

# Disaster Risk Reduction Training to Community Volunteers

*A Guidebook for Community Volunteers*

## The Facilitator Guidebook



## Preface

Bangladesh is prone to extreme weather conditions and disastrous hazards. As the developing countries like Bangladesh has lack of resources to cope with the disasters, the importance of adopting community based approaches is increasing day by day. Moreover, from the sustainability point of view, it is very important to involve the community from the very beginning of any development as well as Disaster Risk Reduction (DRR) initiatives. From these points of view, Community Based Disaster Risk Reduction (CBDRR) is inhaling its importance with the increasing threat of disaster in the developing countries.

From these points of view the current fifth DIPECHO action plan has tried to involve Communities (with special focus of women) in the project with the vision to develop a strong, diverse and trained volunteer workforce who could deliver disaster risk reduction measures at community level. The communities are generally committed and passionate when they believe in something and if they believe in the disaster risk reduction, they are likely to become a life long volunteer. At the same time developing linkages within three primary social institutions covered under the project; community groups, religious places and schools provided to be useful tool to organize and sustain their efforts at local level.

This guidebook is having four working modules with an introductory part. The introductory part focuses about describing the rational, terminologies, roles and responsibilities of the facilitators etc. The first working module is having two sessions. In the first session of this module introduction of ToT skill and in the second session the methodology, approach and assessment process for the ToT has been discussed. The second working module discussed the basic concepts of Disaster Risk Reduction and also tried to develop a disaster scenario in Bangladesh context by providing different practical examples and other interactive techniques. Third working module is focusing the CBDRR approaches, process and practices. It consists of five sessions. In the first session the importance and introduction of CBDRR in context of Bangladesh & its relevance to UDMCs and Community Volunteer Groups (CVGs) are discussed which is followed by the approaches and process of CBDRR under session two. In the third session the tools and techniques for CBDRR process has been discussed which provided introduction of different PRA tools. Fourth session provides the introduction of the Community Risk Assessment model, which is developed by the Comprehensive Disaster Management Program (CDMP) of Disaster Management Bureau (DMB), under Ministry of Food and Disaster Management (MoFDM). Later on the risk assessment and mapping at UDMC and community level and family preparedness plan and sustainability issues have been discussed under session five. The fourth and last working module is about the disaster management structures in Bangladesh and CRA implementation process. In the first session the stakeholder analysis process has been reviewed so that the practitioners could get a clear idea about the relevant stakeholders. Later on, the institutional arrangement of disaster management and role of UDMCs/CVs in SOD have been portrayed, under session two. The last two sessions are about designing the training & schedule and also evaluating



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the course with entry or exit behaviour, which will help the practitioners to replicate the course into the actual field.

It is our pleasure to share the accomplishment to Asian Disaster Preparedness Center (ADPC), who have provided their technical support using their expertise and knowledge for developing the guidebook. This guidebook development team is very grateful to the IRW DIPECHO team for their support while developing this. Without their technical support and constant feedback it would be really difficult to develop and contextualize the whole document in the country context

We would like to congratulate and express our cordial gratitude to European Commission for supporting the project. We are also grateful to all those who have put their valuable contributions in making the module successful specially the Comprehensive Disaster Management Program (CDMP) and Disaster Management Bureau(DMB) of Ministry of Food and Disaster Management (MoFDM). Hopefully, this guideline would be helpful for the volunteers and practitioners to reduce the risk of the country.

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## Introduction to Community Volunteer Guide

Disasters are on the rise and communities are the frontier to respond the disasters at first sight. Building the capacity of the community in terms of response, preparedness and recovery are not the mantra of the successful Disaster Risk reduction Projects in general. Bangladesh has shown to the world that how cadre of Cyclone Preparedness Volunteers can take the charge to against Giants CYCLONES for more than two decades. The volunteers are the key players in dealing with other hazards like floods, earthquakes and fires. As volunteers come from the community and remain in community. The effort to build cadre in DIPECHO has contain the same vision to make community resilient to deal with natural/man-made hazards and disaster impact.

The European Commission Humanitarian Aid department's Disaster Preparedness Program (DIPECHO) targets vulnerable people living in the main disaster prone regions of the world. The activities of the European Commission Humanitarian Aid department (DG ECHO) in the field of Disaster Preparedness are "to ensure preparedness for risks of natural disasters or comparable circumstances and use a suitable rapid early warning and intervention system. The DIPECHO programme was set up in this context by DG ECHO to improve the capacities of communities at risk to better prepare and protect themselves against natural hazards. On 5 December 2008, the European Commission adopted the Humanitarian Aid Decision ECHO/DIP/BUD/2009/02000 "Fifth DIPECHO Action Plan for South Asia". The overriding objective of this DIPECHO's Fifth Action Plan is "to reduce the vulnerability of South Asian populations living in areas most affected by natural disasters"- increasing the awareness and the response capacities of local communities to potential and frequent natural disasters and to reduce the effects of these disasters on the most vulnerable.







The purpose of the Community Volunteer training is to provide comprehensive understanding on disaster risk reduction and practices to the selected volunteers under Islamic Relief Worldwide Bangladesh DIPECHO projects. The training will also assist the volunteer to develop their knowledge base and enhance skills on Disaster Risk Reduction and at the same time would develop the understanding and abilities in light of the planned activities, implementation process and monitoring methodology.

**Intended Audience:** Community volunteers

**Required competencies:** The volunteers should be competent in the following areas to execute the above mentioned tasks: oral and written communications, , problem solving, , training, managing and utilizing information, mobilization of vulnerable groups, benchmarking and service delivery improvement on Disaster Risk Reduction.

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## Guidance on terms to be used in this guide

Keyword	Symbol	Description
<b>Discussion</b>		Discussion refers to a session, or part of a session, where the facilitator encourages the participants to share and listen to each other's Views and reflections on good practice.
<b>Method of Presentation</b>		Presentation refers to a session, or part of a session, where the facilitator (with the aid of visual aids or other media) provides information to the participants. Presentation also refers to the presenting of information or conclusions from group activities by participants to the rest of the participants.
<b>Group Work</b>		When activity, workshop or exercise is preceded by the word Group it indicates an interactive session, or part of a session, where the Participants work in their pre-arranged groups.
<b>Facilitator Note!</b>		When this is used in the Facilitator's Guide it is to direct the facilitator to useful information to Consider when conducting that part of the course.
<b>Suggestion for facilitator</b>		When this is used in the guidebook it is directed to the facilitator to conduct the suggestion
<b>Summarization of the session</b>		When this is used in the guidebook it is directed to facilitator to summarize the whole session

### Guidance on the roles and requirements of the facilitators

Training on Disaster Risk Reduction to Community Volunteers requires facilitator to have a deeper understanding about community and importance of developing cadre of volunteers. The person who will facilitate should have adequate knowledge and experience at the community level. Facilitators needs to distilled many experiences, information and knowledge to the level of participants who have little exposure on DRR.

As the training has been designed based on the interactive sessions to avoid presentation and lecture only. Facilitators should try to '**Ask Questions and Ask Right Question**'- this is the mantra of the training to encourage participants to ask questions.

Facilitators also should give practical examples suiting to the local context, hazard and disaster. Participants may have their own interpretation and understanding about managing the disaster, in this case facilitator needs to link those within DRR framework. It also has been observed that, games, role play, hands on exercises, audio-visual presentation are more effective than power point presentation with only texts. Facilitator should avoid making long presentation and lecture. Facilitator may find two kinds of participants based on their participation; active and passive. Effective facilitator for this course should possess the following competencies and Characteristics:

### Pre Training Activity

#### Inspection of Logistic and administrative arrangements

1. Facilitator should visit the training venue prior to the day of the scheduled training to inspect the necessary logistics and administrative arrangements
2. Facilitator should also check the multi-media arrangement and suggest locate it at the suitable place. If possible there should be electricity back-up as well to avoid any hindrance in the training. Facilitator should also check up the window operating system and its connection with Multi-media to ensure that installed computer for the power point presentation support the multi-media. Following are the checklist for the stationary which is required for the training and need to ensure that these are available before the training:
  - a. LCD projector
  - b. Flip chart- 5 set
  - c. White board marker- several colors
  - d. Permanent marker- several colors
  - e. Scotch Tapes
  - f. Flip chart stand
  - g. Note pads and pens for all the participants
  - h. Meta Card/VVIP card- several colors
  - i. Scissors



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3. Facilitator should also check the space of the training venue as well. Many of the times it is the training venue which sets the better environment. Training venue should be spacious (not necessary air conditioning) and ventilating so that the in-house environment suits participants. During the training there will be several games and role play and these require space to conduct effectively.
4. Name card for the participants should be displayed for everyone. Participants would like to know the name of each participant during the first day of the training. Podium for resource persons and guest speaker should be arranged in advance

### ***Opening Ceremony-25 mins***

1. It should start with the welcome speech by the organizer and followed by speech by guest speaker.
2. In the opening ceremony participants should introduced themselves

### ***Group Formation-25 mins***

1. Once the opening ceremony is finished, organizer should request the leading resource person to take up the platform to start training activities.
2. Group formation should be done at this stage. Facilitator may have different option to form group. The only important thing facilitator should remember that, there should not be a group belongs to the same area (if different regional offices are going to be trained).
3. There should be gender balance in the group.
4. If possible each group may have its own name.
5. Facilitator should encourage the groups for better performance to make the training a successful one.

### ***Expectation Review-30 mins***

1. Facilitator should present the course overview. Arrange 4 flip chart stands in each corner of the room. Each flip chart stand will consist one question which are as follows:
  - a. What do you expect to learn from this course?
  - b. What factors can facilitate your learning?
  - c. What could hinder your learning?
  - d. What can you contribute in making this course successful?
2. Explain to the participants that this session will be conducted through an activity known as the “Bus Stop” methodology.
3. Ask the groups to go to one flipchart each and spend 5-10 minutes writing their responses.
4. Once the time is over the groups should move to the next flip chart and repeat the process.
5. Repeat until each group has written on each flipchart.





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6. Summarise the points raised by the participants.

### ***Course overview***

1. Distribute the handout featuring the course schedule to each participant.
2. Referring to the handout, guide the participants through how the course will proceed.



# Working Module 1



## Working modules 1: TOT Skills Introduction

This module explains about TOT skills, methodology, approach and assessment to be adopted to become a master trainer. This module also discuss in detail about how to define training, which is not training, what are the communication barrier while conducting training, what are the key consideration to prepare for training, how to know the participants and their needs in better way to facilitate the training. The module goes further in explaining about what is TOT, WHY TOT, principle factors of TOT, how to conduct training needs assessment, what the direct training skills are and how to evaluate trainers as well.

### Session 1: TOT Skills Introduction

#### Session's Objectives

- ✚ Concept of Training, learning principles, learning domain and learning condition
- ✚ Learning methods and materials
- ✚ Key considerations in preparing a training course
- ✚ Training plan considerations
- ✚ How to plan lessons for training course



**Methods:** Ice-breaker, flip chart presentation and



discussion

**Duration: One hour**

#### Session Plan

Activity	Time Allocation
Defining Training	20
Communication as a barrier in Training	15
Key Consideration in Preparing a Training Course	25

#### Suggestions for the facilitators

1. Facilitator should start the session by saying that participants are going to be a trainer at the end of this training.
2. For each session, facilitator should describe the objective of the session very clearly and repeat it once again at the end of the session to make sure that session has achieved the said objectives.
3. **Ice breaker:** Hot Chair introduction can be introduced where participant can some and sit on hot chair to introduce themselves. In this particular exercise, facilitator should observe each participant in terms of their movement while introduction, their way of introducing themselves and at the end of the introduction facilitator should summarize the introduction round



## How do we define training?

- ✚ Ensure Learning Occurs
- ✚ Long Lasting
- ✚ Student and instructor accountable
- ✚ Prescribed selection
- ✚ Produce measurable results
- ✚ Two way communication
- ✚ Learning and activities are performance oriented

## Which is not training?

- ✚ Facts and opinions provided to inform only, with unpredicted result
- ✚ Learning unpredictable
- ✚ Short term
- ✚ No accountability
- ✚ Receiver free to select
- ✚ Uncertain results
- ✚ One way communication

## Suggestions for the facilitators



- ✚ Facilitator should throw question among the participants that; what is training?
- ✚ Facilitator should always note down participants response on the flip chart separately so that he/she can facilitate the discussion based on that.

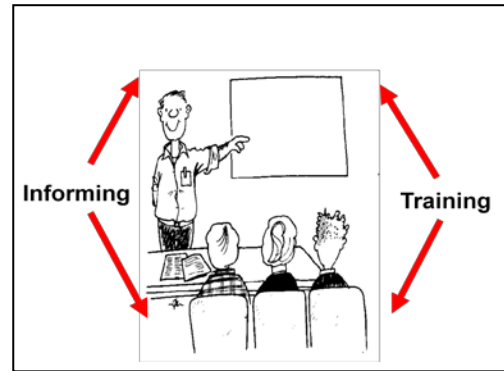
## How Communication becomes a barrier

- ✚ Rate of speech
- ✚ One-way communication
- ✚ No feedback
- ✚ No visual contact
- ✚ No common language
- ✚ No common frame of reference
- ✚ Disorganization of ideas
- ✚ Too much information in a short time
- ✚ Redundancy
- ✚ Frustration of the audience and the communicator in training?

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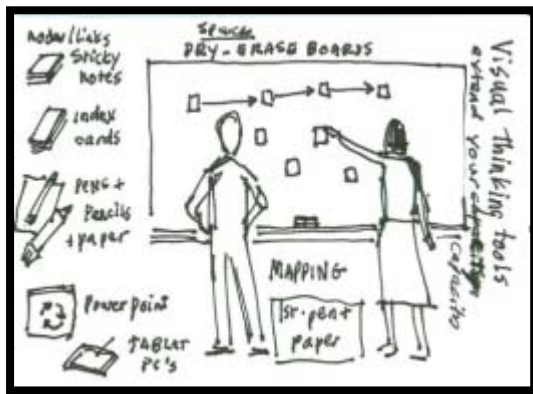
## Facilitators Note

1. This is very important for facilitator to explain where all kinds of training move around communication.
2. Facilitator needs to explain each of the barriers very clearly so that participants would be able to understand them properly and can overcome these barriers.



3. Rate of speech; facilitator should communicate properly so that participants can hear and respond.
4. Facilitators should also encourage participants to provide feedback based to improvise training and visual contact should be there so that participant feels that this is their training. At the same time there should be a common language for the training.

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## Key Considerations in Preparing a Training Course

- ✚ Preparing
- ✚ Delivery
- ✚ Rapport
- ✚ Responding
- ✚ Special Tips

## Suggestions for the facilitators

1. As the participants will become trainer after this training course, it is necessary for facilitator to make them understand about the importance of training preparation
2. Facilitator can give example of the training they are conducting at this moment where he/she can discuss about the three significant aspects of training; participants, coordination and facilitation.
3. Facilitator can also give the example that; what he/she did in organizing this training? What was the preparedness involved in it?



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## Key Considerations in Preparing a Training Course

✚ Types of Presentation

✚ Space

✚ Length

✚ Times

✚ Cultural

✚ Facility

✚ Food

✚ Transportation.

✚ Environment

✚ Meeting room

✚ Numbers

✚ Tables and chairs

✚ Arrangements

✚ Special needs

✚ Follow-up

### Suggestions for the facilitators

1. This is the most important to explain to the participants that participants are the most important element in training to consider even before organizing the event.
2. DTS and TNA provide the overview about participant awareness on training theme and content that is to be spoken in advance.
3. Entry and exist behavior shows the knowledge gained by the participants before and after training.
4. Evaluation and feedback are important ingredient of training where participant gets proper and adequate space to express themselves.
5. Facilitator should explain that training is not all about one way learning, it is a platform gear two way learning and improve the delivery skills and further suitable training material development.



### Summary:





1. There is difference between informing and training
2. Communication can be proved as a barrier for the training which needs to understand before, during and after the training.
3. There are planning considerations which enable the environment to conduct successful training
4. We should know our participants completely before delivering the training event.



## Session 2: TOT Methodology, Approach and Assessment

### Objective of the Presentation



-  To discuss the need for Training of Trainers (TOT)
-  To discuss principal factors considered for TOT
-  To understand challenges in TOT
-  To discuss the approach for TOT

**Method-** Flip chart and discussion



**Duration:** One hour 15 mins

### Session Plan

Activity	Time Allocation
What is TOT	10 mins
Need of TOT	5 mins
Principle factors for TOT	5 mins
TOT approach and methodology	20 mins
Training and Non-training factors	10 mins
Important aspects of Training	10 mins

### Suggestion for Facilitator

1. Facilitator needs to explain the scope of the presentation
2. Facilitator should also explain that this session would be based on theory and application of the TOT.
3. Facilitator can also begin session with a group work
4. Divide participants in to three groups
5. One group would be participants, another facilitator and the group will be organizer.
6. Group would have 15 minutes time to demonstrate
7. Organizer will arrange all necessary things for training to be organized
8. Facilitator should be ready to deliver the training
9. At the end of the exercise facilitator needs to give feedback on the importance of participants, facilitator and organizer and how synergies can be made?



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## What is Training of Trainers (TOT)?

1. “The Training of Trainers (TOT) process is to give new trainers the background knowledge, skills and practical experience to render skills and technical assistance to field worker and communities”, **based on J. David Hawkins, 2004**
2. The process of imparting training to potential trainers in said area.
3. The process largely focusing on adult training
4. The TOT is broadly encompasses various training tools like lectures, demonstration, Audio-video, discussion, mock drills and games related to the focus subject



## Note for Facilitator

1. Facilitator needs to explain the scope of the presentation
2. Facilitator should also explain that this session would be based on theory and application of the TOT.
3. Facilitator can also begin session with a group work
4. Divide participants in to three groups
5. One group would be participants, another facilitator and the last group will be organizer.
6. Group would have 15 minutes time to demonstrate
7. Organizer will arrange all necessary things for training to be organized
8. Facilitator should be ready to deliver the training
9. At the end of the exercise facilitator needs to give feedback on the importance of participants, facilitator and organizer and how synergies can be made?

### What is the need for TOT

1. To develop and building Cadre of professionals
2. To understand resource optimization / utilization
3. Follow-on capacity Building
4. Strengthening skills and resources

## Principal Factors for TOT

1. Resource support in conducting TOT
2. Characteristics of target audience
3. Mode of training
4. Project Objectives
5. Present Skills of potential trainers
6. Planning for TOT
7. Training and Non training needs assessment
8. Language
9. Art of facilitation

## Suggestion for Facilitator

1. Facilitator needs to explain the need for TOT and principal factors clearly. Facilitator can describe to the participants that the need for TOT is to build a cadre of professional who can take up the message of training to the other stakeholders by orienting them.
2. Facilitator should also describe about the principal factors for TOT in terms of resource support, mode of training, planning for TOT etc.



## Training of Trainers-Approach & Methodology



## Training of Trainers Approach and Methodology

<p>➤ <b>Understanding Project Scope, Objectives and Outcomes</b></p>	<ul style="list-style-type: none"> <li>✚ Review the project objectives, scope and outcomes</li> <li>✚ Scope of imparting capacity building &amp; training</li> <li>✚ Estimation of resources for training</li> <li>✚ Identification and assessment of capacity building skills</li> <li>✚ Identification of personnel for Training of trainers</li> <li>✚ Scoping the targets</li> <li>✚ Meeting the TOT with end objectives and outcome of the project</li> </ul>
<p>➤ <b>Training Need Assessment</b></p>	<p>It is essential part of any capacity building program There are various ways of doing TNA</p> <ul style="list-style-type: none"> <li>✚ Interviews</li> <li>✚ Consultative meetings with stakeholders</li> <li>✚ Project objectives</li> <li>✚ Observation (Direct-Indirect)</li> <li>✚ Questionnaire</li> <li>✚ Expert opinion</li> <li>✚ Stakeholder mandate etc....</li> </ul>
<p>➤ <b>Direct Training Skills</b></p>	<ul style="list-style-type: none"> <li>✚ Oral Skills</li> <li>✚ Public Appearance and etiquettes</li> <li>✚ Understanding about targets</li> <li>✚ Ice Breakings</li> <li>✚ Games</li> <li>✚ Mode of Delivery</li> <li>✚ Personal and professional skills</li> <li>✚ Relationship between trainees an trainers</li> <li>✚ Presentation skills</li> <li>✚ Duration of training</li> </ul>
<p>➤ <b>Training of Trainers</b></p>	<ul style="list-style-type: none"> <li>✚ Identification of potential trainers</li> <li>✚ Delivery of Training contents</li> <li>✚ Approach for Mode of delivery</li> <li>✚ Trainees performance during the course</li> <li>✚ Performance evaluation after the course</li> </ul>
<p>➤ <b>Evaluation of Training of Trainers</b></p>	<ul style="list-style-type: none"> <li>✚ Exit Evaluation</li> <li>✚ Training Evaluation in Field</li> <li>✚ Evaluation of Overall performance</li> <li>✚ Updating the course content and delivery approach</li> </ul>

## Training Factors

- ✦ Subject content
- ✦ Training Facilitation
- ✦ Facilitators
- ✦ Audience
- ✦ Mode of Delivery
- ✦ Personal and professional skills
- ✦ Evaluation of training and capacity building

## Non-Training Factors

- ✦ Training place
- ✦ Audio-video system
- ✦ Accommodation during training
- ✦ Inside and outside environment during training
- ✦ Food and other facilities
- ✦ Behaviour of trainees and trainers

## Important aspects of Training

- ✦ Design of Content
- ✦ Design of Training Material
- ✦ Model of Delivery
- ✦ Defining level of facilitators
- ✦ Understanding about targets
- ✦ Validation of course content and finalization



## Working Module 2



## Working module 2: Basic concepts of Disaster Risk Reduction and Scenario Development

This module discusses to define the disaster management terminologies in local context. This section also develops understanding about application of terminologies and linking them with suiting local context as well. This module also focuses to understand the disaster trends over the past decades or two in Bangladesh and facilitate participants to know about the impact of disasters on lives and property of vulnerable community. It also discusses the national and local initiatives.

### Session 1: Terms/terminologies of DRR and paradigm shift

#### Objectives of this session

1. Define the disaster management terminologies
2. Develop understanding about application of terminologies
3. Link the terminologies with suiting to local context



**Method:** Storytelling, group discussion and presentation

**Duration:** One Hour



#### Session Plan

Activity	Time Allocation
Disaster Management Cycle	10 Mins
Defining Terminologies	50 mins

#### Suggestion for Facilitator

1. This session requires dealing carefully.
2. This session sets foundation of the training and that is why it is important to facilitate with moderate rate of speech
3. Facilitator should take up the query and discuss at time otherwise it create confusion among participants.
4. Allow participants who know about terminologies to define if they know otherwise ask them to define at the end of the session in their local language.



**Message:** The mantra of this session is to take time to facilitate and avoid the theoretical definition of terminologies at the community level

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## Basic Terminologies of Disaster Management

1. Disaster
2. Hazard
3. Risk
4. Vulnerability
5. Capacity
6. Response
7. Relief
8. Recovery

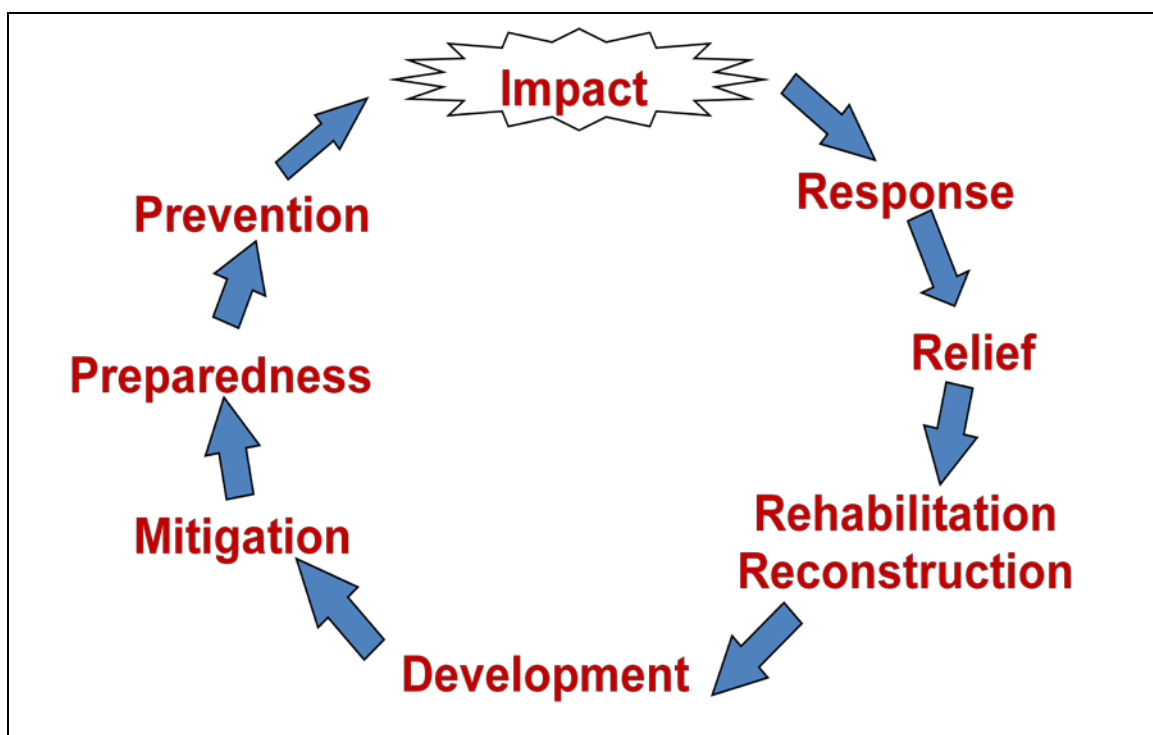
9. Rehabilitation
10. Reconstruction
11. Development
12. Mitigation
13. Preparedness
14. Prevention
15. Disaster Risk Management

### Suggestion for Facilitator

1. At the community level TOT, facilitator should start by giving local examples of hazard, disaster, risk and other terminologies.
2. Story telling method is the best way to describe the terminologies at the community level training.



### Disaster Management Cycle



**Disaster Management Cycle:** This cycle provides an overview that when disaster struck what happens **NEXT**

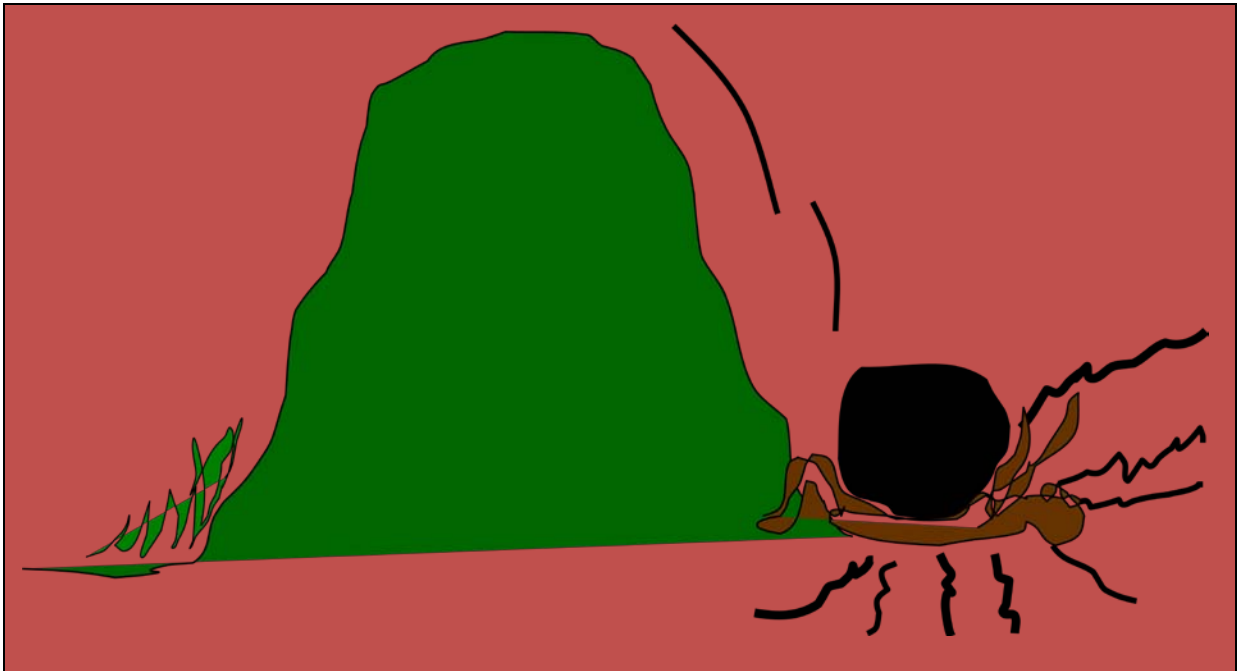
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**Disaster** is such situation which goes beyond the control of human being. Disaster cannot be completely prevented, as human being we can only reduce the impact of disaster in our lives, property and environment.



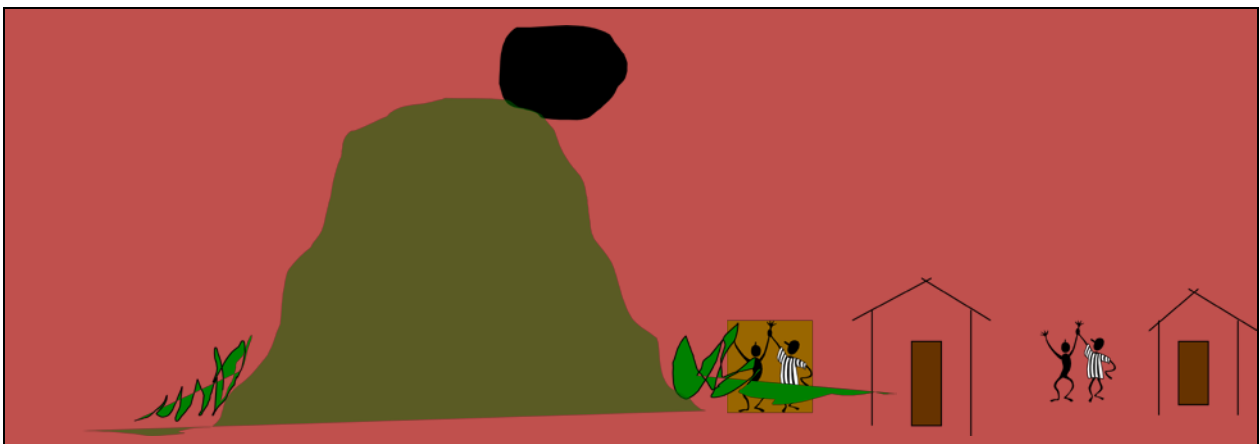
Examples such as 1991 Cyclone, Cyclone SIDR, Landslide Explain in 2007 in Chittagong, Floods on 1998, 2007 are considered to be disasters.





Disaster takes lives, property and disrupt environment. In the shown graphics, you can see the rock has fallen and killed people living there.

### Hazard



Hazard is a phenomenon which has a potential to disturb or damage our lives and environment. The stone kept on top of the rock has a potential to damage our house or other property. If there is no settlement or property involved there then it would not be called as a Hazard.

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## Examples and types of Hazard



**Vulnerability** is a condition or sets of conditions that reduces people's ability to prepare for, withstand or respond to a hazard. In this visual, a child is vulnerable to floods, because of his condition to survive in this floods situation. Facilitator should emphasize the word condition which makes them vulnerable. That is why vulnerability defines with the condition, disaster affects everyone irrespective of rich and poor but vulnerability decides who is most vulnerable.



**Capacities** are those positive condition or abilities which increase a community's ability to deal with hazards. Facilitator should explain about the positive conditions which are actually strength of the community to reduce the impact of disaster. In more simplified manner we can say that community can fight with any hazard or disaster up to some extent and that extent the capacity.

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**Risk:** to define risk, facilitator needs to be very careful, some time participants related vulnerability and risk together. In this situation, facilitator can tell the participants that, analysis of overall situation including what hazard exist in the local area, who is most vulnerable and what are their positive condition to fight with the hazard; will call this as a RISK which is a perception based on analysis of different facts and situation.



**Response:** Facilitator can define the term response as actions taken immediately in the aftermath of to provide basic needs of the. This basic need can be different in nature, many of times survivors get stuck in to the disaster such as landslide, floods, cyclone and earthquake and to save people's lives who are trapped in to that situation become first priority. That is why this situation is called response.

**Relief:** as the days of disaster impact progress, the need of the survivors become more critical and in this case when we take measures that are required in search and rescue of survivors, as well to meet the basic needs for shelter, water, food and health care. Facilitators can also ask participants to relate a story of previous event in that area. It will provide participants an opportunity to express themselves.



**Rehabilitation:** Actions taken in the aftermath of a disaster to assist victims to repair their



houses; re-establish essential services and revive key economic and social activities. Facilitator can explain the rehabilitation process as to restore partially or fully the normal lives in the aftermath of disaster.



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**Reconstruction:** Permanent measures to repair or replace damaged dwellings and infrastructure and to set the economy back on course.



These three definitions are quite clear from the graphics. Facilitator should remind the participants about the stone that has kept on the rock and how prevention, preparedness and mitigation work. In many cases, prevention can be done only with man-made disasters such as diseases but natural hazards cannot be prevented to occur. For example; flood will



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occur and earthquake will happen. In case of natural hazards/or disaster we can only reduce the impact on lives, property and environment.

**Prevention:** Measures taken to avert a disaster from occurring, if possible (to impede a hazard so that it does not have any harmful effects).

**Preparedness:** Measures taken in anticipation of a disaster to ensure that appropriate and effective actions are taken in the aftermath.

**Mitigation:** Measures taken prior to the impact of a disaster to minimize its effects (sometimes referred to as structural and non-structural measures).

**Suggestions for Facilitator:** After this end of this session facilitator should again show the Disaster Management Cycle to the participants. If possible, facilitator can also arrange a group work where each group can have one hazard such as Floods, Cyclone, Landslide and Fire. Each group should try to define the terminologies in their own language and share with other groups.

## Session 2: Multi-Hazard Disaster Scenario in Bangladesh Context

### Objectives of the Session



1. To understand the disaster trend in Bangladesh
2. To know about the impact of disasters on lives and property of the vulnerable community
3. National and Local initiatives in Bangladesh to reduce the impact of disasters

**Method:** Presentation and Group discussion



**Time:** One and half hours

### Session Plan

Activity	Time Allocation
Disaster and impact over the last 15 years	10 Mins
Impacts of Disaster in Bangladesh	10 mins
Disaster Management Mechanism	20
Disaster Management Model	20
Disaster Management Mainstreaming Strategies	10
Summary	20

### Suggestions for Facilitator

1. In this session focus would be on highlighting the trends of disaster in Bangladesh and responsible agencies working in the area of disaster management.



Disaster over last 15 years in Bangladesh

Year	Disaster	Death
1987	Floods	1657
1988	Floods	1517
1988	Cyclone	5704
1989	Drought	800
1991	Cyclone	138,868
1996	Tornado	545
1997	Cyclone	550
1998	Floods	918
1999	Floods	15
2000	Floods	36
2003	Floods	104

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## Suggestions for Facilitator



1. Facilitator can discuss about the floods 2004, 2007 and Cyclone SIDR in 2007 and recent cyclone AILA too.
2. Facilitator can highlight about the more frequent disaster event and people killed
3. Facilitator can also highlight about the CYCLONE SIDR which killed 3500 people compared to more than 100,000

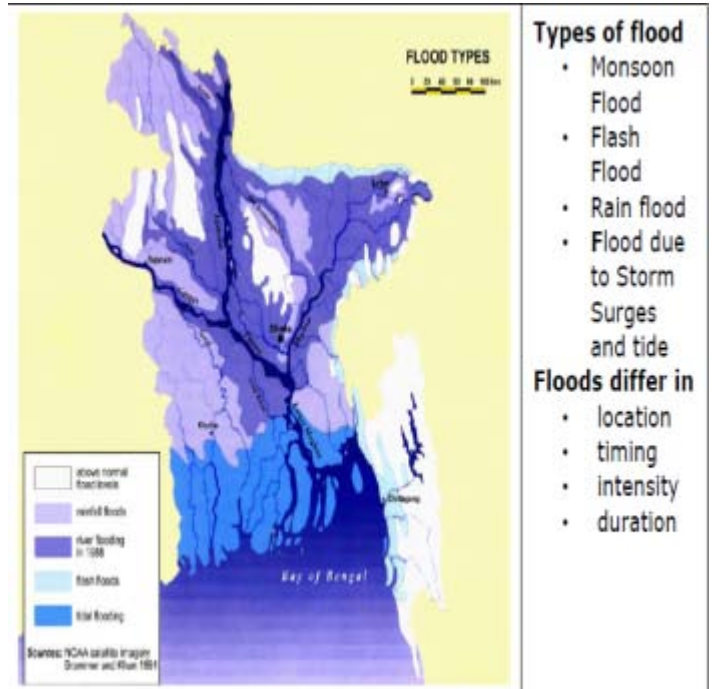
Types of Disaster	Areas Affected	Impact
Flood	Floodplains of the <i>Brahmaputra-Jamuna</i> , the <i>Ganges-Padma</i> and the <i>Meghna river system</i>	Loss of agricultural production, disruption of communication and livelihood system, injury, damage and destruction of immobile infrastructure, disruption to essential services, national economic loss, evacuation, and loss of human lives and biodiversity, displacement and sufferings of human population and biodiversity
Cyclone and Storm Surge	Coastal areas and offshore islands	Loss of agricultural production, disruption of communication and livelihood system, damage and destruction of immobile infrastructure, injury, national economic loss, loss of biodiversity and human lives, need for evacuation and temporary shelter
Tornado	Scattered areas of the country	Loss of human life and biodiversity, injury, damage and destruction of property, damage of cash crops, disruption in lifestyle, damage to essential services, national economic loss and loss of livelihood
Drought	Almost all areas, especially the Northwest region of the country	Loss of agricultural production, stress on national economy and disruption in life style
Flash Flood	Haor Basins of the North-east region and South-eastern hilly areas	Damage of standing crops, disruption in life style, evacuation and destruction of properties
Hail Storm and Lightning	Any part of the country	Damage and destruction of property, damage and destruction of subsistence and cash crops and loss of livelihood
Erosion	Banks of the <i>Brahmaputra-Jamuna</i> , the <i>Ganges-Padma</i> and the <i>Meghna river systems</i>	Loss of land, displacement of human population and livestock, disruption of production, evacuation and loss of property
Landslide	Chittagong and Chittagong Hill Tracts	Loss of land, displacement of human population and livestock, evacuation, damage of property and loss of life
Earthquake	Northern and central parts of the country	Damage and destruction of property, loss of life and change in geomorphology



## Topography of Bangladesh



## Flood Types in Bangladesh

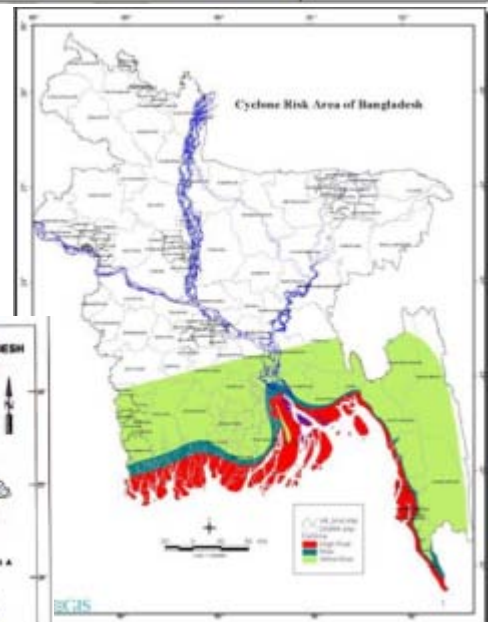
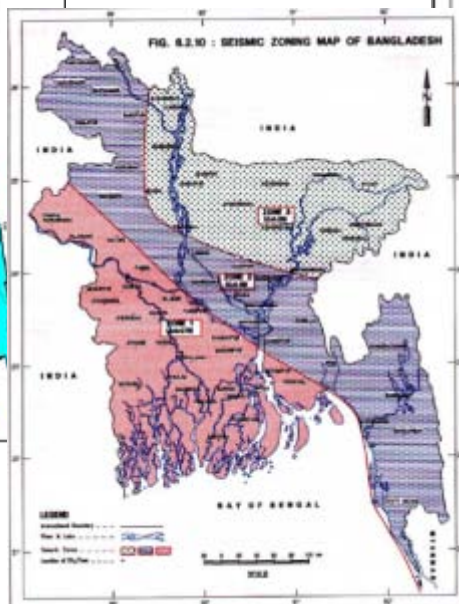
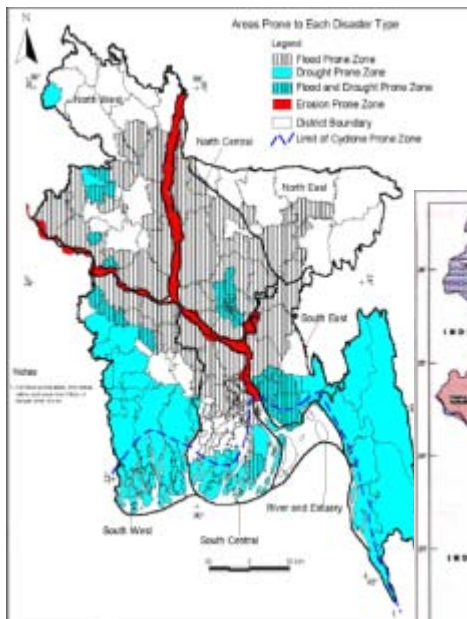


### Types of flood

- Monsoon Flood
- Flash Flood
- Rain flood
- Flood due to Storm Surges and tide

### Floods differ in

- location
- timing
- intensity
- duration





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## Impacts of Disaster



**Suggestion for Facilitator:** The best way to discuss about the impact of disaster is to show the visuals to the participants. Visual take the memory down the lane where participants can understand the disaster in terms of impact in their lives. As this picture show that the Cyclone SIDR hit the hardest where people have lost their property like livestock.

**Suggestion for Facilitator:** This picture shows that women and children are the most vulnerable community when it comes to disaster. In this picture a woman was trying to save her child and lost her life along with her children



**Suggestion for Facilitator:** This picture shows that houses which are not cyclone or landslide resistant would be damage first.

**Suggestion for Facilitator:** This picture also shows that houses which are not cyclone or landslide resistant would be damage first.



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## Disaster Management Mechanism

1. Government of Bangladesh (GoB) has formulated a set of mechanisms to maintain proper co-ordination amongst the concerned Ministries, organizations and line agencies and also to ensure their effective functioning during emergency.
2. For the mechanisms to be operative, a guidebook named 'Standing Orders on Disaster' has been published as a basic tool.

The Standing Orders outline the activities of each Ministry, major agencies / Departments so as to handle emergency situations efficiently .

3. In the efforts of making the mechanisms clear and comprehensive, National Policy on Disaster Management has been designed and under process for final approval.
4. The initial operational direction and co-ordination for any disaster situation come from the highest level of institutional arrangement (I.e.; NDMC) through second highest authority IMDMCC for overall disaster management in the country.

Committees from National to Grassroots levels (i.e. DDMC, UzDMC and UDMC) under the framework of disaster management guidebook i.e. Standing Orders on Disaster work on Disaster Management.

Disaster management bodies	key functions
<b>National Disaster Management Council (NDMC)</b>	<ul style="list-style-type: none"> <li>Establishing policies and providing overall direction for all aspect of disaster management</li> <li>Defining priorities and criteria for the allocation of resources</li> </ul>
<b>National Disaster Management Advisory Committee (NDMCC)</b>	<ul style="list-style-type: none"> <li>Providing advice to the NDMC and directly to MoFM and DMB, on specific technical management and socio-economic aspects of disaster management including vulnerability analysis and disaster</li> </ul>
<b>Inter-Ministerial Disaster Management Coordination Committee (IMDMCC)</b>	<ul style="list-style-type: none"> <li>Implementation of NDMC policies and decisions on an inter-ministerial basis</li> <li>Coordination of action of all government agencies and overall direction of the activities of the DMB</li> <li>Responsibilities for major operational decisions during emergency</li> <li>Decisions on allocations of relief resources through its sub-committee, the executive relief management committee</li> </ul>
<b>Ministry of Food and Disaster Management (MoFDM)</b>	<ul style="list-style-type: none"> <li>Ministerial responsibility for disaster management, including the convening of IMDMCC</li> <li>Assuring the establishment, resource management (budget) and satisfactory functioning of the DMB</li> <li>Supervision of DRR</li> </ul>
<b>Disaster Management Bureau (DMB)</b>	<ul style="list-style-type: none"> <li>Provision of expert staff services to the NDMC and IMDMCC</li> <li>Promotion of Disaster prevention/mitigation and preparedness with all agencies and levels of government</li> <li>Providing guidelines, organizing training and promoting the preparation of disaster action plans</li> <li>Providing expert services to the national Emergency Operation Center (control room) located at MoFDM at time of disaster</li> </ul>
<b>Directorate of Relief and Rehabilitation (DRR)</b>	<ul style="list-style-type: none"> <li>As at present with respect to vulnerable group: Food for works, gratuitous relief and test relief, the management and delivery of relief supplies, and the provision of related services</li> </ul>

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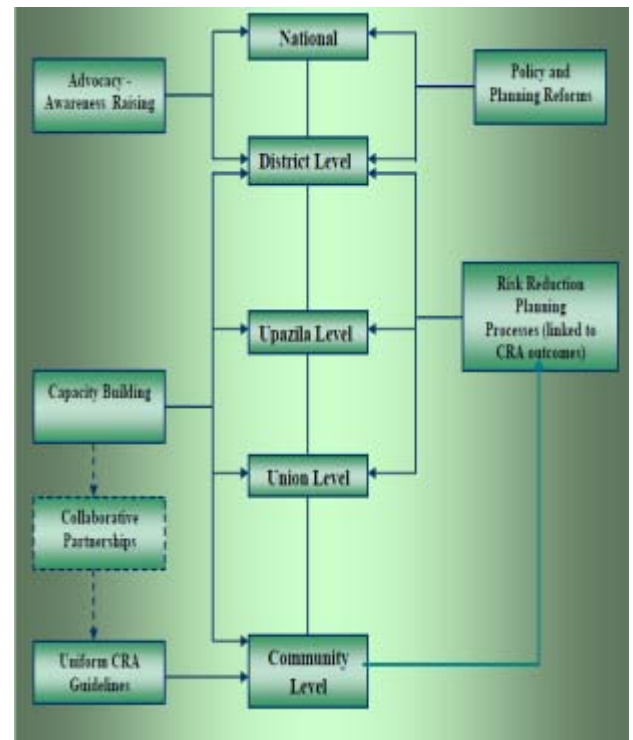
## DRROS and PIOS

As the present under the general direction of DRR and the operational supervision of DC and TNO. Increased attention by DRROs in particular to disaster preparedness under the guidance of DMB

### Disaster management Model



### Mainstreaming Risk Reduction-Strategies



### Summary

1. Bangladesh is prone to different kinds of disasters
2. Disasters are on the rise
3. Climate Change has added more vulnerability to disasters in Bangladesh
4. Due to growing disaster, most vulnerable community of Bangladesh is moving towards cities and living in slums
5. At the Union level UDMC is responsible to reduce the impact of disasters by involving various stakeholders.
6. CRA is very instrumental in assessing the disaster risks and developing risk reduction options.

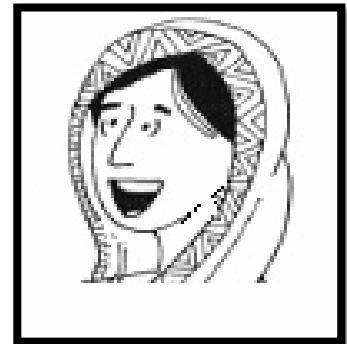


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## **Suggestions for Facilitator**

1. Facilitator should remind the participants that Disaster has increased in Bangladesh than ever
2. Facilitator should discuss more at the UDMC level and ask participants that how CRA can be more effective and what are the limitations and challenges in the accomplishment of CRA at the UNION level.





## Working Module 3



## Working module 3: Community based Disaster Risk Reduction: Approaches, Process and Practices

This module is focused on introduction and importance of CBDRR in context of Bangladesh and relevance of Union Disaster Management Committees and community volunteers. This objective is to development understanding about community and need of community based approach. It also explains to understand the importance of CBDRR and how community, UDMC and community volunteers can be linked with each other. It also takes the discussion further on how community based approach lead to reducing the reducing disaster risk. This module also focuses on approaches and process of CBDRR, tools and technique for CBDRR and most importantly risk mapping and assessment at UDMC and community level and how to develop family preparedness plan and sustainability.

### Session 1: Introduction and importance of CBDRR in context of Bangladesh and relevance to UDMCs and CVs

#### Objectives of the Session

- ✚ To understand community and need of community based approach
- ✚ To understand the importance of CBDRR
- ✚ How community, UDMC and community volunteers are linked with each other?
- ✚ How community based approach lead to reducing the disaster risk.



**Method:** Presentation and Group discussion

**Time:** 1 hr 35 mins



#### Session Plan

Activity	Time Allocation
What is Community?	20 mins
Why Community based Disaster Risk Reduction	20 mins
What is CBDRR approach	10 mins
UDMC, volunteers and Community	10 mins
Group Work	30 mins
Summary	5 mins

#### Suggestions for Facilitator

- ✚ This session would entirely focus on developing understanding on CBDRR





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- Facilitator should begin session by explaining participants that at the end of the training participants would become training and it is very important to understand the community in theory and practice as well.

## What is community?

- In simple term we can define community where we live with our neighbors and share common interest.
- We can also define community with another example; such as Onion, a complete piece of onion can be considered as community and at the same time the tiny part (if you pile it off) can be considered as community.



- There are two kinds of community we can think as well as see in and around of our lives; homogenous and heterogeneous community.
- Homogenous community: can be defined as community which has same character and nature/religion/caste/occupation
  - On the other hand heterogeneous community can be defined where character of the community differs based on household/religion/caste/occupation

## Why Community-based Disaster Risk Reduction?

- People in the community suffer most the disaster damages. In reality, they are first front line responders.
- They undertake some precautionary measures and respond to the disaster even before outside help comes.



## What is CBDRR approach?

Communities (people) are actively involved in the disaster risk assessment process.

**Suggestion for facilitator:** facilitator should emphasize that community based disaster risk reduction approach brings community together to address common problems which affects everyone. CBDRR provides an opportunity to zoom in to the vulnerabilities and risks at the individual and household and

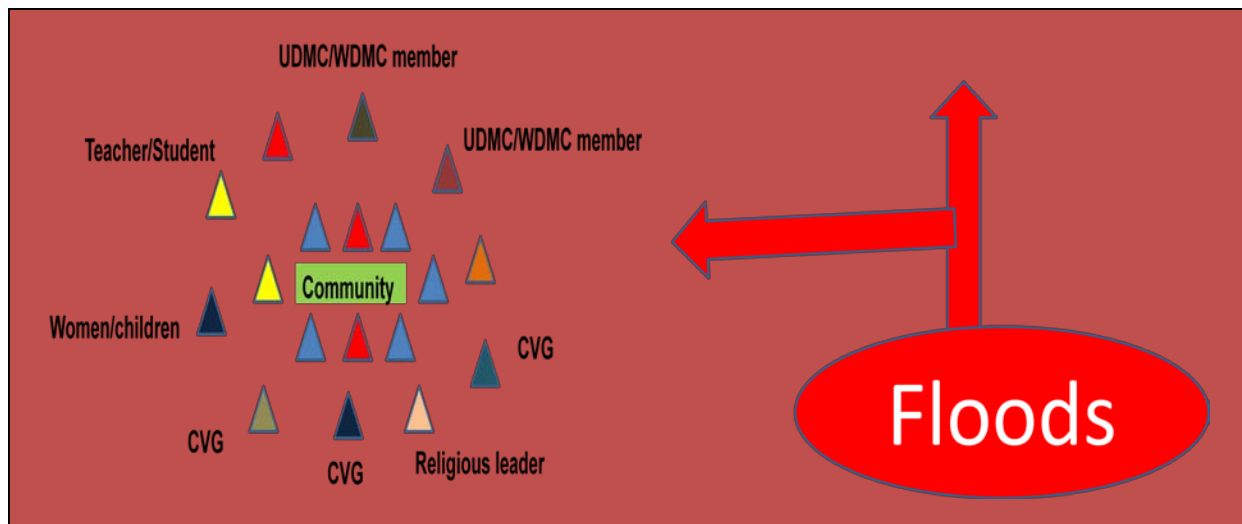


## Community Volunteer Training Guidebook

community level. Facilitator can ask participants to about their experiences in solving problems at the community level.

1. Vulnerable people themselves will be involved in planning and implementing disaster risk reduction measures along with local, provincial, and national entities through partnership.
2. CBDRM corrects the defects of the top-down approach.
3. CBDRM creates a meeting of the bottom-up (community and local level) and the top-down (national and higher level) approaches for an integrated and responsive disaster management system.

### UDMC, Volunteers and Community



**Note for Facilitator:** Facilitator can talk based on the above graphic that who is community? And based on that UDMC is also a part of community. He can further say that, everyone gets affected by disaster. Facilitator can explain the flood situation and emphasize that everyone including UDMC members, volunteers and community get affected by floods and now floods become everybody's business and that is why CBDRR is there which includes everyone.



## Importance of UDMC/WDMC/CVG in CBDRR

1. Social mobilization
2. Public awareness
3. Participation
4. Effective coordination and preparedness
5. Leadership
6. Advocacy

**Note for Facilitator:** Facilitator can explain the role of UDMC/WDMC/CVG in CBDRR that, it involves them to mobilize community including the most vulnerable children, elderly, person with disabilities and women. UDMC has also a greater role in creating public awareness on disaster risk reduction and encourage community to participate actively. UDMC has a role to play in coordination with other government departments to link up the risk reduction option in to the development plans. UDMC member will take the lead role at the union level in making decisions about disaster risk reduction plans and projects. Through the social mobilization UDMC would do the advocacy to the national level disaster management agencies like DMB and CDMP to build the capacity of UDMC on disaster risk reduction



### Group Work: 30 mins

1. Divide group in to three with gender balance
2. Match the following



### Instruction: Degree of participation

Match the following with their description and then organize them according to level of participation from lowest to highest.

- A) Co learning    B) Cooperation    C) Cooption    D) collective Action    E) consultation  
F) Compliance**

1. local people work together with outsiders to determine priorities; responsibility remains with outsiders for directing the process
2. token involvement of local people; representatives are chosen, but have no real input or power

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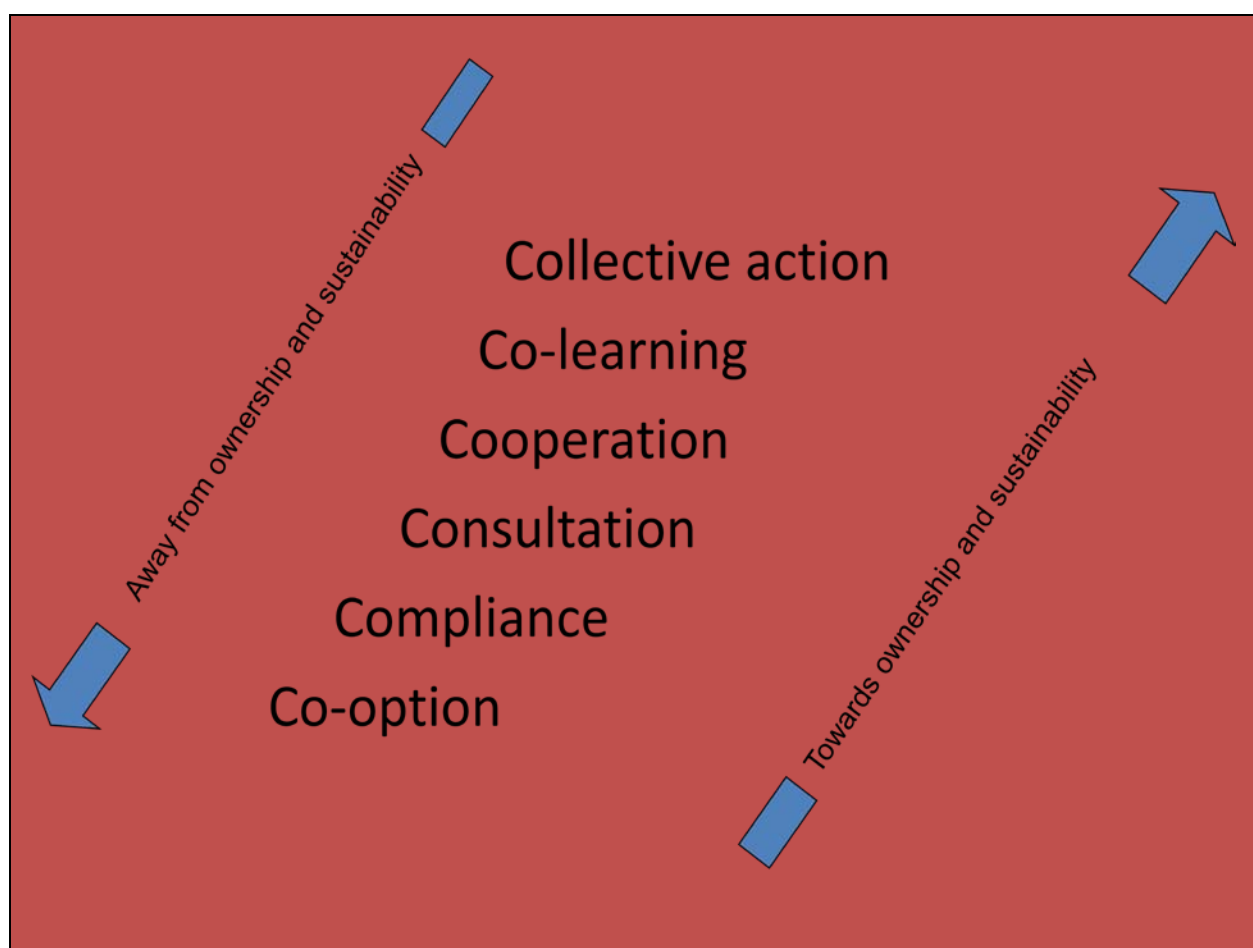
3. community people set their own agenda and mobilize to carry it out, in the absence of outside initiators and facilitation
4. community people and outsiders share their knowledge to create new understanding and work together to form action plans with outsider facilitation
5. local opinions are asked; outsiders analyze and decide on a course of action
6. tasks are assigned, with incentives; outsiders decide agenda and direct the process

**Note for Facilitator-** Facilitator can explain each of the definition in the following Explains. Before that, facilitator should ask participants to present the group work and should scores to the groups



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Degree of Participation	Explanation
Co-option	Token involvement of local people; representatives are chosen, but have no real input or power
Cooperation	Local people work together with outsiders to determine priorities; responsibility remains with outsiders for directing the process
Collective Action	Local people set their own agenda and mobilize to carry it out, in the absence of outside initiators and facilitation
Co-learning	Local people and outsiders share their knowledge to create new understanding and work together to form action plans with outsider facilitation
Consultation	Local opinions are asked; outsiders analyze and decide on a course of action
Compliance	Tasks are assigned, with incentives; outsiders decide agenda and direct the process



### Summary

1. Facilitator should bring the first Explain of the session and discuss all the objectives whether this session covered the objectives or not.





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2. Facilitator should also invite participants if they have any comments and feedback for the session.
3. We can define community who live together and share same vision and mission but this would be an ideal community. At the same there can be homogenous and heterogeneous community too.
4. There is need to have CBDRR because the risk is local and many of the times external support comes later in case of disaster to rescue community. So community has to prepare themselves to fight with the disaster to reduce its impact.
5. UDMC as per the Standing Order on Disaster Management is key to mobilize community, encourage for active participation and advocate community level risk reduction at the nation level policies and local level practices.

## Session 2: Approaches and Process of CBDRR

### Objectives of the Session



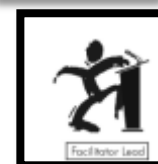
- Understand the characteristics, process and outcomes of community-based disaster management;
- Relate the CBDRR characteristics and processes to expected outcomes and indicators of disaster resilient communities

**Method:** Presentation, Role Play and group discussion



**Time:** 2 hrs

**Materials required:** Flip chart, marker and VVIP cards of different colors



### Session Plan:

Activity	Time Allocation
Aims of CBDRR	15 mins
Nature of Resilient Communities	20 mins
Characteristics of CBDRR	10 mins
Role Play	60 mins
Outcomes of CBDRR	10 mins
Summary	5 mins

### Suggestions for Facilitator

- Under this session a common understanding about the CBDRR and its process would be developing.
- One key thing that facilitator has to keep telling the participants that at the end of this training participants would become trainer. Participants should observe facilitator about their skills of delivering the session body movement too
- In this session, there would be a role play which requires to observe key people who can perform the role play such as; teacher, Imam, farmer, religious leader, UDMC member, NGO person (4).

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## Aims of CBDRR

*The AIM of CBDRR is to have a community who are able to reduce the impact of disaster at their own level as well as raise their voice at Union, District and National level*

The aims of CBDRR is to have a community who are able to reduce the impact of disasters at their own level as well as raise their voice at UNION, DISTRICT and NATIONAL level

Disaster Phases	Nature of Resilient Community
Pre-Disaster	<ul style="list-style-type: none"> <li>✚ The ability to absorb the shocks of hazard impacts -&gt;</li> <li>✚ Prepared with Community DM Plans and maps                             <ul style="list-style-type: none"> <li>- Trained in emergency evacuation, search &amp; rescue and First Aid</li> <li>- Aware of the risks they face by living in the area</li> </ul> </li> </ul>
Immediate relief phase- post disaster	<ul style="list-style-type: none"> <li>✚ The capacity to bounce back during and after disaster                             <ul style="list-style-type: none"> <li>- Have enough basic necessities &amp; relief stocks in safe places</li> <li>- Ability to return back to normal life faster</li> </ul> </li> </ul>
Post-disaster, longer term recovery phase	<ul style="list-style-type: none"> <li>✚ The opportunity for change and adaptation following a disaster                             <ul style="list-style-type: none"> <li>- Knowledge on updating the existing DM plans</li> <li>- Use of aid-resource effectively</li> <li>- Take actions to reduce future</li> </ul> </li> </ul>

## Community Volunteer Training Guidebook

	vulnerability as the recovery proceeds
<ul style="list-style-type: none"> <li>✚ Facilitator should be able to explain about three phases of disaster and nature of resilient community. In pre-disaster phase the important component to be called as a resilient community is to be aware of RISK (not hazard) the community faces in that area and they have community plans and maps.</li> <li>✚ In immediate relief phase or post disaster stage- facilitator should explain that basic necessities means to have adequate preparation related to basic services so that the impact of disaster can be reduced.</li> <li>✚ During long term recovery, community should be able to update the disaster management plans and try to raise fund internally</li> </ul>	

Characteristics of CBDRR	Explanation
1. <b>Participatory process &amp; content</b>	<ul style="list-style-type: none"> <li>✚ Community is the key actor and primary beneficiary</li> <li>✚ Involves all the vulnerable groups</li> </ul>
2. <b>Responsive</b>	<ul style="list-style-type: none"> <li>✚ Considers the community's perception &amp; prioritization of DRR</li> <li>✚ Community empowerment through ownership creation</li> </ul>
3. <b>Proactive</b>	<ul style="list-style-type: none"> <li>✚ Prepares the communities to face disasters beforehand</li> </ul>
4. <b>Comprehensive</b>	<ul style="list-style-type: none"> <li>✚ Structural mitigation (dam construction, early warning centers)</li> <li>✚ Non-structural mitigation (education &amp; training, public awareness)</li> </ul>
5. <b>Integrated</b>	<ul style="list-style-type: none"> <li>✚ Involves all the stakeholders in DRR</li> <li>✚ Pre-, during &amp; post-disaster measures are planned and implemented as necessary by the community</li> </ul>
6. <b>Multi-sectoral and multi-disciplinary</b>	<ul style="list-style-type: none"> <li>✚ Combines indigenous/local knowledge with sciences and new technologies</li> <li>✚ Builds capacity within while bringing resources externally</li> </ul>
7. <b>Empowering</b>	<ul style="list-style-type: none"> <li>✚ People's options and capacities increased</li> <li>✚ More access to and control of resources &amp; basic services</li> <li>✚ Meaningful participation in decision-making</li> </ul>
8. <b>Developmental</b>	<ul style="list-style-type: none"> <li>✚ Contributes in poverty reduction</li> <li>✚ Correlated to developmental activities</li> </ul>



### Indigenous Early Warning System in Philippines



Mapping In Central America

#### Note for Facilitator

1. To describe the characteristics of CBDRR facilitator should highlight the word participatory and responsive
2. Facilitator should tell the participants that, community is the key of all kinds of disaster and development efforts without the active involvement of community it is not possible to reduce the disaster risk and improve the quality life of the community.
3. One more thing facilitator should tell the participants that, community's perception is very important regarding assessing the risks, developing risk reduction option and implementation and monitoring of the DRR efforts.





As mentioned in the previous Explain, we will have a ROLE PLAY to understand the first step of CBDRR i.e. building rapport and understanding community

### Group Work: ROLE PLAY

Time: One Hour



### Instructions:

1. Identify participants who can perform the role of UDMC member (2), NGO persons (4), IMAM (1), Teacher (1), Farmer (2), Community Leader (1), persons with disabilities (1).
2. Now facilitator should take all the selected members except NGO persons to outside the training room and assigned to character to each of them. Facilitator should tell each of the assigned members that NGO persons will come and try to talk about project to be implemented. NGO people will go to each individual and try to convince them, but everyone has to oppose this project and tell the NGO that many NGO people come and go but nothing happens.
3. Then after this facilitator should take NGO people out of the training room and orient them separately that, they are going to implement project and they have to develop rapport with community, how they will do it? Today they are going to visit a community where they have to take consent from community.

Role Play would be for 15 minutes and after that facilitator would summarize the role play and ask participants about their learning form ROLE PLAY.

## Outcomes of CBDRR

1. Progressive improvements in
  - Public safety
  - Community disaster resilience/resistance
  - Equitable and sustainable community development
2. Community Empowerment
3. Community based organizations
4. Community Early Warning System
5. Skilled manpower in the community (Trained)
6. Community Disaster Management Action Plans and Maps

## Summary of the Session

1. The aim of CBDRR approach is to encourage community to own the process and outcomes interventions
2. The indicators of the resilient community are to have disaster management plans, maps and have adequate preparedness to respond disaster.
3. CBDRR as process has six steps in general where it starts from selecting the community, building the rapport with the community, community risk assessment, community risk reduction planning, community managed implementation and project monitoring by the community.
4. Facilitator should explain also the learning form the ROLE PLAY where he/she has to emphasize that, community is very sensitive as they were victims of several disasters. In this case, trainer should also be sensitive in providing training to the community.
5. The outcomes of the CBDRR is to see the community which has CBOs actively involved in developing disaster management plans and maps and based on that Risk Reduction Options. At the same time, while developing the action plan, community get trained on various aspects of DM such as Medical First Response, Search and Rescue, early warning dissemination etc.



## Session 3: Tools and Techniques for CBDRR: PRA tools introduction

### Objectives of the Session

- To understand the importance of PRA tools.
- To develop understanding on How to use PRA tools



**Method:** Presentation and group discussion

**Time:** 2 hrs

**Materials required:** Flip chart, marker and VVIP cards of different colors



### Session Plan:

Activity	Time Allocation
Pictorial Presentation	15 mins
Is Mapping Important	20 mins
PRA principles	10 mins
Effective and non-effective facilitators	5 mins
PRA tools	60 mins
Summary	10 mins

### Suggestions for Facilitator

- Based on the training to volunteers, it was quite evident that participants still find difficulties to relate PRA with the new document called CRA.
- Facilitator should make this very clear that there is huge difference between PRA and CRA.
- PRA is a tool to collect information and at the same time empowering community to understand their own hazards, vulnerabilities and risk
- Whereas CRA is has been developed by Government of Bangladesh to develop the Risk Reduction Option and plan and while doing so CRA uses some of the participatory tools; PRA.
- This session would be more visual so that it will be helpful for the participants and facilitator too to introduce the PRA tools





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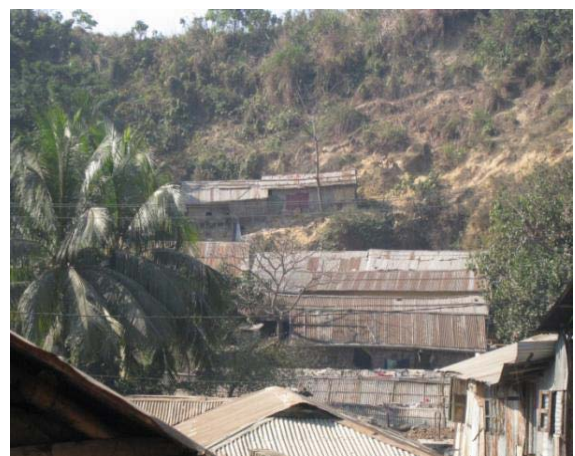
*Facilitator should tell that this is taken from Cox's Bazar in Landslide Prone area and pattern of settlement*



*Facilitator should tell that this is taken from Motijharna from in Chittagong in Landslide Prone area*



*Facilitator should tell that this is taken from Batalihill from in Chittagong in Landslide Prone area*



*Facilitator should tell that this is taken from Batalihill from in Chittagong in Landslide Prone area*



**Note for Facilitator:** After showing all the visuals facilitator should ask participants, *WHAT TO DO? WE ALL KNOW the SITUATION IS NOT GOOD? Let them to respond and facilitator should note down their response*



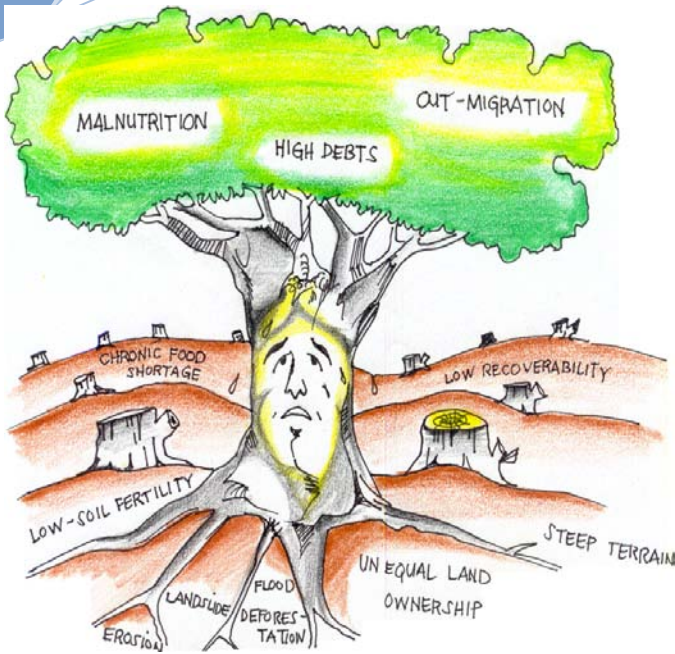
**ORE BABA...BHISAN  
SAMASAYA**

**Ki Korbo?**

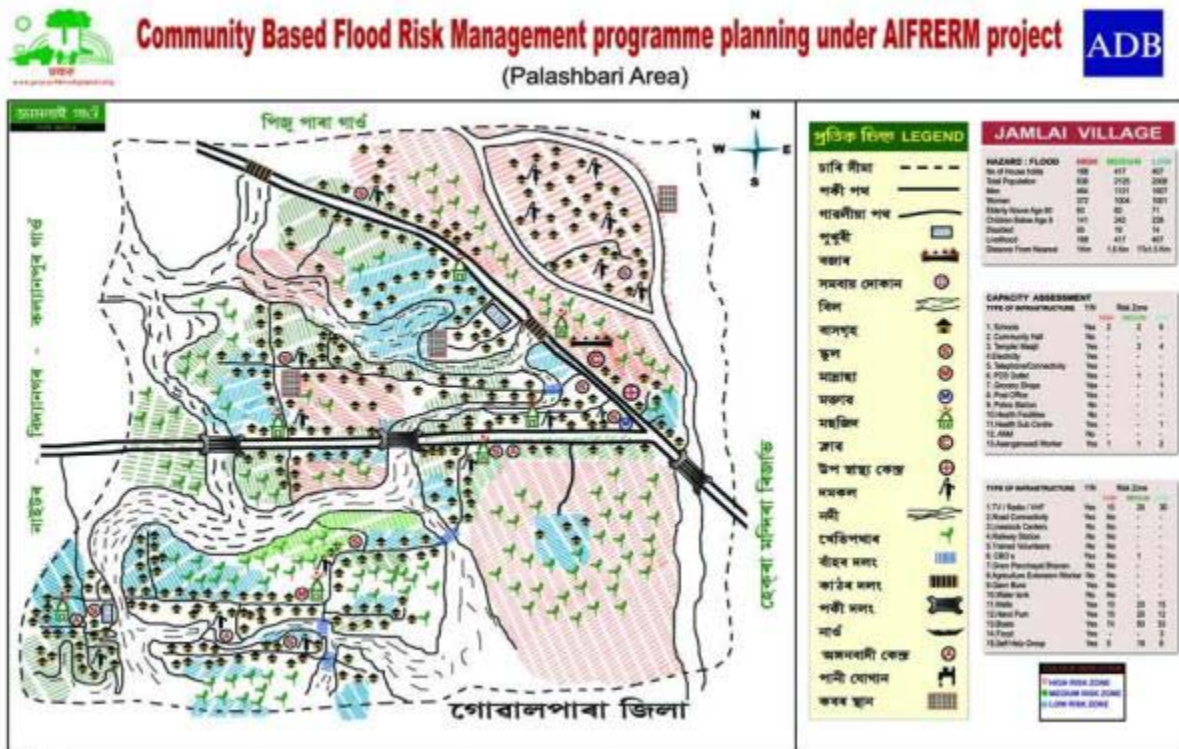
**Boshbo?**



# Community Volunteer Training Guidebook



As a example facilitator should show this problem tree and tell the participants that, there are lot of problem, so what to do?



Facilitator should ask question from the participants that what are the information shown in the above map after participants response, facilitator should say that this is developed by PRA tool called Mapping.



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## Is Map important?

1. Facilitator should ask participant that whether Map is important or not? If yes, then ask participants to count the importance of Map. Facilitator should also note down all the participants response and then summarize it.
2. Facilitator should also discuss with the participants that, PRA provides several tools to capture those information which are not available in any of the government record. In other words, it is quite difficult to collect all necessary information at the PARA level for government what PRA collects through several tools.
3. Lets introduce PRA

### PRA Principles

1. "Learn from the community"
2. "Discuss and share experiences "
3. "Involve diverse groups in the community"
4. The "outsiders" as facilitator
5. "Learn from mistakes"



**Suggestions for Facilitator:** As these principles are self-explanatory and they can be described as PRA provides opportunity to learn from Community.

Who can facilitate PRA tools effectively	
Effective Facilitator	Ineffective Facilitator
✚ Listen to participants very attentively and say little	✚ "I know all" thinking attitude
✚ Have good presentation skills	✚ Unnecessary interface
✚ Be clear about objectives, content and methods of the session	✚ Talking must
✚ Before discussion on the main topic rapport building with the participants must	✚ Being tense, dominating discussion
✚ Before conducting a session better do a rehearsal	✚ Emphasize individual rather than group
✚ Maintain eye contact with all participants	✚ Imposing any ideas
✚ Not to do any artificial behavior	✚ Rough behavior
✚ Cite life oriented example, Create responsive environment in the session	
✚ Ensure active participation of all, Do not hurry, Be relevant, Follow main sequence and concentrate on one issue	

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## Participatory Rural Appraisal Tools

- REVIEW OF SECONDARY DATA
- DIRECT OBSERVATION
- SEMI-STRUCTURED INTERVIEW
- HISTORICAL PROFILE
- MAPPING
- SEASONAL

- TRANSECT
- CALENDAR
- RESOURCE MAPPING
- PROBLEM TREE
- RANKING
- IDENTIFICATION OF EXTERNAL DYNAMICS

**Suggestions for Facilitator:** In the following Explains few some of the tools will be described in details which are necessary for this training point of view.



### Review of Secondary Data

WHAT	WHY	WHO	HOW
<ul style="list-style-type: none"> <li>✚ Concerns collection of existing data &amp; information about:</li> <li>✚ Relevant background info on community (census, research findings, reports etc.)</li> <li>✚ Possible threats to the community</li> <li>✚ Scientific info about hazards/ threats</li> </ul>	<ul style="list-style-type: none"> <li>✚ Concerns collection of existing data &amp; information about:</li> <li>✚ Relevant background info on community (census, research findings, reports etc.)</li> <li>✚ Possible threats to the community</li> <li>✚ Scientific info about hazards/ threats</li> </ul>	<ul style="list-style-type: none"> <li>✚ To get an overview of the situation and context;</li> <li>✚ to save time; to learn from experiences elsewhere</li> <li>✚ Team; community members can validate information</li> </ul>	<ul style="list-style-type: none"> <li>✚ Visit libraries, government offices, universities research centers, collect newspaper clipping, maps, etc.</li> </ul>

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## Direct Observation

WHAT	WHY	WHO	HOW
Systematically observing objects, people, events, relationships, participation, and recording these observations.	<ul style="list-style-type: none"> <li>To get a better picture of the situation, especially of things that are difficult to verbalize</li> <li>To cross-check verbal information. Observations are analyzed afterwards, women participate in community meetings</li> </ul>	Everybody	Think about the purpose of why you are in the community, and identify indicators, which you can assess through direct observation these will make up your checklist

## Historical Profile

WHAT	WHY	WHO	HOW
Gathering information about what happened in the past	<ul style="list-style-type: none"> <li>To get insight in past hazards, changes in their nature, intensity and behavior;</li> <li>Understand present situation in community (casual Link) between hazards and vulnerabilities;</li> <li>To make-people aware of changes</li> </ul>	<b>At initial Phase</b>	<ul style="list-style-type: none"> <li>Plan a group discussion and ensure that key-informants (old people, leaders, and teachers) are present. Invite as much people as possible, especially the young ones, for them to hear the history of their community</li> <li>Ask people if they can recall major events in the community, such as:               <ul style="list-style-type: none"> <li>Major hazards and their effects</li> <li>Changes in land use (crops, forest cover, etc.)</li> <li>Changes in land tenure</li> <li>Changes in food security and nutrition</li> <li>Changes in administration and organization</li> <li>Major political events</li> </ul> </li> </ul>

## Mapping

WHAT	WHY	WHO	HOW
Making a spatial overview of the area's main features	Maps facilitate communication and stimulate discussions on important issues in the community.	Community members	<ul style="list-style-type: none"> <li>Decide what kind of map should be drawn</li> <li>2. Find men and women who know the area and are willing to share their experiences</li> <li>3. Choose a suitable place (ground, floor, paper) and medium (stick, stones, seeds, pencils, chalk) for the map</li> <li>4. Help the people get started but let them draw the map by themselves</li> </ul>

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## Transect Walk

WHAT	WHY	WHO	HOW
Systematic walk with key-informants through the community to explore spatial differences or land use zones by observing, asking, Listening & producing a transect diagram	<ul style="list-style-type: none"> <li>Visualizes interactions between physical environment &amp; human activities over space &amp; time;</li> <li>Identifies danger zones, evacuation sites, local resources used during emergency periods, land use zones, etc.;</li> <li>Seeks problems and opportunities</li> </ul>	Team with six to ten community members representing the cross-section of the area	<ul style="list-style-type: none"> <li>Based on map, select a transect line (can be more than one)</li> <li>Select a group of six to ten people who represent the cross-section, and explain purpose</li> <li>During walk, take time for brief and informal interviews at different places in the transect</li> <li>Focus on issues like land use, proneness to particular disasters, land tenure, and even changes in the environment to draw a historical transect</li> </ul>

## Seasonal Calendar

WHAT	WHY	WHO
Making a calendar showing different events, experiences, activities, conditions throughout the annual cycle	<ul style="list-style-type: none"> <li>Identify periods of stress, hazards, diseases, hunger, dept, vulnerability, etc.</li> <li>Identify what people do in these periods, how they diversify sources of livelihood, when do they have savings, when do they have time for community activities, what are their coping strategies;</li> <li>Identify gender specific division of work, in times of disasters and in normal times</li> </ul>	Team and community members; have separate sessions for men and women

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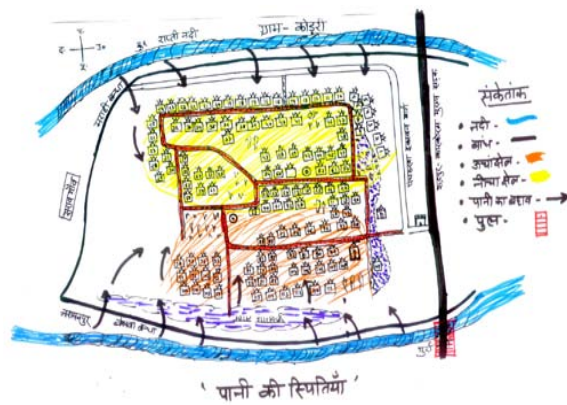
Secondary Data Review



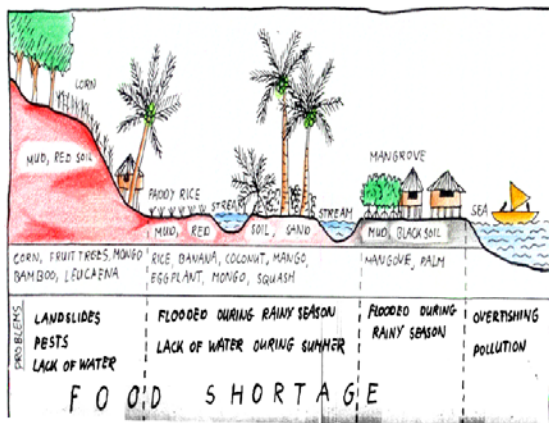
Direct Observation



Historical Profile



Mapping



Transect Walk



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## Summary



1. Participatory Rural Appraisal tools provides an opportunity to know the community
2. PRA allows community to develop their own understanding of Disaster Risk Reduction PRA empowers community to assess the risk and identify the most vulnerable community





## Session 4: Introduction of CRA

### Objectives of the Session

- To develop understanding on CRA?
- To know the steps of CRA?
- What are the guideline and structure of CRA?
- What Resources are needed for to conduct CRA?



**Method:** Presentation and group discussion

**Time:** 1 hr 30 minutes



### Session Plan

Activity	Time Allocation
What is CRA	5 mins
Flow chart of CRA	20 mins
Group Works	30 mins
Purpose of CRA	5 mins
When CRA is used	5 mins
Who is this guide for	5 mins
Who are the participants of CRA	10 mins
What resources are required to conduct CRA	10 mins

### Suggestions for Facilitator

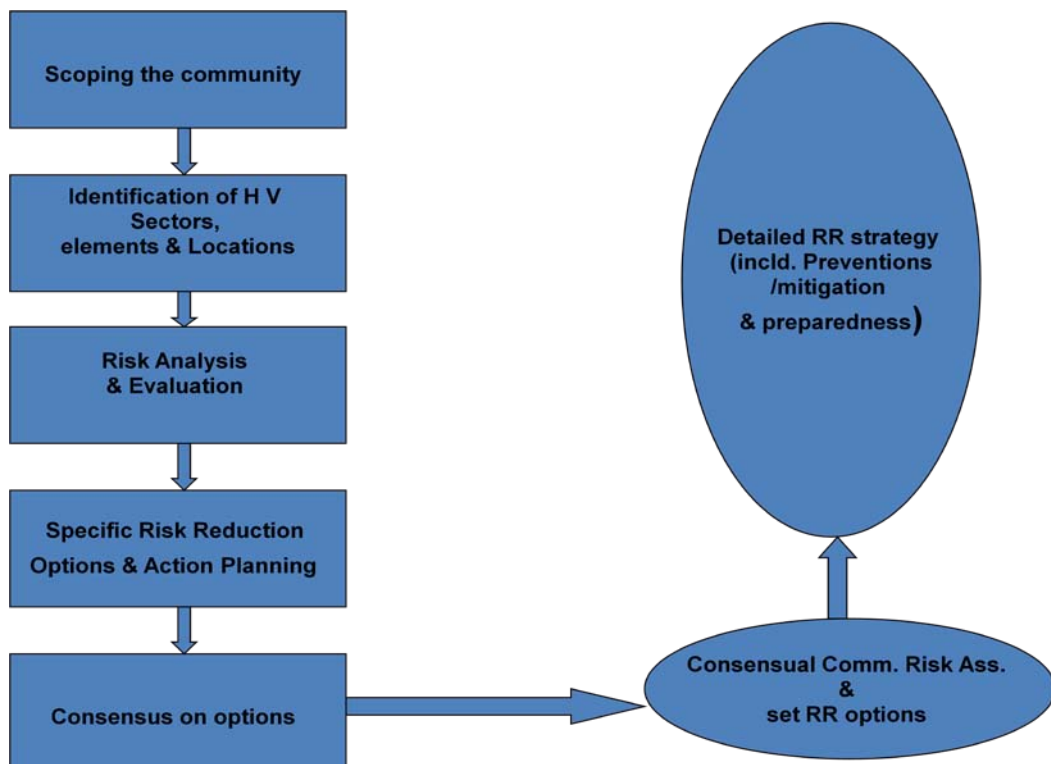
- Referring the existing CRA document, this session will provide an overview to the participants about on how to conduct CRA.



## What is CRA (Community Risk Assessment)

1. CRA participatory process for assessing hazards, vulnerabilities, risks, ability to cope, preparing coping strategies and finally preparing a risk reduction options implementation plan by the local community.
2. CRA uses scientific information and predictions and participatory discourses to identify, analyse and evaluate risk environment of a particular community, reach consensus amongst the community
3. The method recognizes that the vulnerability, loss, reduction or mitigation strategy and coping mechanism vary from community to community and group to group.
4. It ensures representation of professional, community and other groups and that CRA encourages community participants to respect others' concerns

Flow chart showing major steps of CRA



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**Suggestions for Facilitator:** Following the previous CRA flow chart, facilitator needs to explain the participants step by step in a simplistic way so that it would not be difficult for them. Lets take each step of CRA and detail it out:



1. **Scoping the Community:** This is basically a step of knowing the community in-depth. Building the relationship with the community while interacting with them, having discussion on physical, geographical, socio-economic and cultural aspects of the community is the main objective of this step. This step involves some of the PRA tools i.e direct observation, transect walk, key informants interview and focus group discussions. This helps collect primary level information as well as gives deeper understanding about the community.
2. **Identification of hazard, vulnerable sectors, elements and location:** After knowing the community, the next step is to identify hazards in and around the community lives. Hazard, we have already defined, what is hazard? Identifying vulnerable sectors and elements is the most important aspect of CRA. This will set foundation for further steps such as, who is vulnerable, what are the vulnerable sectors, and what are the elements that is vulnerable with regards to the existing hazards. To understand the vulnerable sectors, let's do the **Group Work**

**Group Work-** 30 minutes, facilitator can divide the groups into four.

**Narrative:** Fareedpur community lives close to the Gaibandha town located at the northern side of Bangladesh. This community faces floods every year. It has been a routine work for the people of Fareedpur to prepare themselves before the flood hits. Many of the government efforts are on to save the community. NGOs are also working in this area. One of the Community volunteer group in this community who attended training from Islamic Relief, decided to identify hazards, vulnerable sectors and elements. Everyone knows about the hazard i.e. floods in Fareedpur case and community volunteers feel that there is need to know the vulnerable sectors so that government and non-government organizations can put their effort in reducing the vulnerable to those sectors.



**Task-1:** Floods hit again this year to Fareedpur, each group should list out, what will be the impact of the Floods in Fareedpur.

**Task-2:** Write the possible sectors in front of the impacted areas

**Task-3:** Each group should make presentation for 5 minutes.

**Suggestions for Facilitator:** Participants or group may write the impact of the floods as following:

1. **Crops get destroyed-** Agriculture sector
2. **School gets affected-** Education sector

3. **Floods creates health related problems-** Health sector
4. **During floods livelihood activities get hampered-** Employment sector
5. **Many of the kachha houses get destroyed or washed away-** Housing sector

**Some examples of vulnerable elements:** population, infrastructure and institutions

3. **Risk Analysis and Evaluation-** After identifying the vulnerable sectors, location and element, the risk statement will be developed for each of the hazard. Based on the risk statements, the risk analysis and evaluation will be done. In this step, priority about the hazard and its impact will be set. There can be several hazards existing in a particular location. This step will provide the severity and impact of hazard on the community and based on that, priority will be fixed.
4. **Specific risk reduction option-** effective risk reduction is about to identify the most suitable solution to manage risk or reduce the impact of the disaster. Meaning, there can be several options to reduce the risk but it depends on the resources, time and scale of the intervention. Then facilitator needs to discuss with the participants about, what is possible and not possible- it may cover structural and non-structural intervention both.
5. **Consensus on Options-** facilitator should explain the participants that any option will be viable if there is a consensus on it. Everyone should feel confident and agree with the identified option to manage risk or reduce the impact of the disasters. All primary stakeholders can sit together and discuss with the option identified and later on a joint discussion with the secondary stakeholders can be organized.
6. **Consensual Community Risk Assessment and set RR options:** This step is basically developing the disaster risk reduction plan
7. **Detailed RR strategy-** This step will follow the implementation of the developed Risk Reduction plan.

### **Purpose of CRA**

1. Unites the community in a common understanding of their disaster -risk - hazards, vulnerabilities and capacities
2. Serves for identifying appropriate and adequate risk reduction measures
3. Contributes to raising community awareness about potential risks they face
4. Builds a data on the community situation - its vulnerabilities and capacities - when compared with data at a later period, t1-t2 can be used to evaluate the results of the community's disaster preparedness



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5. Data generated can be used to analyze the local situation, and the various needs for project proposals for projects that could help integrate the community situation and develop it.

### **When CRA is Used.....**

CRA can ensure **effective participation** of vulnerable communities to achieve their risk reduction goals.

CRA can be used at **all levels** to involve stakeholders from professional groups, agencies and departments and specialists from various disciplines, to prepare long term risk reduction actions. It is expected that organizations involved in similar types of activities will be benefited using CRA.

### **Who is the guide for.....**

1. CRA is a comprehensive method to be used by organizations involved in hazard management and risk reduction activities particularly the CDMP and its partners where participation is a central consideration.
2. It is also relevant to organizations involved in community based planning and management at local, regional or national levels.

### **Who are the Participants of CRA?**

1. Participation of both primary and secondary stakeholders of any locality is considered important and essential in CRA.
2. Participation of secondary stakeholders in CRA is therefore very important. Types of participants might vary depending on the locality, occupational groups etc. and the objectives of conducting CRA.

### **What Resources are needed?**

1. Time and other resources required to conduct CRA are not fixed. These can vary considerably depending on the objectives; hence this guide does not prescribe a structured timetable and resources. Instead the guide provides scenarios based on the field experience of CNRS.
2. The facilitators must have basic knowledge and some experience on PRA and have properly gone through this guide. Besides a clear idea of the locality, its livelihood options, local tone, conflicts, history of entitlement, physical situation of the resources, present hazard management initiatives, etc. will help the facilitators conduct a successful CRA.



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3. In Bangladesh the dry winter season is suitable for conducting CRA, though the schedule should be synchronized with the farming system and local practices. Rice planting and harvesting times should be avoided. In rural settings of Bangladesh, schools, NGO offices, and UP offices can be used as venues.

## Session 5: Risk Mapping and Assessment at UDMC and Community Level and family preparedness plan and sustainability

### Objectives of the Session

- Participants will be able to learn the standard steps of facilitating Risk & Resource Mapping exercise.
- How to develop Risk & Resource Map
- How to conduct Hazard, vulnerability and Risk Assessment
- How to validate Risk and Resource Map



**Method of Presentation:** At community level: Guide the community members to draw their perception of their village. The facilitator can ask questions to guide the process.



ask

**Time:** 3 hours

### Session Plan

Activity	Time Allocation
Process of mapping	2.5 hrs
Action Plan at the family and household level	30 mins

### Materials to be used

- Flip Charts (several bunch to be used in mapping)
- Permanent markers in several different colors
- Transparent polythene sheets (3m x 3m)
- 3 Acetone bottles OR nail polish remover bottles
- Packet of cotton balls
- Pair of Scissors
- Masking tape
- Transparent tape

### Suggestions for Facilitator

- Facilitator team should only guide the community to draw the map. They should facilitate the drawing of the map, and not interfere. They should avoid drawing on the map. The facilitator should encourage everyone, as the situation allows, drawing and informing them that the plastic sheet allows for erasures using the acetone.





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2. Risk and Resource Map session should be conducted as a hands-on exercise where the participants are asked to draw the map: it can be a scenario or their surrounding or a common place they all are familiar with.
3. The process of discussing Risk assessment should be conducted based on the map drawn by the community/participants.
4. Facilitator should divide the group in three and provide profile of any project intervention area which includes demographic information, hazards and other resources in the community. Based on the groups will draw map

### Process of Mapping

#### Stage 1: Pre-Mapping & Risk Assessment Stage

##### 1. Community Visits

- ✚ Selecting the community
- ✚ Based on the community visits, interviews, and interactions with the community members, identify the needs of the community.
- ✚ Decide on the **purpose of your organization's intervention to this particular community (e.g. Disaster Risk Management, women empowerment, livelihoods creation, micro-credit schemes) based on the identified needs.**
- ✚ iii. Do a cost benefit analysis: How much resources necessary for the intervention, number of beneficiaries and a comparison of the costs of intervention and benefits returned
- ✚ Search on secondary information/data about the community. The historical record of the community, other NGOs working in the community and their mandates, socio-demographic data of the community
- ✚ Identify different groups in the community and their personal interests in the community and your organization

##### 2. Building rapport with the community

After selecting the community, the facilitator team should build good rapport with the community to gain their trust. Trust and friendship is the key to facilitation of appropriate participation. This will also lead to greater understanding of the community by the facilitator team.

##### 3. The actions you can take to gain trust by the community:

- Living in the community
- Being transparent and open about your goals, who you are and what is being done





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- ❖ After 1 day of heavy raining which area of your community is flooded first? Please mark that area on the map in **red color**
- ❖ On the 2nd day of raining, to which area the flood is extended? Please mark that area in **green color**
- ❖ On the 3rd day of raining, flood is extended further. Please mark that area in **blue color**

By doing this, you have identified the hazard in the village as well as the vulnerable area of the community according to the vulnerability rank (**High, Medium, Low**)

### 7. Elements at risk identification

1. Who are the people living in the **red colour area**? **How many men per household, how many women/children/elderly and disabled per household?**
2. What are their livelihoods? Where do the men usually work (inside the community or outside the community)?
3. Who are at home all the time?
4. How many people are living there?
5. How many households are there?
6. What are the other structures in that area?

### Stage 3: Validation of Maps

#### 1. Technical Integration of Maps

2. Display the map at the community to validate, add data missed out during the exercise. Make clear that the validation process is to make the map better with more inputs from people who wanted to add more or who were not around during the actual mapping.

#### Final Outcome

Community Risk & Resource Map



#### Action Plan at the Household Level

After assessing the risk the next step is to develop action plan at the household level. As the risk has been assessed at the community level, the action plan has to be developed by individual households first to address the risk at home, and then later on it will be developed at the community level.

### Home fire safety plan (checklist)

1. We cook on raised platform
2. We make sure that a grown up person is available in the kitchen when food is cooked.
3. We keep curtains and other things such as fire wood that can burn well away from the stove
4. We take special attention while cooking with oil.
5. We keep all the combustible items away from all types of heating appliances
6. We always check the gas/oil leaks from stove
7. We check all our electrical extension lines, codes appliances about the condition and status.
8. We keep matches/lighters away from children
9. We make sure that we do not smoke in the bed and make sure the cigarette butts are discharged properly.
10. We keep a bucket of water inside the house always.
11. We make sure elders are present when fire crackers are burned.
12. We keep extra precautions during festivals when keeping candles/ oil lamps inside the house
13. We have a fire escape plan and every member of the family is aware of the same.
14. We know the telephone numbers of our fire department.
15. We practice fire drills at home ..... each month.
16. We check our appliances, electric codes, cables, plug points .....
17. Last time we have done the fire hazard check on ..... With all members of the home present.
18. We have started saving now. We have emergency fund in case for any unexpected event.

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Family Preparedness Plan Checklist	Date
We held a family meeting to discuss our Disaster family preparedness plan	
We identified the safest places in the house, in the neighborhood and outside our community for evacuation. We do not keep furniture in such a way it will obstruct our way while evacuating	
We identified exits and alternative exits from our house/building	
We considered the special provisions we need for pets ,working animals, our visitors who do not speak our language, elderly, disable family members and children	
We have water to last for ..... weeks. We have food to last for .....weeks	
We know how to turn off our electricity, water, gas etc even in the night. We know how to unlock our doors and windows even in the night. We know where we keep keys.	
We completed hazard hunt game at home and eliminated all the hazards from our home.	
We know our out-of-area contact persons and phone numbers (list the same)	
We know where we would reunite <ul style="list-style-type: none"> <li>• Inside the house</li> <li>• Outside the house</li> <li>• Outside the neighborhood</li> </ul>	
We know how to use a fire extinguishers	
We keep shoes and flashlights by our bedside	
We have a very good first-aid kit at home. We have purchased essential medicines for our family	
We have started saving now. We have Emergency fund during the time of disasters.	





## Working Module 4



## Working module 4: Disaster Management Structure in Bangladesh and CRA Implementation

In this module, the major emphasis is on identify the stakeholders who are part of disaster management and with whom primary and secondary stakeholders to be identified. This module also discusses about institutional arrangement in Bangladesh on Disaster Management and what are the roles and responsibilities of UDMCs/CVs in Standing Order on Disaster Management. This module takes participants to development understanding on how to design training and prepare for. It also suggests how to evaluate course and participants knowledge whether there is any new learning or not?

### Session 1: Stakeholder Analysis

#### Objectives of the Session

- To provide an introduction to the basic methodology of analyzing the stakeholders, their role and functions, assessing their relationships and respective interests in or influence on the various functional responsibilities and actions



#### Learning outcomes:

After completing this session the participants will able to:

- Conduct a stakeholder analysis
- Relate the relationships with other groups, derive roles, responsibilities and stakes
- Identify who is capable of influencing the policies and procedures better

**Time:** 1.5 hrs

#### Session Plan

Activity	Time Allocation
What is Stakeholder Analysis	10 mins
Why use Stakeholder Analysis	5 mins
Who are the stakeholders	10 mins
How do we categorize stakeholders	10 mins
How do we conduct stakeholder analysis	10
Group work	40 mins
Conclusion	5 mins

**Method of Presentation:** PowerPoint presentation and Group work

**Materials to be used:** Flip chart, white board marker and VVIP card



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## What is Stakeholder Analysis?

An organized approach to understanding a system and assessing the impact of changes to that system, by means of **identifying stakeholders and assessing their relationships and their respective interests in, or influence on, that system.**

## Why use Stakeholder Analysis?

- ✚ Map the **network** of actors and institutions involved in disaster risk reduction efforts
- ✚ Define their **roles, interests**, and capacity to participate
- ✚ Clarify key issues of **partnership** or conflict
- ✚ Assess **appropriate type of participation** of different actors in disaster management
- ✚ Formulate strategies to **strengthen** support or counter opposition
- ✚ Address **distributional impact of projects** and programs related to disaster risk reduction

## Who are the Stakeholders?

Stakeholders include all **actors** and **groups** who affect and/or are affected by the policies, decisions, and actions of the system. They have rights or interests in the system.

## How do we categorize the Stakeholders?

- ✚ Key stakeholder
- ✚ Primary and secondary
- ✚ Active and passive
- ✚ Internal, interface, and external

## How do we conduct Stakeholder Analysis?

- ✚ Identify main purpose of analysis and develop an **understanding** of the system
- ✚ **Identify** stakeholders
- ✚ Investigate stakeholders' **interests, characteristics**, and **circumstances**
- ✚ Assess stakeholders' **power, interest**, or **potential**
- ✚ **Define** and **assess** options

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**Suggestions for Facilitator:** At this level, it is important for facilitator to explain clearly that who are the stakeholders. Following the CRA document there are two kind of stakeholders; primary and secondary. Primary stakeholders



are those, who are direct beneficiary of the programs and projects. Say for

example- community. Secondary stakeholders are those are indirectly benefitted from the programs and projects.

The shown matrix here gives clear cut understanding about the stakeholders. According to this everyone is stakeholder in the

context of disaster, because disaster affects everyone directly or indirectly. Those who are getting affected directly means they are the first responder of disaster.

Stakeholder	Impacted	Supportive
Primary Stakeholders	Fishers Fish farmers Farmers (land owner and share croppers) Landless Women Disables Adolescent, etc.	Union Parishad Union Disaster Management Committee (UDMC) Upazila DMC Involved NGO staff Local Forest Officer; Upazila Cooperative Officer; Money lenders, local elites;
Secondary Stakeholders	UP Chair, members; Local Administration Public and Private service Providers Local Influential (policy/social – having influence on power structure) Member of Parliament, and Local institutional Network	Involved NGO staff Local Physicians Local CBOs and Networking Bodies etc. Scientific Organizations including Bangladesh Meteorological Department, Institute of Water Modelling (IWM), Center for Geographic Information Services (CEGIS), Climate Change Cell of Department of Environment, BUET, Dhaka University, and others.

### Group work: 40 Minutes

#### Instructions:



- ✚ Take all the participants out of the training room and find an open space where 30 people can make a circle
- ✚ Draw 35 columns with the help of chalk on the ground and keep each individual participants in each drawn column.
- ✚ Assign each of the participants following tasks:

Old person(65 year), Rickshaw Driver, Postman, School Teacher, Student (VIII Class), House Wife, Pregnant Women, Clerk, Administrative Office, Handicap Child (5 years), Taxi Driver, Illiterate Man, Farmer, Beggar, Tourist, Sick person suffering from TB, Imam, Pan shop owner, Vegetable seller, Business man, School teacher, Professor, Disaster management officer, Village leader, Washer man, Mechanic, Mason, Labour, Nurse Then Facilitator would read the following statements one by one. Facilitator should also explain the participants before the game starts that, if participants agree with the statement then they have to take one step forward otherwise be in the same position.

#### Statement:

This is the story about the village having more than 3000 population. The village is susceptible to frequent floods, earthquake, landslides and epidemics. You are one of the communities in the village.

1. You are aware about the exiting hazards and impacts
2. You know how to receive the early warning during flood situation
3. Once water is rising, you know what to do for protect yourself

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4. You could be able to help in search and rescue operation for floods
5. You know the government policies for flood risk reduction
6. You know the existing plan for flood risk management
7. While sleeping at night, there is an earthquake with strong motion, you know what you should do
8. you know what you should do to reduce the impact of earthquake risk
9. you are aware about how to make earthquake resistant construction and planning
10. You have discussed with your family about hazards and necessary mitigation strategy
11. Your kids know how to protect themselves from existing local hazards
12. you listen to radios for early warning for impending hazards
13. You have used insurance for hazard risk reduction
14. In case of road accidents, you know how to give first aid to the victims
15. In case of heart attack, you know what is required to be done with the patient



**Conclusion:** Facilitator would explain that who has reached on top in this Power Walk Game. The message from this game is that, everyone is stakeholder. We need to recognize who are the stakeholders? Based on the recognition we need to see their capacity and knowledge too to understand their vulnerability



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## Session 2: Disaster Management Institutional Arrangement in Bangladesh and role of UDMCs/CVs in SOD

### Objectives of the Session

- To develop understanding about the Standing Order on Disaster Management
- To get familiar with roles and responsibilities of UDMC
- To know how UDMC can contribute in mobilizing the community volunteers, CBOs and NGOs for social mobilization and risk reduction measures in the area.



**Method of Presentation:** Power point Presentation and group discussion



**Time:** 1 hrs 30 mins

### Session Plan

Activity	Time Allocation
Standing order in Bangladesh	15 mins
Composition of UDMC and roles and responsibilities	15 mins
UDMC and community volunteers	10 mins
Composition of PDMC and roles and responsibilities	25 mins
PDMC and community volunteers	15 mins
Summary	10

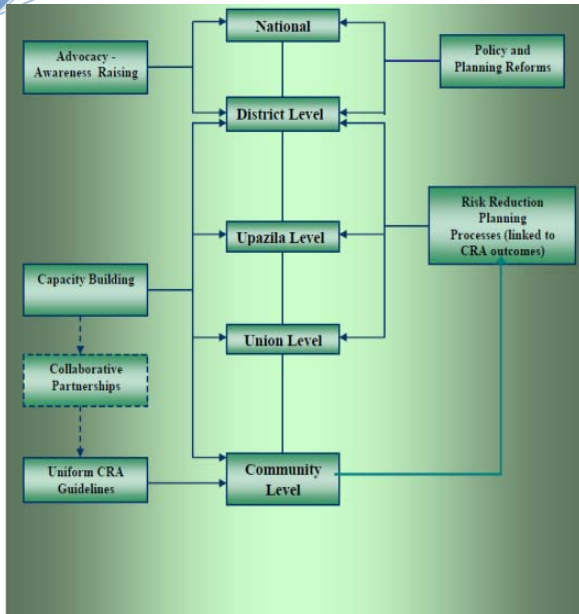
### Suggestions for Facilitator

- Facilitator should make the UDMC as a priority to discuss more where community volunteers are working.



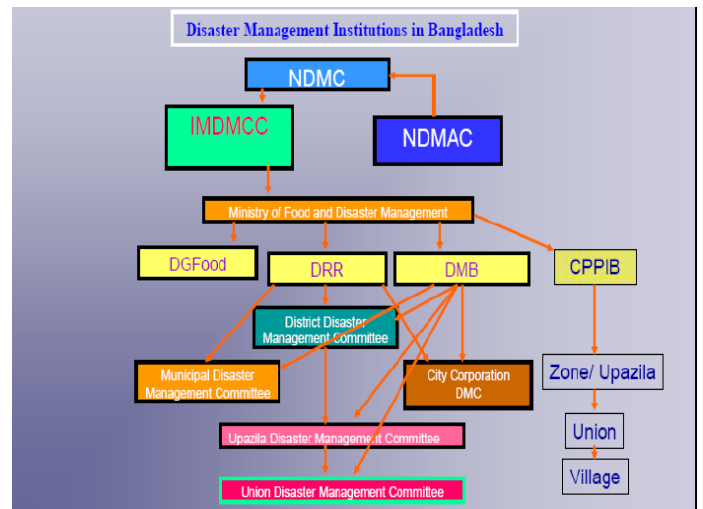


# Community Volunteer Training Guidebook



Facilitator should explain about the UNION level where DIPECHO project is being implemented. He/she should also explain the community level where volunteers are active in this project. The above structure shows the disaster management institutions that are placed at different level.

The above structure shows that how UDMC is linked with the Upzila, district, ministry and national level agencies. The show structure needs to explained by facilitators so that participant can see themselves that what level they belong to in disaster management structure.



## Background of the SOD

The Standing Orders have been prepared with the avowed objective of making the concerned persons understand their duties and responsibilities regarding disaster management at all levels, and accomplishing them. All Ministries, Divisions/Departments and Agencies shall prepare their own Action Plans in respect of their responsibilities under the Standing Orders for efficient implementation. The National Disaster Management Council (NDMC) and Inter-Ministerial Disaster Management Coordination Committee (IMDMCC) will ensure coordination of disaster related activities at the National level. Coordination at district, Thana and union levels will be done by the respective District, Thana and Union Disaster Management Committees. The Disaster Management Bureau will render all assistance to them by facilitating the process (source: CDMP website)

1. The Ministries, Divisions/Departments and Agencies will organise proper training of their officers and staff employed at District, Thana, Union and village levels according to their own Action plans so that they can help in rescue, evacuation and relief work at different stages of disaster.
2. The local authority shall arrange preparedness for emergency steps to meet the disaster and to mitigate distress without waiting for government help.
3. The Standing Orders shall be followed during Normal times, Precautionary and Warning stage, Disaster stage and Post-disaster stage.

## Community Volunteer Training Guidebook

- 🚧 Chairman, Union Parishad – Chairman
- 🚧 Members, Union Parishad – Member
- 🚧 Teachers Representative – Member
- 🚧 Government Employee at Union level – Member
- 🚧 Women Representative – Member
- 🚧 Cyclone Preparedness Programme (CPP) Representative – Member
- 🚧 Bangladesh Red Crescent Society's Representative – Member
- 🚧 NGO's Representative – Member
- 🚧 Union Parishad Secretary - Member-Secretary

In the light of local situation and special circumstances, the Chairman of the Committee can co-opt more members. The committee will meet once in every two months. During disaster the Committee will meet once daily, and after some improvement in situation, twice in every week.

### Union Disaster Management Committee (UDMC) and SOD

Disaster Phase	Responsibilities
<b>Normal times</b>	<ul style="list-style-type: none"> <li>🚧 Ensure that local people are kept informed regarding taking practical measures for the reduction of risk personally or united and also about wide publicity regarding the reduction of risk at community level and the methods of keeping alive.</li> <li>🚧 Arrange training and workshops on regular basis on disaster issues and keep the Disaster Management Bureau informed.</li> <li>🚧 Prepare a Disaster Action Plan with a view to enabling local people, Union authority and local organization to take up security arrangement in the perspective of imminent danger related warnings or occurrence of disaster including the issues already mentioned under this paragraph.</li> <li>🚧 Take steps for quickest and effective publicity of forecasts/warnings relating to cyclone and floods and also inform people about their responsibilities of saving their lives and properties from disaster.</li> <li>🚧 Determine specific safe centre/shelter where the population of certain areas will go at the time of need and assign responsibilities to different persons for various services at the shelter/centre.</li> <li>🚧 Ensure supply of water and if necessary other services from specific points near the shelter/centre with the help of Thana authority.</li> <li>🚧 Prepare relevant plans for local rescue plan, primary relief operation, restoration of communication with Thana Headquarters and local arrangement for rehabilitation of severely affected families.</li> <li>🚧 Arrangement for rehearsals or drills on the dissemination of warning signals/forecasts, evacuation, rescue and primary relief operations.</li> </ul>
<b>During Disaster</b>	<ul style="list-style-type: none"> <li>🚧 Organize emergency rescue work by using locally available facilities in times of need and if directed assist others in rescue work.</li> <li>🚧 Collect statistics of loss incurred in disaster in the light of guidelines of Disaster Management Bureau and Thana Authority and send the same to TDMC/Thana authority.</li> <li>🚧 Take steps for distribution of articles for rehabilitation received locally or from Relief and Rehabilitation Directorate and any other source following the guidelines from Disaster Management Bureau and TDMC/Thana authority.</li> <li>🚧 Send accounts of material received to Thana authority or donor agency.</li> </ul>

*In addition to above follow Standing Orders on disaster management related issues and instant orders of appropriate authority.*

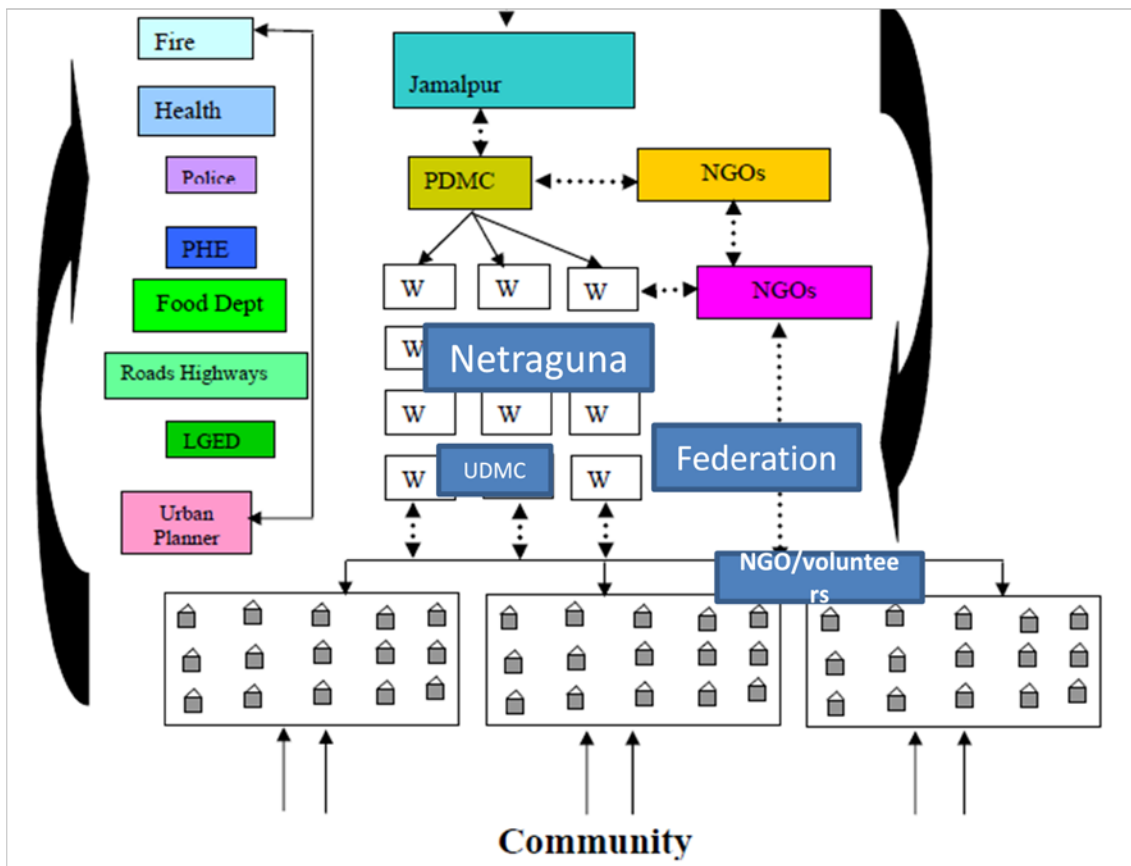
# Community Volunteer Training Guidebook

## Union Disaster Management Committee (UDMC) and Community Volunteers

**Note for Facilitator-** facilitator would highlight that how UDMC and community volunteers can work together with effective coordination.

- I. Formalized the Community volunteers
- II. Developed a core of committed leaders within the group of volunteers
- III. Link Community volunteers with the UDMC structure
- IV. Establish Community volunteer federations composed of various and different volunteers who can advocate community level disaster risk reduction along with UDMC and assist UDMC to facilitate CRA at the union level.

The representative of volunteer federation can attend the routine meeting of UDMC



1. The above shown diagram explains the linkage between Federation, NGO and UDMC. NGOs/volunteers can work at the ward/para level whereas Federation can be positioned at the union level. At the end of the Project, at the ward/para level there will be formalize volunteers and at the union level there will be Federation who can take up the responsibilities and own CRA.

## Community Volunteer Training Guidebook

2. This strategic diagram can be shared during the training to get the opinions of the participants and based on that it can be revised too.
3. Based on the above diagram responsibilities related to SOD can also be shared in Normal and disaster stage.
4. Federation can also be an asset to the CPP program and if possible they can be linked it further too.

### Composition of Pouroshawa Disaster Management Committee (PDMC)

১	পৌর মেয়র	১	সভাপতি
২	পৌরসভার সকল কমিশনার বৃন্দ	১২	সদস্য
৩	পৌরসভার স্বাস্থ্য কর্মকর্তা / স্বাস্থ্য পরিদর্শক	১	সদস্য
৪	পৌরসভার নির্বাহী প্রকৌশলী/ সহকারী প্রকৌশলী	১	সদস্য
৫	কৃষিকর্মকর্তা (ডেপুটি ডিরেক্টর, কৃষি কড়ক মনোনীত)	১	সদস্য
৬	পরিবার পরিকল্পনা কর্মকর্তা	১	সদস্য
৭	প্রতিনিধি, জনস্বাস্থ্য ও প্রকৌশল অধিদপ্তর	১	সদস্য
৮	সভাপতি, প্রেসক্লাব/ সাংবাদিক সমিতি	১	সদস্য
৯	এনজিও প্রতিনিধি (স্থানীয় এনজিও ১ জন, জাতীয় এনজিও ১ জন এবং আন্তর্জাতিক এনজিও ১ জন)	৩	সদস্য
১০	প্রতিনিধি, সিভিল সার্জন	১	সদস্য
১১	প্রতিনিধি, বাংলাদেশ রেডক্রসসেট সোসাইটি	১	সদস্য
১২	উপজেলা প্রকল্প বাস্তবায়ন কর্মকর্তা		সদস্য
১৩	প্রতিনিধি, মুক্তিযোদ্ধা	১	সদস্য
১৪	সাংস্কৃতিক ব্যক্তিত্ব	১	সদস্য
১৫	প্রতিনিধি, সাইক্লোন প্রস্তুতি প্রকল্প	১	সদস্য
১৬	অধ্যক্ষ, কলেজ	১	সদস্য
১৭	প্রতিনিধি, সমাজসেবা অধিদপ্তর	১	সদস্য
১৮	সভাপতি, চেম্বারস অব দি কর্মার্স এন্ড ইন্ডাস্ট্রিজ	১	সদস্য
১৯	প্রতিনিধি, মহিলা বিষয়ক অধিদপ্তর	১	সদস্য
২০	প্রতিনিধি, পাওয়ার ডেভেলপমেন্ট বোর্ড/ পল্লী বিদ্যুতায়ন বোর্ড	১	সদস্য
২১	প্রতিনিধি, বাংলাদেশ পুলিশ (স্থানীয় থানা থেকে)	১	সদস্য
২২	প্রতিনিধি, বাংলাদেশ আনসার ও ভিডিপি	১	সদস্য
২৩	প্রধান নির্বাহী কর্মকর্তা / সচিব, পৌরসভা	১	সচিব

## Community Volunteer Training Guidebook

Disaster Phases	Roles and Responsibilities
<b>Normal Times</b>	<ol style="list-style-type: none"><li>1. To ensure that local people are aware about adopting action plan regarding the reduction of disaster risk individually or collectively and also ensure wide publicity of the means of reducing disaster risk and saving life at the community level</li><li>2. To arrange training programs and workshops related to disaster by keeping the disaster management bureau informed</li><li>3. To prepare Disaster Action Plan for taking security measures by the local people</li><li>4. To arrange speedy and effective dissemination of forecasts relating to cyclone and inform the people about their duty to save their life and property at such stage</li><li>5. To determine which of the people of the area would take shelter in which safe center plan and to assign responsibility to different persons for different services at the shelter/safe center</li><li>6. To ensure supply of water from some pre-determined places to safe shelter with the assistance of District/Thana authorities and to give other necessary services</li><li>7. To prepare contingency plan including location action for local rescue operations, primary relief work, re-establishing communication with the District/Thana headquarters and rehabilitation of seriously affected families</li><li>8. To arrange for mobilization drill relating to dissemination of warning signals/forecasts evacuation, rescue and primary relief operations with the assistance of District/Thana authorities</li></ol>
<b>During Disaster time</b>	<ol style="list-style-type: none"><li>1. To conduct if necessary, primary rescue operation by using locally available facilities and if directed, cooperating with others in rescue operations</li><li>2. To collect data about the damage of disasters in the light of the guidelines given by the Disaster management bureau and district/thana authorities and dispatching it to district/thana authorities and donors agencies</li></ol>

### Pouroshawa Disaster Management Committee (PDMC) and Community Volunteers

**Note for Facilitator-** facilitator would highlight that how PDMC and community volunteers can work together with effective coordination.

- I. Formalized the Community volunteers
- II. Developed a core of committed leaders within the group of volunteers
- III. Link Community volunteers with the PDMC structure
- IV. Establish Community volunteer federations composed of various and different volunteers who can advocate community level disaster risk reduction along with PDMC and assist PDMC to facilitate disaster action and contingency plan.
- V. The representative of volunteer federation can attend the routine meeting of PDMC

# *Community Volunteer Training Guidebook*

## **Summary:**

1. Community volunteer groups are very instrumental in disaster risk reduction
2. At the Union level CVG can play a great role through the federation.
3. Federation will assist UDMC in making outreach of CRA to the larger community
4. Overall UDMC can take lead to monitor CRA process through the group of volunteers and federation.





# Community Volunteer Training Guidebook

## Session 3: Training Design and Schedule Preparation

### Objectives of the Session



- To develop training schedule to conduct trainings
- To understand the importance of content, timing and appropriate methodology to conduct training

**Method:** Presentation and group work



**Time:** 45 mins

### Session Plan

Activity	Time Allocation
Group work	30 mins
Summary	15

### Suggestions for Facilitator

- Facilitator should provide adequate space for each participants to ask their queries
- Facilitator should instruct participants clearly what they have to do in this session.



Time	#	Session Name	Content	Methodology	Resource Person
<b>Day 1-09 Aug</b>					
09:00-09:45		OPENING CEREMONY	Introduction		Amit Kumar
			Group Photo		
0945-1000			<b>Coffee/Tea Break</b>		
10:00-11:00			Group Formation		Amit Kumar & Team
			Expectation review		
			Course overview		
<b>Module 1: CBDRR: A Framework for Reducing Risk</b>					
11:00-12:00	1	Introduction to DRR	Basic Concepts & terminologies	Workshop 1	Amit Kumar
12:00-01:00			<b>Lunch Break</b>		
01:00-03:00	2	Importance and process of CBDRR	Define community Why we need CBDRR	Workshop 1	Amit Kumar
03:00-03:15			<b>Coffee/Tea Break</b>		
03:15-04:45		Importance and process of CBDRR continued	Characteristics, Process and Outcome of CBDRR	Role play & workshop	Watsala Jayamanna & Amit Kumar
04:45-05:00		Summing Up	Lessons learnt	Discussion	Arvind Kumar

# Community Volunteer Training Guidebook

**Group Work:** 30 minutes

Facilitator should show the above training schedule and ask them that they have to draw the same schedule under this group work.



## Instructions:

1. Develop a training design for 3 days of TOT on Disaster Risk Reduction for the community volunteer.
2. Every participant will develop the training schedule
3. At the end of the group work, facilitator should ask participants about the difficulties in developing the training schedule.

## Summary:

1. To develop the training schedule it is very important to understand
  - Who are the participants first?
  - What is the theme of the training?
  - What is the level of knowledge of participants about that particular theme (this can be captured through Training Need Analysis)?
  - What should be the appropriate methodology of training?
  - What kind of ice breakers or games should be introduced to keep the momentum and spirit of the training?
  - Who will be the facilitator and how many?
  - What will be language of communication?
  - Suitable training venue and training equipments so that methodology can be modified based on the training venue and equipment.



# Community Volunteer Training Guidebook

## Session 4: Entry/exit behavior and course evaluation

### Objectives of the Session

- To develop understanding on how to conduct entry and exit behaviour to know the level of knowledge before and after training?



**Method:** Presentation and group work

**Time:** 1 hour

### Session Plan



Activity	Time Allocation
Entry and Exist Behaviour	40 mins
Summary	20

### Suggestions for Facilitator

- Facilitator should provide adequate space for each participants to ask their queries
- Facilitator should instruct participants clearly what they have to do in this session.



## Community Volunteer Training Guidebook

S. No	Topic	Level of knowledge / Awareness									
		10 %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %
1.	TOT skills										
2.	Basic Concept of Disaster Risk Reduction										
3.	Concept of Community based Disaster Risk Reduction (CBDRR)										
4.	Approach and Process of CBDRR										
5.	Participatory Rural Appraisal (PRA) tools										
6.	Concept of Community Risk Assessment (CRA)										
7.	Purpose, process and outcomes of CRA										
8.	How to apply CRA at UDMC and PARA level										
9.	Hazard, vulnerability and Capacity Assessment										
10.	How to Review Risk and Resource Maps?										
11.	How to develop Community and family level disaster preparedness plan										
12.	Integration of Risk and resource mapping and Assessment at UDMC level										
13.	Who are the Stakeholders in CRA?										
14.	How to USE PRA tools in CRA?										
15.	How to conduct capacity development and public awareness activities at UDMC level?										
16.	National Policy on Disaster Management										
17.	Disaster Management Institutions in Bangladesh										
18.	Setting up DM committees at UDMC level										
19.	Role of UDMC/CVs in SOD										
20.	UDMC/CVs roles and responsibilities in facilitating PARA level projects										
21.	How to integrate PARA level projects at UDMC level										

Note: Please mark (x) in each issues mentioned in Column Two. Please avoid multiple marking in each row.

Facilitator should explain this format where the same form has to be introduced during entry and exit behavior. Topic should be the session or concept written in the column and based on that participants will be evaluated

### Summary:

1. Based on the entry and exit behavior, the knowledge level can be seen altogether.
2. Facilitator should explain the participants that in which area they have developed their understanding and which are not?
3. Facilitators should give a clear message to the participant that due to specific reason there is a gap in understanding the concept and that is why there is no learning in that area. Because the excel sheet will clearly show the area where participants have gained their knowledge

