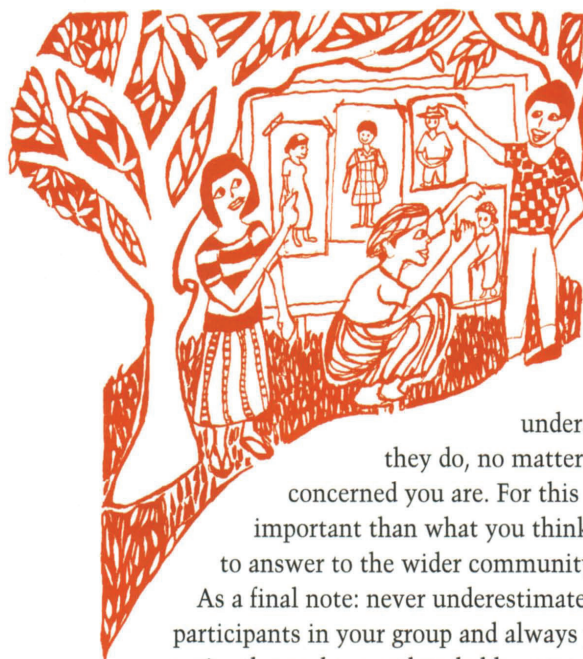
As a facilitator, you are not a leader who directs the group to where you think it should go. Instead, you help the group to better understand its own situation and to make informed decisions about how to improve that situation.

The only appropriate solution is the one that participants come up with. As an outsider, you cannot understand their situation in the way that they do, no matter how dedicated, interested or concerned you are. For this reason, the group's input is more important than what you think or feel. It is the group that will have to answer to the wider community and justify the decisions it makes. As a final note: never underestimate the untapped potential of the participants in your group and always provide them with the opportunity to surprise themselves, and probably you too.

All participants are equal

The activities in this guide have been developed so that the participation of each group member is considered equally important. Additionally, you must be seen to be on the same level as the participants. So you should not present yourself as an authority figure. Information should flow from you to the group and from the group to you. By both sharing and receiving information, you and the group will remain equal. Evidently, good listening skills are essential.

There is no one right answer

PHAST activities are open-ended. This means that there is no correct answer or result. Decisions made by the group reflect what is right for the group and what it is prepared to take responsibility for.

Creating the right atmosphere

If the aim is to reach agreement on priorities for activities, or a plan for improving hygiene behaviours and sanitation, participants must be able to work well together. This is why participatory sessions often begin with a fun activity, something to break the ice and make people laugh. You need to maintain an atmosphere of relaxation

18

throughout the planning process. Most cultures have traditional games and songs that can be used to build group spirit. The first activity which is called **Community stories** is also a good ice-breaker.

How to cope with dominant personalities

The SARAR methodology is specifically designed to stimulate full group participation, and to make it difficult for strong personalities to dominate the activities. However, from time to time the group process may not be able to proceed because one individual wants to control the group's thinking.

If this happens, find out whether the dominant individual is a designated leader, or simply a competitive or aggressive person with little or no significant support or influence in the group. Competitive or aggressive persons can either be taken aside and convinced of the importance of the group process, or they can be given separate tasks to keep them busy and allow the group to carry on. If the persons concerned are community leaders, approach them formally or privately early in the planning phase, explain the process, and try to gain their support. Hopefully, you will convince them that allowing community members to fully and equally participate will result in personal growth and betterment for all.

General instructions for all activities

1. Have all the materials for each activity ready before starting.
2. Make sure the materials are large enough to be seen by all participants.
3. Try to limit the size of your group to no more than 40 persons.
4. Make sure that people can talk to one another easily; use a circle where possible.
5. Begin each new session with a warm-up activity such as a game or song.
6. Go through each activity one step at a time and follow the instructions in the guide.
7. Be guided by the requirements of the group when facilitating activities. The time given for each activity is only an estimate.

19

8. When giving the group its task, use the exact words provided for this purpose.

9. Encourage and welcome the input that individuals make. Remember, there are no wrong answers.

10. Facilitate the group, do not direct it.

11. Try to encourage the active participation of each participant. Be careful not to find fault or make critical comments when you respond to people.

12. Take into account the participants' literacy level and work out ways in which they can keep records of what is discussed and agreed.

13. Have the group keep the materials and records in a safe place.

14. At the end of each activity, ask the group members to evaluate each activity on the basis of what they have learnt, what they liked and what they did not like.

15. At the end of each session, congratulate the group members on their efforts and explain briefly what will be covered at the next session.

16. At the beginning of each new meeting of the group, ask the group to review what it has done so far and the decisions it has taken.

Removing and storing PHAST materials for future use

Plan ahead on how you will remove and store the materials for future use. Organize a team well ahead of time to take pictures off the walls and pack materials away (in large envelopes or boxes which are carefully labelled) after the final meeting. If possible, prepare a checklist of all the materials so that nothing is left behind or lost.

20

Annex 7

Interview Techniques

<u>Source</u>: RRA/PRA A Manual for CRS Field Workers and Partners, p. 75–76

There are several techniques that can be used during an interview to move beyond the most superficial response in order to get richer and more complete information.

Silence
Often team members are hasty in moving on to the next question. Silence gives the respondents time to think through what they want to say and encourages them to say more.

Re-question
Comments like: "That's really interesting, can you tell me more about that?" encourage the respondent to go further with the explanation.

Echo
Repeat the last thing the respondent said with a slight rise in the voice. Respondent: "Malaria is a real problem around here." Questioner: "Malaria is a problem around here?"

Recap
"Could you explain to me again about X?" In many cases the respondent will add information to what s/he said before.

Encouragement
Use body language (e.g. head nodding, leaning forward in attentive position, smile, click) or verbal cues (e.g. "mmmm", "uh-huh", "I see", "really?") to show your interest and encourage more information.

Sympathetic listening
Always appear to sympathize with the respondent's point of view (even if you find it outlandish, immoral or otherwise unpleasant!) if you want the person to open up more: "Well, I can see that X is a real problem for you."

Don't be afraid to admit confusion
If people say something that confuses you or appears to contradict something they (or someone else) said earlier, explain your confusion and ask for an explanation: "I'm a little confused here and I'm wondering if you could help me understand better....before I thought you were saying X, but now I think I'm hearing you say Y...."

Act knowledgeable

When people are talking about something controversial or sensitive, it helps if you act as though you already know what they're talking about ("Yes, I heard about something like that the other day" or "Yes, that's a problem I come across often in my work") so people don't feel like they're the only ones divulging such information. Just ask open-ended questions such as: "Why?" "Why is that?" "Why do you think that happens?"

Things to Avoid While Interviewing

Asking questions is an art. A good interviewer is genuinely interested in the respondent and what s/he has to say, asks questions in a way that encourages the person to speak freely and openly, and follows up on the respondent's concerns while covering most, if not all, of the issues on the checklist by the end of the interview. There are also some potential pitfalls that a good interviewer will try to avoid:

Closed end questions

Closed ended questions are those ("Do you eat millet?") that can be answered by yes or no. These questions should be avoided whenever possible because they result in very stilted interviews. It is better to ask open ended questions (e.g. "What grains does your family eat?") which encourage the respondent to answer more expansively and lead more naturally to follow up questions.

Oriented questions

Oriented questions ("Corn is a better crop than peanuts, isn't it?" "Why do people burden their lives by having so many children in this village?") Introduce bias by encouraging the respondent to answer in a certain fashion.

Inappropriate Assumptions

Questions that have built-in assumptions are also problematic because of the bias they introduce. "Do you market your rice in Tana or Fina?" It is possible that people do not sell any rice, or use a different market altogether. To avoid contradicting the team and appearing impolite, they may not point out the error and instead choose the answer that they believe will be most pleasing to the team.

Unknown Units of Measure

Local communities almost always have local units of measure for weights, areas, distances, etc. It is important to use these measures rather than western concepts (lbs, kgs, miles, kms, etc). If necessary, actually measure a sample weight or area so that you can translate the local measure into a comparable western unit.

Annex 8

Indigenous Knowledge

Indigenous Knowledge for Disaster Risk Reduction

Nandeswar Village in Goalpara District, Assam, India

Soil and Water Conservation through Bamboo Plantation: A Disaster Management Technique Adopted by the People of Nandeswar, Assam

Irene Stephen, Rajiv Dutta Chowdhury and Debashish Nath

Abstract

Bamboo plantation along canal bunds by the local people of Nandeswar Village in many ways has benefited their village. With plantation of bamboo, one of Assam's most prevalent vegetation, canal bunds (embankments) are kept from being breached and soil is kept from further erosion. Although floods occur every year in Assam, this technique has maintained and protected embankments and has kept bridges and roads from damage during heavy rains.

Background

Nandeswar Village is located in Goalpara District (Gram Panchayat–Karipara under Matia Development Block), Assam, India. Most of the people of Nandeswar Village are farmers. Their livelihoods depend on the land and agro-based activities. Assam and other northeastern states frequently experience floods during the monsoon months from June to September.

Story/Event

While severe floods were experienced in 2002, 2004 and 2007, the years from 1953-1998 were the worst. The area's physical conditions and factors such as deforestation, land use pressure, rapid population growth and river channel stresses have caused constant shifting of river courses and channels, as well as erosion of river banks within the Brahmaputra river basin. During heavy rains, large areas surrounding Assam are submerged, forcing many villages and towns in Assam to become isolated. In particular, breached embankments and roads, broken bridges and landslides typically leave people stranded. For years, people in this region repeatedly face prolonged flooding days.

14

Indigenous Knowledge

People have learned to prevent losses by using viable methods that have been practiced for generations. Certain traditional techniques can help rivers and channels from getting silted and prevent excessive run offs during heavy rains. Floods often breach bunds (embankments) and damage roads that are important links between villages. Planting bamboo helps to protect the bunds from being breached and prevent rapid run off from the river channel when the river overflows during heavy rainy days (Figure 1). Moreover, planting bamboo along fish ponds and paddy fields prevents soil erosion and stops water from submerging low areas during peak flooding days.

In preparation of the arrival of monsoon days from December to February, people in Nandeswar Village usually clear the river channels from silt and sand. Removed matter is then used to build bunds along the river and channel. Grass is grown to pad the bund surface and keep the soil from being eroded (Figure 2). Grassroots help bind the top soil. After a month, bamboo shots are planted in pits that are spaced 24 inches over the bunds. The process is done through a local planting method known as bamboo root pressure technique. As bamboo grows, its deep-seated roots exert pressure in all directions of the main shoot allowing newer shoots to grow and the roots to bind the soil. Bamboo roots run on the surface (i.e. near the top soil) to 2.5 to 3 feet and on deeper soil to up to 5 feet.

Figure 1. Bamboo planted along the river in Assam.

Figure 2. Bunds are built out of silt and sand and padded with grass.

The local people obtain many benefits from this plantation technique. While soil erosion is checked, the bamboo grown within a period of 5 years is also used as material for construction, crafts making and paper making. These activities provide additional employment to the community. Cost for repairing and maintaining the bunds remains low. De-silted soil from river channels are put to good use in various agriculture activities.

15

Lessons Learned

The people of Nadeswar Village have learned how to cope with flood and soil erosion. They have utilized the planting of bamboo to prevent major damages. As opposed to the past, where bamboo was grown simply for commercial purposes, this technique is a cost effective way to help local people conserve water, and stop soil and bank erosion. The method requires less investment for repairs and maintenance of bunds, reduces siltation during heavy rains and prevents river channels from overflowing. People have benefited from the multiple uses of bamboo through this locally developed conservation technique. Bamboo plantation has played an important role in the livelihood and survival of the people of Nandeswar, Assam.

Figure 3. Bamboo planted along the river protects a major bridge.

16

Annex 9

Key Principles and Practices of Adult Learning

<u>Source</u>: Learning Conversations on Malaria and HIV/AIDS by Freedom From Hunger and CRS India.

Key Principles and Practices of Adult Learning	
Principle	**Description**
Respect	Learners feel respected and feel like equals.
Affirmation	Learners need to receive praise for even small attempts.
Relevance	Learners learn best by drawing on their own knowledge and experience. Learning must meet the real -life needs of the adult—jobs, family, etc.
Dialogue	Learning must be two-way to allow the learner to enter into a dialogue with the teacher.
Engagement	Learners must get involved through discussion, small groups, and learning from peers.
Immediacy	Learners must be able to apply the new learning immediately.
20/40/80 Rule	Learners remember more when visuals are used to support the verbal; adults remember best when they practice the new skill (we remember 20% of what we hear, 40% of what we hear and see, and 80% of what we hear, see and do).
Thinking, Feeling, Acting	Learning should involve thinking and emotions as well as doing.
Safety	Learners need to feel that their ideas and contributions will be valued —that they will not be ridiculed or belittled.

Annex 10

The Roles and Responsibilities of Government of India Task Forces

Source: *Local Level Risk Management: Indian Experience*, GoI-UNDP Disaster Risk Management Programme (2002-2007), pgs 6-9

Local Level Risk Management - *Indian Experience*

sensitisation meetings with help of the representative from local self-government groups, trained volunteers, local NGOs have been identified for the need of disaster preparedness and mitigation initiatives.

*After initial discussions with the village head , i*t was decided "*to meet the members during evening hours after their days work of labour through holding FGD sessions (Focus Group Discussion) for drafting the Disaster Management Plan which deals with disaster management techniques, preparedness, response and mitigation along with formation of task force to carry out entire activities in various stages. "*

During the interaction, local residents expressed their concern for adopting preparedness and mitigation techniques during flood season. It was decided to construct a raised platform with a flat bank cum community fishery to be used during flood and non-flood season. The site for the construction of the fishery cum flat bank platform was donated by the village members. The profits from the fishery would be shared among the landowners leaving 10 % of the profit for community development work. To have immediate boats for rescue operation, decision was unanimous to have their own machine boats, equipped by life jackets; nylon ropes at least one in each Gram Panchayat (GP) for initiating immediate rescue operation during flood. The Gram Sabha would approve purchase of boats and its maintenance.

Being aware of the community's vulnerability to disasters during frequent occurrence of floods, the disaster management committee representative developed a sense of responsibility to involve themselves in the mitigation steps being taken by the administration. Through community sensitization meetings, communities have been able to prepare the CBDP plan as an integral part of a development plan for the community.

e. Disaster Management Team

Village level Disaster Management Teams (DMT)/ Task Forces are formed to outline coordinated response during crisis situations. DMTs have sectoral focus such as early warning, shelter management, evacuation & rescue, medical and first aid, water and sanitation, carcass disposal, counselling, damage assessment and relief and coordination. Based on a needs assessment of the teams, specialised training could be provided to the members. DMT members would be linked to the existing service providers for continuous training and discharging of their responsibilities effectively.

The roles and responsibilities of the DMTs are the following:

1. Early Warning Team- The members of this team are responsible for providing latest warning information to the villagers so that the villagers get ample time to get prepared for the advent of the hazard. At the time of the disaster the members of this team keep a track of the developments. Emergency contact telephone numbers are collected well in advance of the hazard season, tools such as radio, television etc. are to be kept in working condition prior to the hazard period. During the occurrence of the event, the team would be responsible to inform

6

Local Level Risk Management - *Indian Experience*

every household of the latest position. They would also keep a track of the situation and listen to the de-warning messages to decide on the timing for calling off the emergency state.

Community's Early Warning and Communication systems at Jodiya Taluka, Jamnagar

Community's have their own knowledge and experience of local system of forecasting, interpretation, warning dissemination and methods of communication during the onset of a hazardous phenomena such flood, cyclone earthquake, to which Gujarat is prone.

The initiative was undertaken in Jodya Taluka of Jamnagar District,(Gujarat) in August 2003 where 52 DMT members were trained. They were are introduced to key institutions and organisations from national to taluka level involved in early warning, the role and functions of control rooms and the different types of communication equipments. The DMT then attempt to communicate with one another with the use of wireless sets. The trainees learnt to assemble battery terminals, antennas, coaxial cables, hand held and base station VHF, HF and UHF sets. During the training exercise and with hands-on practice the DMT members come to appreciate how the instruments are used for faster and effective disseminating information that would enable community to be alter and taken precautionary measures in the event of any disaster.

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2. Evacuation, Search and Rescue Team: Members of this task force are mainly responsible to evacuate and carry out search and rescue operation during the time of emergency. The members of this team are mainly young men and women of the village, ex-service men; swimmers, etc. Rescue kits necessary to carry out the activities of the this team would be ideally made locally with indigenous materials available. These members are trained with the help of Civil Defence, Police, Fire services etc.

Girls being trained on S & R by Fire Deptt.

3. Shelter Management Team: Members of this team takes care of the identified shelter buildings in pre, during and post disaster scenario. Care needs to be taken to stock necessary material such as food, drinking water, medicines, bleaching powder, firewood, lantern, etc. Special care needs to be taken for the animal stock during any disaster. The team needs to ensure hygiene in and around the shelter place. Women are generally active members of the shelter team as they are well acquainted with house management, and are able to manage shelters during

7

Local Level Risk Management - Indian Experience

emergency. The team leader or any other team member should have the keys of the safe shelters so that prior to the disaster they will clean up the place and make available the necessary materials like food, water, medicines, bleaching powder, firewood, lantern, etc. required for the evacuees during disaster period.

4. **Water & Sanitation Team:** Members of this team ensures availability of safe drinking water and the cleanliness of the village so that there is no danger of epidemics even after the event. They will make arrangements for storing drinking water and water for cooking and other chores.

5. **Medical & First Aid Team:** This specialized team is responsible for preparing and updating the list of vulnerable population like old and ailing people, pregnant ladies, children etc. They also have to procure the necessary medicines before the hazard season and conduct a routine check-up of the ailing people in the village. They have to collect health related information and make the community aware of the health measures to be taken up. Women and existing health practitioners of the village are the members of this team. This team would receive periodic training from the local medical (local health centre) personnel.

First Aid Training Session

6. **Relief and Coordination Team:** This team maintains the list of all household members so that they can arrange or procure sufficient quantity of food materials for each category of people. They are also responsible for the distribution of relief materials. And in the post disaster period they will make arrangements for getting relief materials from the Block office. They should have the list of shops/ wholesale dealerships where food grains are available for use during the time of emergency.

7. **Carcasses Disposal Team:** The team is responsible for the clearing of carcasses (if any) after the disaster. They are exposed to different types of carcasses disposal methods. The team should put in all their efforts to check spread of diseases by disposing of the carcasses at the earliest and in the right manner.

8. **Trauma Counselling Team:** The existing relief system does not have any provision for treatment of mental health, which enhances suicidal cases after any major disaster. It has been seen that most of the community members are traumatized due to loss of family members and assets.

8

After the large scale damages, it becomes difficult for some of the victims to get back to normalcy. In such a situation, the counselling team is responsible for counselling the victims to ease them of their trauma.

9. Damage Assessment Team: With things getting better after the disaster, the damage assessment team carries out an assessment of the damaged houses, livelihood assets and crops etc. Usually a Govt. functionary from the state Revenue Department carries out such assessments after a particular period. During this exercise, the damage assessment team helps him/her in making a timely and useful assessment.

Fire Response Drill

f. Mock Drill: Mock drill is an integral part of the village CBDP plan, as it is a preparedness drill to keep the community alert. Keeping this in view, mock drills are organised in all villages to activate the DMTs and modification of the DM plan based on the gaps identified during such exercises. Basically this is a simulation exercise, which if practised several times, would help in improving the cohesiveness of the community during an emergency.

Mock Drill at Poipat Village, Rakjanika Block, Orissa

The community's preparedness could be enhanced through mock drill exercise organised once in six months as per the seasonality calendar of natural disaster events that is likely to occur. One mock drill was organised in Kendrapara district under the direction of District Magistrate in Poipat village situated within Rajkanika Block, of Kendrapara District, in Orissa showcased community's state of preparedness. The village inhabited with a population of 468 persons housing 91 households in Poipat village, under took a mock drill showed check their alertness, preparedness and responding skills based on a pre-decided scenario of a cyclone that is likely to affect their village located along the coast of Bay of Bengal.

The purpose for conducting mock drill was primarily to check the community understanding Village Disaster Management plan (VDMP). The plan priorly developed and implemented by the Village Panchayat. The drill had focused on three stages i.e preparedness, response and relief activity. The Village Disaster Management Team (VDMT) Members enacted the importance of participatory rural appraisal (PRA). Exercise.

g. Identification of Hazard Specific Mitigation Activities

While developing the CBDP, the villagers would develop a mitigation plan for each hazard for long term planning. These could be coastal belt plantation, cyclone shelters in cyclone prone areas, improved

Annex 11

Standard Criteria for First Aid Kits

Source: Standard Criteria for First Aid Kits --South Asia.,Red Cross Red Crescent (2009), pp. 15–20

CHAPTER IV

Contents and specifications for the trained volunteer's First Aid kits

The beneficiary of Volunteer's First Aid kit will be 5-10 people in an accident/illness or minor disaster.

Contents

The contents in Red are the minimum requirements

LIGHTING		
Candle wax **Size:** 5 inch high, 1 inch diameter **Quantity:** 1	**Characteristics** The pack should not carry more than 3 candles considering the weight	
Waterproof Matches **Size:** Small box **Quantity:** 3	**Characteristics** Any locally available one, need to cover with a polythene bag to prevent getting wet	
Torch **Quantity:** 1 Spare batteries-4, Spare bulb-1	**Characteristics** Strong plastic or metal, with rubber sealing to be waterproof.	

PERSONAL PROTECTION AND HYGIENE ITEMS		
Disposable latex glove – non sterile **Size:** 4 to 7 depending the person using **Quantity:** 2 pairs	**Characteristics** For personal protection against contamination (HIV and hepatitis) as well as for safety of the injured person	
Glove pair for rough use **Quantity:** 4 to 7 **Characteristics:** 1 pair	**Characteristics** To be used for the purpose of handling contaminated items or dead bodies etc..	
Soap for hand washing **Size:** Small to medium **Quantity:** 1	**Characteristics** Any locally available soap would be ok.	

- 15 -

Plastic bag re-sealable
Size: 4x4 inch
Quantity: 1

Characteristics
To store soap. Soap box is not recommended as it takes space.

Towel
Size: 12 x 8 inch
Quantity: 1

Characteristics
White colour, easy to carry, cotton. Tissue packs may also be used.

Plastic bag resealable
Size: 12 x 6 inch
Quantity: 2

Characteristics
For cloth and garbage

Plastic bag resealable
Size: 4x4 inch
Quantity: 2

Characteristics
To store any amputated body parts

DRESSINGS

Bandage crepe
Size: 2.5, 3, 4 inch
Quantity: 2 from each

Characteristics
Non-sterile, Non adhesive

Bandage elastic
Size: 2, 4, 6 inch
Quantity: 2 from each

Characteristics
Non-sterile, Non adhesive

Bandage triangular
Size: 110 x110 cm
Quantity: 4

Characteristics
100% viscose or cotton

Bandage gauze
Size: 2, 2.5,3 inch
Quantity: 2 from each

Characteristics
Bleached purified absorbent 100% cotton – Non sterile, Non-adhesive

Compress gauze sterile
Size: 3 x 4 inch
Quantity: 12

Characteristics
Absorbent, bleached, purified, plain weave - 100%, cotton - 8 plys - 17 threads/cm^2 - No- folds (thickness) 12

Compress gauze non-sterile
Size: 3 x 4 inch
Quantity: 12

Characteristics
Absorbent, bleached, purified, plain weave - 100%,   cotton - 8 plys - 17 threads/cm^2 - No- folds (thickness)12

- 16 -

Compress gauze sterile
Size: 4 x6 inch
Quantity: 4

Characteristics
Absorbent, bleached, purified, plain weave - 100%, cotton - 8 plys - 17 threads/cm^2 - No- folds (thickness) 12

Compress gauze non-sterile
Size: 4 x 6 inch
Quantity: 4

Characteristics
Absorbent, bleached, purified, plain weave - 100%, cotton - 8 plys - 17 threads/cm^2 - No- folds (thickness) 12

Cotton wool
Size: 100 g
Quantity: 2

Characteristics
100% cotton - Hydrophilic - Purified, bleached - Carded, cotton - Not pre-cut - Roll with separating strips between layers.

Adhesive dressing tape (wound plaster)
Size: 2.5x 5 cm
Quantity: 24 pcs.

Characteristics
Gauze attached to tape adhesive at each side - Gauze, protected by paper layer - Non-sterile

Tape, adhesive
Size: 2.5 cmx9 m
Quantity: 2 roll

Characteristics
Textile strip with adhesive spread in an even layer –
Adhesive mixture of rubber, resins and lanolin – Non stretch, Waterproof -
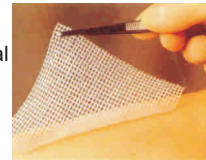With fissures to admit , non allergen or hypo allergenic

DRESSING FOR BURNS

Non adhesive dressing Paraffin Gauze
Size: 3x4 inch
Quantity: 6 pcs.

Characteristics
Absorbent gauze - 100% sterile cotton - Woven – 17 threads/cm² - Netting material with large mesh impregnated with soft paraffin-based material

OTHER DRESSINGS

Sterile eye pads
Size: Small, large
Quantity: 4 pcs. each

Characteristics
Made of sterile gauze

- 17 -

Sterilize finger dressings
Size: Small and large
Quantity: 6 pcs from each

Characteristics
Made of sterile gauze

INSTRUMENTS / EQUIPMENTS

Scissors, small pointed
Size: 7.5 cm
Quantity: 1

Characteristics
Non-quenched - Non magnetic stainless steel

Scissors, dressing
Size: 12.5 cm
Quantity: 1

Characteristics
Non-quenched - Non magnetic stainless steel

Splinter Forceps
Size: Small and medium
Quantity: One from each size

Characteristics
Stainless steel- With teeth, flexible arms, good adjustment of the teeth, good gripping of the jaws

Safety pins
Size: Large and small
Quantity: 6 from each size

Characteristics
To be used to keep bandages, splints in positions

Cold/ Ice pack
Size: small
Quantity: 1

Characteristics
Come in ready made packs

Splints
Size: 6,8,10 inch
Quantity: 2 from each

Characteristics
Light wooden or fibre or any local improvised material

Measuring spoon
Size: 10 ml
Quantity: 1 from each

Characteristics
Plastic or metal, to measure liquids specially for kids

OTHER ESSENTIAL ITEMS

ORS
Size: packets
Quantity: 6

Characteristics
Expand MoH.
Write full form: Ministry of Health

- 18 -

Latex male condoms
Size: Small packs
Quantity: 124 pcs.

Characteristics
Provide free of charge for those who need

Male Condom

OTHER MATERIALS

First Aid pamphlet with extra pages
Size: with max of 20 pages 4x3 inch
Quantity: 1

Characteristics
Short notes on essential first aid tips for common first aid issues, extra pages max 3, enter injuries treated, local emergency numbers, extra special notes by the first aider- in local language used by the first aider

FIRST AID

Permanent marker
Size: Black colour
Quantity: 1

Characteristics
To be used for the marking purposes

First aid kit check list
Size: Hard board, 6x4 inch
Quantity: 1 card

Characteristics
One card to be used over 3 months by the user to check the first aid kit-
Specimen format is provided at the end

Pencil
Size: Standard
Quantity: 1

Characteristics
For note taking purposes

A backpack is proposed for first aid kit box

Back pack
- ➲ Canvas with plastic lining
- ➲ Zipper and back strap
- ➲ Approximately 40 cm H x 32 cm W x 15 cm D
- ➲ Plastic lining with inside pouches.

Specimen format for the first aid kit check list

ITEM	STATUS	DATE CHECKED	NAME AND SIGNATURE
Adhesive bandage	P	10.09.2008	Dr Kodi
Adhesive tape	P		
ORS	R		
Elastic bandages	R		

ITEM	STATUS	DATE CHECKED	NAME AND SIGNATURE
Sterile gauze	X		
Forceps	P		
Cotton wool	R		
Splinters	P		
Batteries	R		

CODES

- P – Present at the time of inspection adequate quantity and no need to replace
- R – Restocked at time of inspection
- X – Out of stock, Need to be replaced soon

Similar coding could be used for other kits also.

- 20 -

Annex 12

Sanitary Kit Suggestions

A low cost Sanitary Kit set can contain:

1. Four napkins
2. One washing soap
3. One Dettol soap
4. Potassium Permanganate
5. Two cloth hanging clips and one old news paper (for drying purpose as culturally the napkin clothes cannot be dried public)

How to use: The used napkins should be washed using soap and clean water. They should then be dipped into the Potassium Permanganate solution (a pinch of Potassium Permanganate in a bucket of water), washed again with fresh water and allowed to dry in the sun. Since it is not culturally appropriate for the napkins to be in plain sight, old newspapers and clips are provided to help cover them during the drying period. This will promote the habit of drying in the sun. After the menstruation period is over, the napkins need to be cleaned with hot water, dipped again into the Potassium Permanganate solution, washed again, dried and stored in the packet that comes with the kit.

How to make napkins: Take one meter of markin cloth (a type of thin cloth available locally in India) and cut it into one square-shaped piece and two triangular pieces. Insert the square-shaped piece into the triangular one and do an easy stitch that can be taken out during washing. Two napkins can be made from one meter of markin cloth.

Who can make this kit: Local village women can be easily trained to make this and keep it available during emergencies. However, this can be promoted through the Health and Hygiene team or Task force in the village during normal times as this reduces many reproductive health risks of women and adolescent girls.

Budget per set:

Sl. No	Items	Amount/No	Cost
1.	Markin Cloth	2 meters	40.00
2.	Dettol Soap	1 piece	20.00
3.	RIN Soap	1 piece	10.00
4.	Clips	2 piece	2.00
5.	Potassium Permanganate	-	3.00
6.	Stitching and Packaging Charge	For a set	10.00
		Total--	85

Example: PRISM (an active member of West Bengal State IAG for Emergency), initiated this intervention during the West Bengal flood in 2000, mobilizing its own resources. In Cyclone Aila, PRISM supplied 300 such kits immediately after the cyclone, paying SHG members to make them. Responding to the huge demand from affected women and adult girls, PRISM is currently distributing 700 more such kits to North 24 Pgs district of West Bengal.

Annex 13

Common Project Progress Reflection Questions

<u>Source</u>: CRS/Asia M&E Guidance: Reflection Events

Examples of Monitoring Data Questions

- What has the project accomplished in the last month (or since the previous meeting)?

  ◊ How does this compare with the planned targets for this month?

  ◊ If the project is behind on some targets, what are the reasons for this and how can they be addressed?

  ◊ Did anything go particularly well during this period, are some results better than we had expected (targets for the month well exceeded)? If so, what can we learn from it?

  ◊ Does the level of progress vary for different types of communities or households and for male and female participants? If so, why? How can communities or households who have had less progress be supported?

- What indicators (at the output level and IR level) have been achieved, partially or fully?

  ◊ Is this the same for all types of communities and households and for men and women? How can communities or households or individuals who have made less progress be supported?

  ◊ If not, what additional support or inputs are needed from the project for communities or households to have the planned change or impact? Do we need to make changes to any of the project activities and/or consider adding activities?

- What are other informal staff observations from the field?

  ◊ Were any other problems encountered?

  ◊ Were any other insights gained by informal observations?

Examples of Evaluation Data Questions

- Has the program achieved its planned impact?

  ◊ Does the level of success in achieving our targets differ among the SOs? (and IRs?) If so how? And why? If some impact-level (SO) targets have not been achieved, what could be reasons for this? If some impact-level targets have been exceeded, what can we learn from it?

  ◊ Does the level of impact differ for different communities? If so, how? And why?

  ◊ Does the level of impact differ for different types of households (e.g. based on socio-economic status)? If so, how? And why?

133

- Has the program resulted in any other positive impacts?

  ◊ Does this differ for different types of communities or households? If so, how? And why?

- Has the program resulted in any negative impacts?

  ◊ Does this differ for different types of communities or households? If so, how? And why?

- Was / is the program strategy appropriate to meet community and household needs? Is any adjustment to the strategy required – either for the remainder of the project (mid-term evaluation) or for future projects (final evaluation)?

- What are the remaining needs and priorities of targeted households and communities?

- What were / are the program's main successes? What best practices would you recommend sharing with other staff / offices / stakeholders?

- What were/ are the program's main challenges? What would we suggest doing differently next time?

Annex 14

How to Conduct Focus Groups

<u>Source</u>: Good Enough Guide p. 40–41

Tool 6:

How to conduct a focus group

If possible, conduct a few focus groups and compare the information you are collecting from these and other sources.

What is a focus group?

Six to twelve people are invited to discuss specific topics in detail.

The focus group can bring together people who have something in common. They may share a particular problem, or be unable to speak up at larger meetings (for example, younger people, women, or minority groups), or are people only peripherally involved in the community, such as nomads. It is best not to have leaders or people in authority present – interview them separately.

Why only six to twelve people?

In a larger group:
• Speaking time will be restricted and dominant people will speak most
• The facilitator will have to play more of a controlling role
• Some members of the group will become frustrated if they cannot speak
• Participants will start talking to one other rather than to the group as a whole
• The group may stop focusing and start talking about something else

What do you need?

• An experienced facilitator: a native speaker who can lead, draw out the people who are not talking, and stop others from talking too much
• Time to prepare open-ended questions and select focus-group members
• One, sometimes two, people to note in writing what is said
• A common language
• A quiet place where the group will not be overheard or interrupted
• To sit in a circle and be comfortable

• Shared understanding and agreement about the purpose of the discussion
• Ground rules, for example: everyone has a right to speak; no one has the right answer; please don't interrupt
• Permission from the group to take notes (or maybe use a tape recorder)
• About one to one-and-a-half hours and some refreshments

What happens?

• The facilitator makes sure everyone has a chance to speak and that the discussion stays focused
• The note-taker writes notes
• At the end of the session, the facilitator gives a brief summing up of what has been said in case someone has something to add
• The facilitator checks that the written record has captured the main points and reflected the level of participants' involvement in the discussion.

From V. M. Walden (no date) 'Focus group discussion', Oxfam (internal, adapted); L. Gosling and M. Edwards (2003) *Toolkits: a practical guide to planning, monitoring, evaluation and impact measurement*, Save the Children (adapted); USAID (1996) *Performance Monitoring and Evaluation TIPS No. 10*, USAID Centre for Development Information and Evaluation (adapted).

Community Based Disaster Preparedness

A How To Guide