CMDRR TRAINING, DESIGN AND IMPLEMENTATION

BUILDING RESILIENT COMMUNITIES

A training manual on Community Managed Disaster Risk Reduction

Revised 2013 edition

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CMDRR TRAINING, DESIGN AND IMPLEMENTATION

IIRR

Cordaid

BUILDING FLOURISHING COMMUNITIES

Correct citation: IIRR, Cordaid. 2013. Building resilient communities. A training manual on community managed disaster risk reduction, Philippines.

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FOREWORD

The ability to manage natural and human-induced hazards remains of utmost importance while the numbers and severity of disasters are on the rise. Climate change further accelerates the impact of these disasters. As a result, the social and economic costs of disasters are enormous.

Since the first version of the Community Managed Disaster Risk Reduction (CMDRR) manual in 2007, hundreds of people, NGO staff as well as local government and donor staff, have been trained in this inclusive methodology. The success of the manual demonstrated itself in the translation into nine additional languages, including Bahasa Indonesia and Bangla. CMDRR is currently operational in at least 14 hazard prone regions.

CMDRR practitioners cooperate closely with local government staff and thus contribute to DRR policy development. Best practices from communities in all these countries show that they are becoming more resilient. They have stored rainwater and are prepared for drought, diversified their income, secured their livelihoods, have early warning systems in place and know where to evacuate if a typhoon strikes. People use their own strengths, their own capacities to fight hazards.

This second version of the manual includes examples from around the world of the lessons learned over the past five years. These are learned at community level, as well as through cooperation with other organizations, including environmental and climate change agencies. For example, cooperation with environmental agencies highlighted the value of landscape approaches for sustainable DRR programs. Even though it is not completely clear what will happen when and where, it is important to be prepared for an ever changing future.

I hope this revised manual will be as successful as the first one and contribute to the building of many more resilient communities.

Sasja Kamil
Expert DRR
Cordaid

PREFACE

Our world today is experiencing frequent and often more serious disasters which threaten to reverse the many development gains achieved over decades. The Community Managed Disaster Risk Reduction (CMDRR) framework helps show the links between development and disaster. CMDRR relies on fundamental recognition that the communities affected by these hazards also have the solutions. It engages communities in identification, analysis, monitoring and evaluation of risks to reduce people's vulnerabilities and enhance their capacities.

While it may not be possible to completely stop the occurrences of natural hazards, communities, governments and local institutions can work together to prevent hazards caused by humans, reduce risks to disasters, mitigate or manage when disasters do occur and minimize their effects on lives and livelihoods. This manual serves as a resource guide to help communities be at the center and enable them to take control of disaster risk reduction process and design relevant actions.

Why an updated version

In 2007, Cordaid and IIRR developed and printed the first edition of the CMDRR manual. It was translated to 9 different languages and extensively used. The situation and realities however have changed since 2007. New knowledge on DRR is emerging that closely links it to ecosystems approach, climate change, and gender as their links with DRR are better understood. There are also a lot more experience now on the ground to which this new version puts considerable attention to with practical examples to illustrate terms, concepts and processes.

Users and Uses of the manual

This manual is primarily for trainers and facilitators in CMDRR. It is useful for DRR researchers, university students, DRR practitioners, extension workers, local government planners, policy makers, NGO staff and community leaders. The trainer's manual is a process guide for trainers and facilitators on how to help communities design and implement CMDRR. The manual is part of the larger effort to promote CMDRR among DRR practitioners worldwide.

How the manual was produced

With the success of the first edition of the manual and after obtaining informal feedback from users, IIRR began exploring the need to update the manual. The idea was firmed up when IIRR Philippines Country Director Emily Oro, Cordaid Global CMDRR Consultant Rusty Biñas, and DRR Expert of Cordaid Sasja Kamil, convened during a Partners for Resilience event in Indonesia in 2012. Following this meeting, IIRR developed the proposal which was subsequently funded by Cordaid and Caritas Germany.

To guide the review process, a steering committee consisting of IIRR and Cordaid staff and consultants was set up. A questionnaire was developed to gather feedback on the first version. The feedback from the survey was used in shaping the scope of the new version of the manual.

A two-day pre-writeshop was conducted in the Philippines. The recommendations derived at the pre-writeshop were sent to IIRR CMDRR team in Africa and to Cordaid and affiliate consultants whose feedback further enriched the content. Contributors and participants were then invited to the writeshop.

The revision was done by a team of trainers and CMDRR experts from Asia and Africa where the first edition was widely used and resource persons and consultants from Europe and Latin America. It was done through the writeshop process, an intensive participatory workshop where contributors write, revise and finalize materials with multidisciplinary teams.

The Silang writeshop

An intensive five-day writeshop was held at the IIRR headquarters in the Philippines on 4 to 9 November 2012 attended by 20 participants. Unlike previous writeshops where most of the contributors came with written manuscripts, participants began by reviewing the first manual in small groups. Each group helped improve the section of the manual by rewriting introduction to the modules, session objectives, and learning activities. Practical cases from the field and a variety of participatory tools were included. New topics were identified and developed. Revised drafts were electronically shared, then presented and critiqued. The revised drafts were presented and discussed as participants commented, critiqued, asked questions, and suggested revisions and illustrations until a third draft.

After the writeshop, Mary Ann Llanza, IIRR program specialist for development communication coordinated the review, editing, design and layout process. Wilson Barbon, IIRR program specialist for disaster risk reduction and Rusty Biñas, Cordaid global consultant for DRR reviewed the content. Sessions generated by individuals and groups were revised substantially. Information produced by individuals or groups was moved and combined with another topic. Improvements were done and sent to each of the lead contributors for their final comment and approval.

The post writeshop and the efforts to bring this publication to print were coordinated by IIRR in collaboration with Cordaid Communication Advisor Nina Hoeve and then later with Matthias van Halem. Local artists and design team finalized the manual.

Structure of the manual

The revised manual is broken down into four booklets:

1. CMDRR Training, Design and Implementation
2. CMDRR Concepts, Principles and Practices (Module 1)
3. Facilitating CMDRR Method and Process (Module 2)
4. Sustaining CMDRR (Module 3)

Details of each session can be found in the CMDRR Training Design and Implementation booklet in the overview of the training course.

The packaging of this revised version is expected to make it more convenient for users to carry around.

Writeshop advantages

The writeshop process was pioneered by IIRR in the early 80s. Writeshops speed up the writing, editing and publishing process. Written materials benefit from technical peer review by a large number of experts under one roof.

Further, it provides a great opportunity for teamwork and mutual learning. The rich diversity of personalities, skills, views and experiences brought together through a writeshop has proven to be ideal in forming enduring professional and personal relationships. It is hoped that the relationships and networks forged to reduce communities' disaster risks will continue long into the future.

ACKNOWLEDGEMENTS

OVERVIEW

The first edition of the training manual on Building Resilient Communities: Community Managed Disaster Risk Reduction (CMDRR) published in 2007 received much attention worldwide helping enhance the understanding of disaster risk reduction and the role of the community. It focused on concepts, principles and processes of CMDRR.

This second edition highlights a Resilience Framework to emphasize the dynamics and interconnectedness of ecosystem, climate change and disaster risk reduction.

The word "disaster" is often seen as antonym of "resilience". Both disaster and resilience are states or conditions of capacity – or the lack of it – of the element at risk such as individual, community, society or a nation, to survive, bounce back and transform the system and structure to prevent disaster from happening. Resilience refers to the capacity of an individual and the community to bounce back from any eventuality. It actively creates opportunities to improve an individual's and a community's potential for empowerment. A disaster only happens when specific elements at risk are unable to survive and bounce back from a hazard event. Therefore, disaster and resilience are end states.

Disaster Risk Reduction (DRR) is a framework to ensure that disaster is avoided and resilience is achieved. Climate change brought about changes in weather patterns often translated into hazards such as storms, typhoons, floods and droughts. The starting point in DRR is always a hazard. The Resilience Framework encompasses the very essence of systems and power structures in various sectors (natural resource, environment and agriculture, political, cultural, social, etc.) that drives capacity to lessen or improve. Understanding the interaction among these capacities on who decides, who have access to resources and what are the embedded values and beliefs will clearly enhance risk assessment analysis. The framework is transformative in that it looks at all sectors and seeks to transform a "high disaster risk" state to a "safe and resilient" state.

Ecosystems, such as wetlands and forest areas provide a range of ecosystem services that help to not only secure livelihoods and well-being of communities but also reduce disaster risk. Deterioration and or loss of ecosystem services lessen the capacity of people and communities thereby increasing disaster risk through reduced water, imperiled livelihoods and decreased food security. In CMDRR, ecosystems are integrated in the DRR assessment and risk reduction measures and plans. Inadequate attention to ecosystems would lead to adverse consequences and degradation of community life support system such as fragmentation of landscapes and hydrological regimes, degradation or even conversion for alternate use.

Conflicts may arise in decision-making and when accessing capacities, resources and ecosystem services. By understanding one's own disaster risk and DRR, this conflict may in fact be a transformative process for key players.

Other factors can contribute to the degree of risk and lack of capacities of people such as stereotyped gender roles and discrimination. Women and men, girls and boys, children, elderly, people with disabilities and others do not have equal access to rights and opportunities. The dictates of society that maintain these inequalities and stereotypes affect not only roles and responsibilities within the community and the home but also the capacities to respond, survive, bounce back and transform systems and structures towards resilient building.

The communities' effective role as learning agent lies at the core of every effective DRR endeavor. Once learning transpires, communities can move forward to further their own development. Collective learning of disaster risks will prompt them to be proactive in arriving at risk reduction measures.

This manual outlines a process and provides resource materials on how a group of people can direct their efforts in a systematic way towards achieving safe, resilient and empowered individuals and communities. The end goal is a dynamic community that aims to equalize power relations, binds the group cohesively in the process of making decisions, deals with conflicts, resolves issues, and manages individual and collective tasks and processes with long term, sustainable outcomes.

ACRONYMS

CO	Community Organization
CSO	Civil society organization
DM	Disaster Management
DRC	Disaster Resilient Community
DRR	Disaster Risk Reduction
CMDRR	Community Managed Disaster Risk Reduction
CMDANA	Community-managed Damage Assessment and Needs Analysis
CM-EWS	Community-managed Early Warning System
CCA	Climate Change Adaptation
CERT	Community Emergency Response Team
EMR	Ecosystem Management and Restoration
GIS	Geographical Information Systems
HFA	Hyogo Framework for Action
IPCC	Intergovernmental Panel on Climate Change
LGU	Local Government Unit
MEA	Millennium Ecosystem Assessment
NAPA	National Adaptation Plans of Action
NGO	Non-government organization
PDRA	Participatory Disaster Risk Assessment
PLA	Participatory Learning and Action
PMEL	Participatory Monitoring Evaluation and Learning
PPMEL	Participatory Planning, Monitoring, Evaluation and Learning
PRA	Participatory Rural Appraisal
UNFCCC	United Nations Convention on Climate Change
UNISDR	United Nations International Strategy for Disaster Risk Reduction
WASH	Water, Sanitation and Hygiene

This training manual and resource book provides trainers and practitioners of Community Managed Disaster Risk Reduction (CMDRR) with a comprehensive guide and reference materials to conduct a basic two-week course on CMDRR. It helps guide communities in implementing the various stages, steps and activities constituting the processes in developing local capacity for establishing CMDRR programs.

This manual is conveniently divided into four booklets:

CMDRR Training, Design and Implementation
1. Module 1: CMDRR Concepts, Principles and Practices
2. Module 2: Facilitating CMDRR Methods and Processes
3. Module 3: Sustaining CMDRR

CMDRR Training, Design and Implementation contains introductory and closing sessions of the CMDRR training course, the participants' action planning and training evaluation while Modules 1-3 focus on the principles and content of CMDRR.

The manual provides readers with a basic understanding of the CMDRR framework and methodology. It also provides users a wide array of participatory and interactive tools for undertaking the various processes in CMDRR. The modules include session guides for various topics in a basic training course on CMDRR. The session guides have a set of procedures consisting of structured learning exercises and activities designed according to the purpose and objectives of the topic of the session. It also contains useful and practical reference materials and hand-outs as attachments to the session guides. While the training tools in the session guides provide specific instructions for use in CMDRR training, we also encourage finding creative and innovative ways of adapting these tools to their own culture, contexts and particular needs.

Hazie, our CMDRR "mascot" appears in various small illustrations as an icon. These icons refer to a particular section and use.

Notes to facilitator
are helpful tips that guide facilitators in conducting specific activities and sessions successfully.

Handouts
are to be photo copied and distributed to participants during the training session.

Suggested reading
is a list of helpful books and publications that offer the facilitators deeper knowledge on the subject matter. These can also serve as references.

Case stories
are real stories from the communities we work with or from partner NGOs and their communities. These stories are at times used in the activities and sessions and or serve as reference reading.

Reading materials provide the facilitators a background on the specific topic being discussed. These materials are used as inputs during discussions. Some reading materials are also given out to participants.

Materials for activity are materials facilitators need to prepare and at times reproduce to be used for a particular activity before the session starts.

Training is more effective if trainers build a lively and engaging learning atmosphere. In as much as we tried to include a variety of learning activities, we encourage the use of ice-breakers, visualization techniques, and group dynamics to complement the ones that are presented in the manual.

The modules in this training manual also serve as handy reference material for field coordinators facilitating CMDRR programs. Field workers can make use the CMDRR guide in facilitating field activities. We have also included case studies to illustrate the applicability of the various concepts, strategies, methods and tools. The case stories/studies highlight examples of good CMDRR practices which can be used in advocating CMDRR at various levels. Some also provide additional reference and reading materials for further understanding of topics related to DRR.

Reproduction of any portion of this training manual is allowed, so long as Cordaid and IIRR are acknowledged. Please also duly acknowledge the authors of the case studies and hand-outs.

THE CMDRR TRAINING COURSE

Community-Managed Disaster Risk Reduction (CMDRR) refers to a process in which communities are actively engaged in the identification, analysis, monitoring and evaluation of the risks, with the aim of reducing people's disaster risk and enhancing their capacities. It places the communities at the heart of decision-making processes and in the management of disaster risk reduction measures.

Since the CMDRR paradigm warrants a facilitation role, the lack of capacity amongst development practitioners to play this role is a major constraint in the application of CMDRR concepts. IIRR regularly conducts the CMDRR training courses which usually run from 6 to a maximum of 12 days and has built an experiential base on CMDRR training. This manual is designed to enable trainers and development workers to use a CMDRR framework in their development and capacity building efforts. Below are the suggested course objectives and schedule. Organizations are encouraged to customize these objectives and schedule according to their needs as long as the essential concepts and principles such as the Four Minimums are included.

Course Objectives

This course is designed to enhance the ability of community workers to facilitate the CMDRR process. At the end of this course, the participants should have:

1. Developed a shared understanding of the concepts, principles and practices of disaster risk reduction specially the Four Minimums of CMDRR;

2. Demonstrated the use of selected tools in facilitating the Four Minimums of the CMDRR process such as participatory disaster risk assessment (hazard, capacity and vulnerability assessment) and participatory planning, community organizing for CMDRR, monitoring, evaluation and learning (PPMEL);

3. Conducted hands-on participatory exercises on risk assessment and formulation of DRR measures at the community level;

4. Developed understanding of strategies towards sustaining CMDRR in a community;

5. Identified action points applicable in their working areas.

Description of the booklets and course modules

CMDRR Training, Design and Implementation (Booklet 1). This booklet introduces the CMDRR training course. It discusses the suggested training objectives and design. It features the introductory session and activities to set the start of the training. This module also includes the Action Planning session and Couse Synthesis and Evaluation for the last day of the training course. Participants develop an action plan based on the realities of the community, implemented in line with organizational, program or project thrusts.
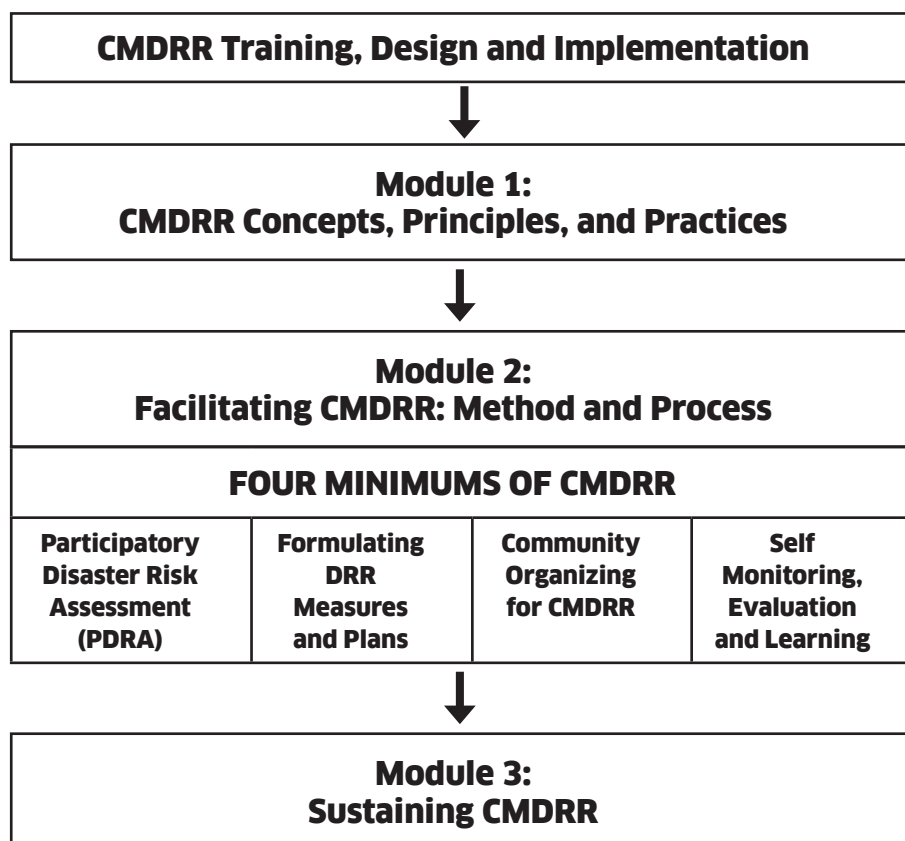
Module 1: CMDRR Concepts, Principles and Practices (Booklet 2). This module tackles the link between disaster and development and explains the concept, process and approach to CMDRR. It discusses the role of facilitation, clarifying basic conceptual foundations of both content and process. It also introduces the participants to the Four Minimums of CMDRR.

Module 2: Facilitating CMDRR: Method and Process (Booklet 3). This module allows the participants to learn more in detail the key elements in the CMDRR Four Minimums namely:
1. Participatory Disaster Risk Assessment (PDRA)
2. Development of DRR Measures
3. Organizational Mechanisms at the Community Level
4. Community-led Monitoring, Evaluation and Learning

The participants will learn and become skilled in the use of practical tools using Participatory Learning and Action (PLA) at the community level. They will also learn to look at and integrate gender within the CMDRR process. People's perceptions in risk assessments are also discussed.

Module 3: Sustaining CMDRR (Booklet 4). This module helps participants learn how to facilitate document and share CMDRR experiences to support policy advocacy, resource mobilization, and networking efforts. Participants will improve their understanding of ways to link community organizations with other potential actors active in disaster risk reduction and to access resources for and influence policies supportive of CMDRR. It engages the participants in learning the principles of good governance at the community level which is an important element of sustaining the CMDRR process and practice. Through sharing of experiences, participants will explore various strategies to integrate and/or mainstream CMDRR into development planning processes.

CMDRR Training, Design and Implementation

↓

Module 1: CMDRR Concepts, Principles, and Practices

↓

Module 2: Facilitating CMDRR: Method and Process
FOUR MINIMUMS OF CMDRR

Participatory Disaster Risk Assessment (PDRA)	Formulating DRR Measures and Plans	Community Organizing for CMDRR	Self Monitoring, Evaluation and Learning

↓

Module 3: Sustaining CMDRR

SUGGESTED TRAINING SCHEDULE

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
AM	**Opening Program** ■ Getting to know each other exercise ■ Administrative concerns ■ Leveling of expectation ■ Course overview and schedule ■ Introduction to personal journal ■ Responsible group formation ■ Introduction to Action Planning ■ Introduction to PLA background inventory matrix	**Recap by Responsible Team** **Session 5:** Linking ecosystems management, climate change adaptation and conflict to DRR **Session 6:** Externally-driven DRR and CMDRR	**Recap by Responsible Team** **Sub Module 1:** Participatory Disaster Risk Assessment **Session 1:** Hazard assessment	**Recap by Responsible Team** **Session 5:** Perceptions in Risk Assessment	**Recap by Responsible Team** **Session 5:** Facilitating Community Drills	Field Practicum Day 1 (Disaster Risk Assessment)	Field Practicum Day 2 (DRR Planning)
	Module 1: Concepts, Principles and Practices in CMDRR Module Overview Session 1: Disaster and Development: Reflections from the Ground Session 2: Definition of terms	**Session 6:** CMDRR framework, methods and process **Synthesis of Module 1**	**Session 3:** Capacity assessment	**Session 2:** Community Action Planning for CMDRR Session 3: Contingency Planning	**Session 2:** Strengthening CSOs and community organizations		
PM	**Session 3** Evolution of disaster risk reduction **Session 4** Community Resilience	**Module 2:** Facilitating CMDRR in the Community: Method and process Module Overview Session 1: Introduction to Participatory Learning and Action (PLA) and PLA Toolbox Session 2: Gender and CMDRR	**Session 4:** Disaster Risk Analysis	**Session 4:** Community-Managed Early Warning System	**Sub Module 4:** Session 1: Community-led Monitoring, Evaluation and Learning Preparations for the Guided Field Practicum		

Week 2

	Day 8	Day 9	Day 10	Day 11	Day 12
AM	**Presentation of Field Practicum Report** **Synthesis of Module 2**	**Recap by Responsible Team** **Session 3:** Good governance for CMDRR **Session 4:** Linking CMDRR to policy	The participants will formulate their Action Plans for the rest of the day.	**Presentation of Action Plans** – by the participants Feedback giving by the training team	Departure
	Module 3: Sustaining CMDRR Module Overview **Session 1:** Documenting & sharing CMDRR Experience	**Session 5:** Integrating CMDRR into community development planning **Synthesis of Module 3**		Course Evaluation Confidence Assessment Course Synthesis	
PM	**Session 2:** Building linkages for resource mobilization	**Module 4:** Action Planning Module Overview **Session 1:** Action Planning			

INTRODUCTORY SESSION

Duration: 2 hours 30 minutes

Description

The purpose of the introductory session is to provide the context and set the right tone for the course.

Learning Objectives

By the end of the session, the participants should be able to:

1. Conduct a course registration and ensure the commitment of participants to attend finish the course.

2. Give a general description of the course and its relevance to their work.

3. Know each other by name and begin developing a team.

4. Form small teams, assigned to each day of the course and to participate in the training management alongside the main facilitators.

5. Express a renewed sense of awareness about the value of "community-owned" development.

> **Learning aids and materials**
>
> - 1 roll of flip chart paper
> - 100 cards (approx. A5 size)
> - One ball per participant (optional)
> - Copy of invitation letter to participants/participant profile
> - A training pack for each participant containing, among others, the CMDRR training manual
> - Name tags
> - 1 writing pad and 1 pen per participant, ready for distribution
> - Masking tape
> - Attachment 1. Registration form
> - Attachment 2. Workshop objectives and schedule
> - Attachment 3. Role of responsible teams
> - Attachment 4. Personal daily journal form
> - Attachment 5. Confidence assessment form

Procedure

Activity 1. Preparing for the workshop

In preparation for this session ensure that the following are done:

1. Chairs are arranged in a circle, with no desks or tables in front (desks will not be required until the next session).

2. Registration forms and writing pens are placed on the registration desk for participants.

3. Two cards per participant are ready on the registration desk, for writing down their workshop expectations.

4. Every participant's training pack is available.

5. The Participatory Learning and Action (PLA, also known as participatory rural appraisal) tools inventory matrix drawn on a flip chart and posted on the wall which all participants can easily see and reach to complete. List 8-10 tools.

Name of tool	I have knowledge about	I have experienced using as a participant	I have experienced using as a facilitator
Community mapping			
Transect walk Historical			

6. Four cards, on which the words, "Knowledge", "Skills", "Attitudes" and "Others" are written. The cards are placed on a section of the training wall labeled "Participants Expectations."

Knowledge		Skills		Attitudes		Others

7. A flip chart paper titled "Learning Contract" is ready for completion.

8. A flip chart paper on the wall is titled Responsible Teams (RT) with a chart with boxes labeled "Day 1," "Day 2," and so on until last day of the course, with spaces for names of participants for each day. (See table below)

Day 1	Day 2	Day 3
Day 6	Day 7	Day 8

Activity 2. Registration of participants

As participants arrive at the registration desk:

1. Greet each participant warmly and welcome them to the course as you give them their training packs.

2. Ask each participant to fill up the registration form.

3. Tell them to sit wherever they want.

4. When all participants have registered and seated themselves, introduce the facilitators.

> **Note to facilitator**
> - At the end of the day summarize the contact details of the participants and facilitators. Share this with them the next day to check accuracy. Once the list is certified correct by all, give each a copy and file one copy for record.
> - Instead of name tags, you may ask participants to write their names on a piece of masking tape.

Activity 3. Discussion of administrative issues (10 minutes)

1. Ask the participants if they have all the expected contents in their training pack. Read out the expected list of contents and ensure missing items are immediately given to the participants.

2. Find out if accommodation meals and transportation concerns have been sorted for live-in participants. Clarify any question.

> **Note to facilitator**
> - These issues can affect learning negatively if not clarified at the beginning.
> - The travel, accommodation and meal arrangements should be addressed by a representative of the course organizers, if different from the facilitators.

Activity 4. Opening message by course organizer (5 minutes) - optional

1. Welcome participants to the course and explain that a representative of the course organizer will first open the workshop before the course begins.

2. Introduce the speaker and welcome him/her to the activity.

3. Thank the speaker afterward for his/her speech.

Activity 5. Introduction of participants and team building (30 minutes)

1. Ask the participants to introduce themselves to participants they have not met before, taking 2 minutes per person. They should try to talk to as many participants as possible within 10 minutes. They should ask their names, organizations and what they do.

2. In plenary, ask each participant to introduce him/herself by briefly stating the name, organization and area of work. The facilitators should then introduce themselves, too.

3. After the introduction, tell them that the end of the second day of training, they are expected to refer to each other by name.

Activity 6. Leveling of learning expectations (30 minutes)

1. Give each participant two cards and ask them to write one expectation per card.

2. Ask the participants to paste their expectation cards on the wall under the appropriate heading: "knowledge", "skills", "attitude" and "others".

3. As they post the cards, confirm the accurate placing and assist them when needed. Politely explain the reason for any change made.

4. Go through the participants' expectations one by one, under each grouping.

5. Read the course objectives and session outline aloud (Attachment 2) and explain how the course may or may not meet their expectations.

Note to facilitator

■ Knowledge refers to information/theoretical facts; skill refers to the ability; attitude refers to motivational issues, such as how we feel about someone or something and how we behave or do things. "Others" refers to other expectations such as administration certificate, etc.

■ In case there are expectations that the course cannot meet, put them in a separate section and explain why.

■ Review these cards when leveling their expectations and later in the course to ensure these are being met. The cards will also be used at the end to check if all expectations have been met.

6. Go through the program schedule, highlighting the modules and time allotted for each session, as well as the break time. Check if participants agree with the schedule.

7. Explain that it is important for participants to formulate rules to guide the conduct of the group during the course period.

Sample points in a Learning Contract

1. Must attend all sessions and keep time	4. Must actively participate
2. Will respect the experience and opinion of others	5. Will help colleagues when they do not understand a session well
3. Will switch off mobile phones during sessions	6. Will not dominate the discussions

8. Ask them to suggest norms and write these down on a flip chart paper titled "Learning Contract." Take up to 10 suggestions.

9. Conclude the activity by explaining that participants have now entered into a learning contract with the facilitators and with each other. Stress that it is very important for both participants and facilitators to abide by the contract.

Activity 7. Formation of responsible teams (20 minutes)

1. Draw a funnel on a flip chart paper (see drawing on next page) and explain the analogy of input, processing and output when manufacturing any product. Emphasize that the product can only be as good as the quality of input and processing.

2. Ask the participants as well as facilitators how many years they have worked in development or humanitarian programs. Take note of this on a flip chart paper and keep adding up the number of years of experience as they are mentioned.

3. Announce to the participants the final cumulative figure and explain that it mirrors the many years of experience represented in the room.

4. Explain that the collective years of experience is an important ingredient or input for the successful output of this course; that this input would need to be processed during the course by both the facilitators and participants.

5. Explain that the Responsible Teams (RTs) would play an important part in processing the input alongside the facilitator. This will help increase their confidence in facilitation.

6. Ask them to randomly form RTs by counting and dividing the group depending on their size.

7. Ask each RT to choose which day of the course they will be responsible for: Socials, service and lessons learned.

8. Distribute the RT Terms of Reference (Attachment 3) to all participants. Take them through it and clarify any question.

Other methods or games may be used for grouping

- Put folded papers on which are names of five animals (culturally esteemed by participants) in a box, on a table or plate.
- Ask each participant to pick one and silently take note of the name of the animal written on it.
- Then ask them to close their eyes and make a noise made by the animal written on their respective papers and then listen for participants who are making similar noises and move together.
- When the participants have grouped themselves according to animal noise, ask them to open their eyes and name their animal group.

Alternative methods for forming groups can be used. The animal group game should be cautiously used. In choosing the names of the animals, take care to avoid animals that are culturally frowned upon or offensive e.g. pigs and dogs in certain cultures.

Activity 8. Completing the personal daily journal (5 minutes)

1. Distribute the Daily Journal Forms (Attachment 4) and show how to complete them. Explain that the daily journal will help each participant track the progress of their learning on a daily basis.

2. Explain that they are expected to complete the journal at the end of each day. The updated form will be handed over to the RT before leaving the training room so that the forms can be used by the RT to prepare the recaps for the next day. The forms also provide feedback to the facilitators.

3. Conclude by reiterating the importance of mutual input and processing to ensure high quality training output.

Activity 9. Confidence assessment (5 minutes)

1. Distribute the confidence assessment form and ask participants to fill them out.

2. Explain to the participants that the Confidence Assessment gives trainers an idea of participants' level of confidence in specific topics that will be tackled in the course. The confidence of the participants will again be evaluated at the end of the course to see if there has been any change.

3. Assure participants that the confidence assessment is not a test for them, but a gauge for the facilitators at the start and end of the training.

Activity 10. Introducing the Participatory Learning and Action (PLA) background inventory matrix (5 minutes)

1. Explain to the participants that later in the course, there will be some PLA also known as PRA exercises and it is important to find out their level of familiarity with the tools.

2. Draw their attention to the PLA inventory matrix on the wall and explain that they will be required to write their names in the appropriate box. Explain that this is only meant to ensure appropriate grouping for mutual learning.

3. Tell them that they are expected to complete this matrix by the second day of the course, as the information is needed for module 2.

4. Ask participants if they have any question about completion of the matrix and provide needed clarifications.

5. Conclude this activity by thanking them in advance for their prompt action in completing the inventory matrix.

Activity 11. Ball tossing exercise (30 minutes)

1. Ask the participants to form a circle and give each of them a ball.

2. Ask them to throw the balls to each other without necessarily forewarning the recipient.

3. Explain that they have the option to either retain the ball they will receive or throw it to another person. It does not matter if the recipient is already holding one or several balls.

4. Allow the participants to throw the ball around for 5 to 8 minutes.

5. Ask them the questions below which focus on their feelings. Pause for about 20 seconds for reflection after each question then take three to four responses from participants for each question:

   - How did you feel about the exercise?
   - How did you feel as you threw the ball?
   - How did you feel when you caught the ball?
   - How did you feel when you retained the ball?
   - How did you feel when you did not manage to catch the ball?
   - If you compare throwing and receiving the ball, which was easier?
   - What does the ball represent?
   - How does this ball-throwing relate to your work situation?
   - What if the balls are made of glass (crystal) and the person meant to catch them fails to do so?

> **Note to facilitator**
>
> - If it is not practical to use the daily journal form, the participants can use their notebooks.

6. Conclude the activity by discussing the following points:

   - External development agents, depending on their agenda, often just enter and leave the communities without considering the effects of their action on the community.
   - Communities are fragile and may break because of our mishandling of them.
   - Very often, communities receive many balls (projects) simultaneously.
   - Sometimes they are not prepared to handle the projects, or the projects are not necessary or the communities end up becoming dependent on external assistance.
   - We should not impose our projects on communities but should take time to prepare them well and allow them to design, manage and monitor their projects. In the other words, the crystal balls should not break.
   - This course is about a process we can use to engage the communities and empower them to manage and sustain their own risk reduction projects.

Synthesis (10 minutes)

- The course is intensive and following the learning contract will ensure all the planned contents are covered.
- The daily journal is important to track learning during the course.
- The collective wealth of the participants' knowledge, experience and insights, if contributed actively, will ensure quality output from the course.
- The course is about an approach that ensures communities are empowered to successfully plan, implement and sustain their development initiatives to reduce disaster risk.

Suggested readings

Creative Training. A user's guide. IIRR, VSO, PEPE, 1998. Participatory Rural Appraisal and Planning Workbook. IIRR, 1999.

Attachment 1. Registration Form

No.	Name	Sex	Position	Organization	Address	Office Telephone	Personal Telephone	Email	Office Location (if different from the postal)
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Objectives

This course is designed to enhance the ability of community workers to facilitate the CMDRR process. At the end of this course, the participants should have:

1. Developed a shared understanding of the concepts, principles and practices of disaster risk reduction specially the four minimums of CMDRR;

2. Demonstrated the use of selected tools in facilitating the four minimums of the CMDRR process such as participatory disaster risk assessment (hazard, capacity and vulnerability assessment) and participatory planning, community organizing for CMDRR, monitoring, evaluation and learning (PPMEL);

3. Conducted hands-on participatory exercises on risk assessment and formulation of DRR measures at the community level;

4. Developed understanding of strategies towards sustaining CMDRR in a community;

5. Identified action points applicable in their working areas.

Role of Responsible Teams

The purpose of the responsible teams (RTs) is to provide the participants an opportunity to work closely with the facilitators and to build their facilitation confidence. The daily review meetings with the facilitators, documentation of learning and recapping previous sessions as well as other responsibilities will help achieve this goal.

The list below points out the tasks that the RTs are expected to do. The facilitators will be available to provide guidance and support when needed.

Socials
- Act as participants' motivation barometer and provide ice breakers.
- Arrange for games at the end of the day.
- Ensure that a good learning environment is being maintained.

Service
- Monitor time and schedule.
- Receive information and administrative/logistical concerns.
- Provide a ready helping hand to the trainers/facilitators.

Lessons Learned
- Document the process and learning and present during recap time the following day.
- Include information on current events during recap.
- Meet the trainers/facilitators for reflection sessions on the day's event for feedbacking and course improvement.
- Collect the completed journals and summarize them.

At the end of each day, the RTs for each particular responsibility and for the following day will meet with the trainers to discuss the participants' feedback and ways of improving the training facilitation. The plan for the following day is reviewed.

Attachment 4. Handout - Daily Personal Journal

Date	What did I learn from today's session(s) or activities?	What strengths can I identify in my work in view of my lessons learned?	What issues or gaps can I identify in my work in view of my lessons learned from today's session(s) or activities?	What questions / clarifications do I want to bring up tomorrow?

Attachment 5. Participant's Confidence Assessment

Name: _____

5   VERY CONFIDENT
4   CONFIDENT
3   HALFWAY CONFIDENT
2   A BIT CONFIDENT
1   NOT CONFIDENT

Items	If you were asked to do each of the following activities, how confident would you be? (use the 5-point rating scale presented above.)	Level of Confidence				
		5	4	3	2	1
1.	Identifying the link between disaster risk reduction and development					
2.	Articulating basic concepts, process and approach of Community Managed Disaster Risk Reduction (CMDRR)					
3.	Explaining climate change mitigation and adaptation and its links to Disaster Risk Reduction (DRR)					
4.	Analyzing techniques to strengthen community relations as a key element in CMDRR					
5.	Discussing the key principles, steps and tools for Participatory Disaster Risk Assessment					
6.	Practicing participatory approaches to design and conduct self-monitoring, evaluation and learning activities in the community					
7.	Incorporating other important elements in risk assessments such as gender.					
8.	Identifying some useful and effective strategies in sustaining CMDRR.					
9.	Articulating the importance of policy and advocacy in the whole CMDRR process					
10.	Identifying ways to mobilize resources in CMDRR					
11.	Discussing integration of DRR in local development planning					
12.	Explaining integration of DRR in health, ecosystems and natural resources management and livelihoods in development projects					

COURSE SYNTHESIS

ACTION PLANNING AND EVALUATION

The following sessions are conducted when Modules 1-3 have been discussed.

Synthesizing and applying lessons from the entire training, these sessions help guide the course participants to develop their own action plan and evaluate the whole training proper.
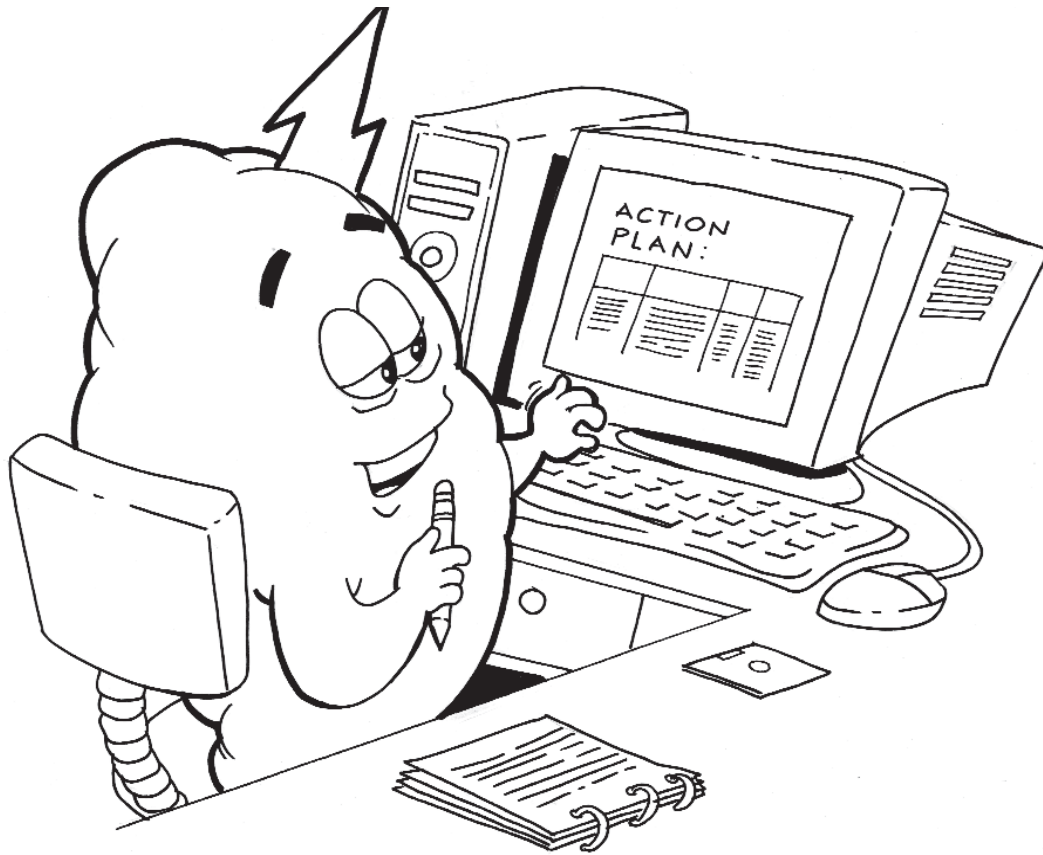
The action plan is developed for implementation after the training, keeping in mind the realities of the community and the thrust of the participants' own organization. It is critiqued by course facilitators and other course participants.

The course evaluation allows participants to give feedback on the whole training. Facilitators and organizers use the information to further enrich the process and content of the next training.

ACTION PLANNING

Duration: 2 hours

Description

The participants are taught how to develop an action plan for implementation in their respective places of work. They learn to develop a realistic, concrete and doable action plan that considers the inputs from co-participants and facilitators.

Learning Outcomes

By the end of this session, the participants should be able to:

1. Develop action plans for their respective work places, using the guidelines learned from this course.

Learning aids and materials

■   Attachment 1. Handout - Action plan format

Procedure

Activity 1. Preparing the action plan (1 hour)

1. Introduce the session by explaining that learning needs to be translated into an action plan. The action plan guides participants on what to do when they return to the realities of their work places. It is a map of their expectations, what they have learned and how they will apply the knowledge, attitudes and skills gained.

2. Remind the participants about two things that can serve as reference materials for their action planning:
   - Ideas for action drawn from the daily journals;
   - The outputs of the exercises from the session on sustainability in facilitating CMDRR

3. Discuss the following guidelines for action planning:
   - Timeframe can be divided into short-term (3-6 months) or long-term (1 year).
   - Begin with reflections.
   - Build on the organization's existing programs.
   - Identify a critical need of the organization or community.
   - Develop plan that is doable and realistic – something within the sphere of responsibility and financial resources.
   - Make simple and practical assumptions.

4. Divide the participants based on their composition. Depending on what is feasible, the participants can come up with an action plan either individually or as a group. Distribute the handout (Attachment 1) and explain the action plan format.

5. Explain that the groups have 40 minutes to complete the action planning process and that their plans will be presented to the plenary for critiquing and feedback. Inform them that the facilitators are available for consultation if needed.

6. Reproduce submitted copies of the action plan and distribute to the other groups (optional)

Activity 2. Presentation and enriching of the action plan (1 hour)

1. Invite each participant/group representative to present the action plan. Request each to submit to the facilitator a hard copy of the narrative version of the action plan.

2. Invite members to critique the plans and ask the group to take note of the feedback to further revise the plans. Conclude the presentations by thanking each group for its participation.

3. Give the participants the opportunity to revise their action plans, incorporating the comments and suggestions from the rest of the participants. Remind them to submit to the facilitators a final copy of their action plans.

4. Collect the final copy of the action plan for follow-up and future reference.

Attachment 1. Handout - Action Planning Guide

I.   Reflecting on the learnings from the course

Name:

Position:

Office:

Address:

Main Sponsor:

Additional Support:

Key lessons from the whole course:

      1.
      2.
      3.

Ideas for action:

      1.
      2.
      3.

II.   Steps to be undertaken to share the above and develop plan with participant's organization and partners

      1.
      2.
      3.
      4.

III.   Action Plan Format

      1.   Background

      2.   Statement of the Problem

      3.   Objectives

        1)

        2)

        3)

Expected Results	Activities	People involved	Time frame	Resource budget

4.   Conditions that support or limit the implementation of the action plan

Supporting/facilitating conditions	How to maximize

Limiting/restraining conditions	How to overcome

Building Resilient Communities. A training manual on Community Managed Disaster Risk Reduction

COURSE SYNTHESIS AND EVALUATION

Duration: 1 hour 30 minutes

Description

The successful closure of any training event involves evaluation of the learning that has taken place, a celebration of the successful completion of the course and a bridge to practice at the organizational and community levels. This session seeks to achieve these through a series of activities. The participants should be encouraged to be creative and discover other closing activities to obtain feedback.

Learning Outcomes

At end of the session, the participants should be able to:

1. Synthesize the course.

2. Conduct the course evaluation and closing.
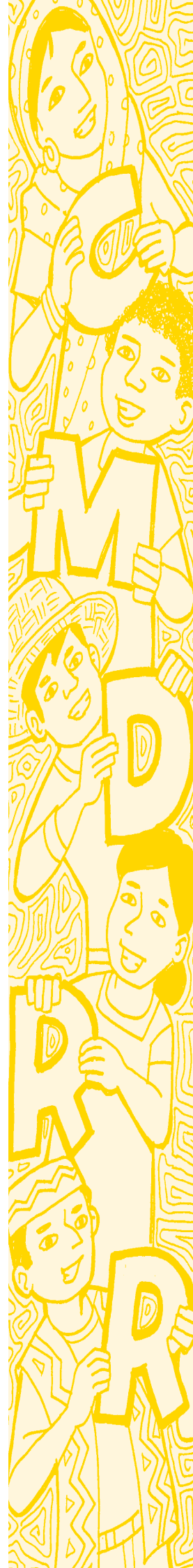
Procedure

Activity 1. Summarizing the key learning points of the course (1 hour)

1. Use flip chart/mini-lecture/power point to synthesize the entire CMDRR course

Key points:
- CMDRR is a process.
- There is an outsider's role and an insider's role. Outsiders may initially have a big role but towards the end, their role will change if the process is successfully implemented.

2. Ask the question: "Why is it important to use the CMDRR approach?"

Expected answers:
- Disaster is a social construct i.e. it is man-made
- People have the power to prevent or mitigate the risk of hazards, therefore, we have to help them release their potential
- We aim for safe and resilient communities
- Development managers do not always have sustainable solutions. The community often has the answers.

3. Ask participants to indicate what lessons they have learned:

Expected answers (a better understanding of the following):
- Various models of disaster risk reduction
- CMDRR Process
- Risk assessment and analysis (tools, field practicum, characteristics and role of facilitators)
- Group growth and development
- Development of community action plans, constituting disaster risk reduction measures premised on foundations of safety
- How to sustain CMDRR

4. Ask the question: "What will you do differently?" Participants can write their answers on cards or verbally share them in plenary or combine the two approaches.

5. Underscore the point that the facilitators are learning agents and NOT change agents. A learning agent nurtures the process of learning so that people can decide for themselves and take charge of the entire process. A change agent often decides what changes people have to make.

6. Wrap up the course review by encouraging them to explain the following statement: "Learning is only confirmed to have taken place if one is able to do new things, change the way of doing things or adopt new attitudes of behaviors."

Note to facilitator

- Other methods may be used to synthesize the course.

Activity 2. Conducting the course evaluation (30 minutes)

1. With the spider web (see sample in the Attachment 1), ask participants to rate each of the following aspects of the course.

Course objectives
Course content
Field visit
Materials
Participants' participation
Relevance to your work
Course facilitator
Action planning
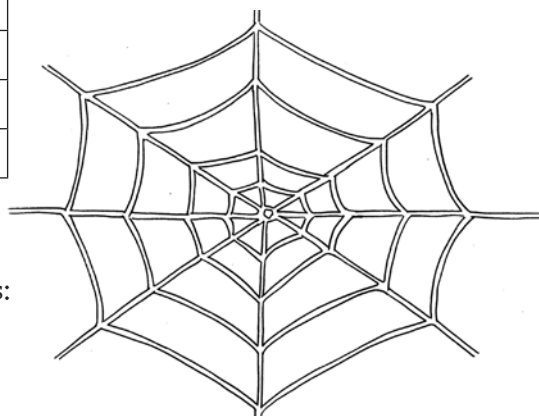
2. Rate the above based on the following points:

   1 - Poor
   2 - Fair
   3 - Good
   4 - Very good
   5 - Excellent

3. Ask participants to put a dot to mark the rating on the spider web.

Note to facilitator

- Ratings may be adjusted. The spider web rings should correspond to the ratings. Aspects may also vary depending on the training team/organizers. The number of divisions of the spider web would depend on how many aspects to be evaluated.

4. On another spider web, ask participants to rate the following:

| Food |
| Accommodation |
| Transportation services |
| Administrative support |

5. Follow the previous steps and rating.

6. Distribute the copies of the course evaluation form and post confidence assessment form (See attachment) to the participants so they can further explain their rating and evaluation. Questions that could be discussed during the course evaluation are:
   a. What factors contributed and/or hindered the achievement of the objectives of the course?
   b. What other suggestions do you have to improve the course?
   c. Please leave some words or reflections on your experience (training, course, organization, people, etc.)

7. Give the participants 30 minutes to complete the forms and ask them to return it upon completion.

8. Conclude this activity by thanking participants for their feedback and committing to use that information to improve future courses. Also explain that the feedback will also be incorporated into the training report.

Note to facilitator

Different course evaluation methods and tools may be used. Here is an example:

- Ask participants in 4-5 groups to develop 10 indicators for the course.
- Ask them to individually evaluate the course using the indicators.
- Ask each group to consolidate their evaluations.
- Invite them to present these in plenary.
- Clarify questions if any in the wrap up session.

Activity 3. Conducting the closing program (30 minutes) -optional

The purpose of this session is to bring the training course to an official close. The process typically entails the following:

1. Closing remarks from two representatives of the participants (a lady and a man), facilitators, course organizers and invited local authority representative.
2. Certificate award process: Ask the participants to pick a certificate at random (not their own). Explain that they will each come to the front, describe the person who owns the certificate they have picked and let the others guess who the person being described is. Participants should confirm if the others have guessed the name, and award the certificate to their colleague.
3. The next participant does the same until all have received their certificates, while facilitators assist in the awarding.
4. Present the confidence assessment results (see sample in Attachment 3). In certain aspects, ask the participants why, how and what factors affected the change in the confidence level.

> **Note to facilitator**
>
> - The pre and post confidence assessments should already be processed before the awarding. If there is no awarding, the confidence assessment should be presented before the participants leave the training as part of any closing activity or program, when the results are ready.

5. Close the workshop by reminding the participants that they now have the power and tools to share their skills to their colleagues and community to implement CMDRR.
6. Emphasize that the participants should feel free to consult you and/or each other and to share lessons as they implement CMDRR in the community.
7. Wish the participants well and encourage them to keep in touch. (This assumes that the list of contacts has been distributed earlier.)

> **Note to facilitator**
>
> - It is recommended that the Responsible Teams for this day take a lead role in facilitating this activity in close consultation with the course organizer. The briefing will have to be done well in advance.
> - Depending on the arrangements preferred by course participants, organizers, invited guests and the resources available, the closing may be done as a celebration in the community to create awareness of CMDRR.

Suggested reading

IIRR, VSO, PEPE. 1998. Creative training: A user's guide.

IIRR, ETC. 2002. Sustainable Agriculture Training of Trainers, A resource book. International Institute of Rural Reconstruction, Philippines and ETC Ecoculture, the Netherlands. 351p,

Attachment 1. Handout - Spider web example

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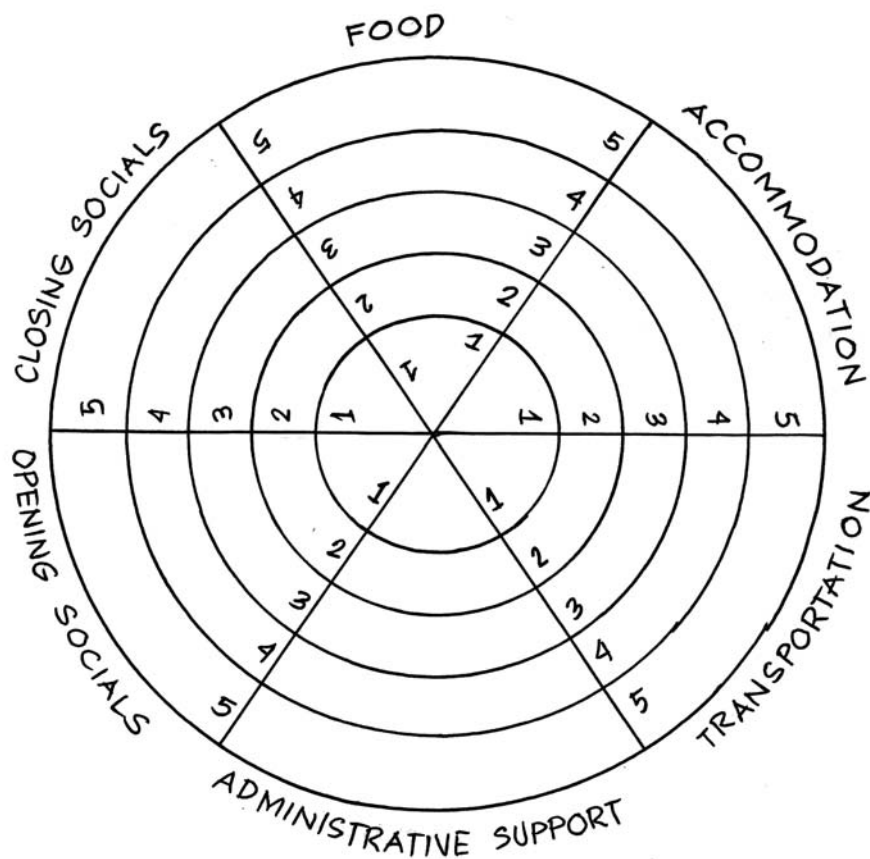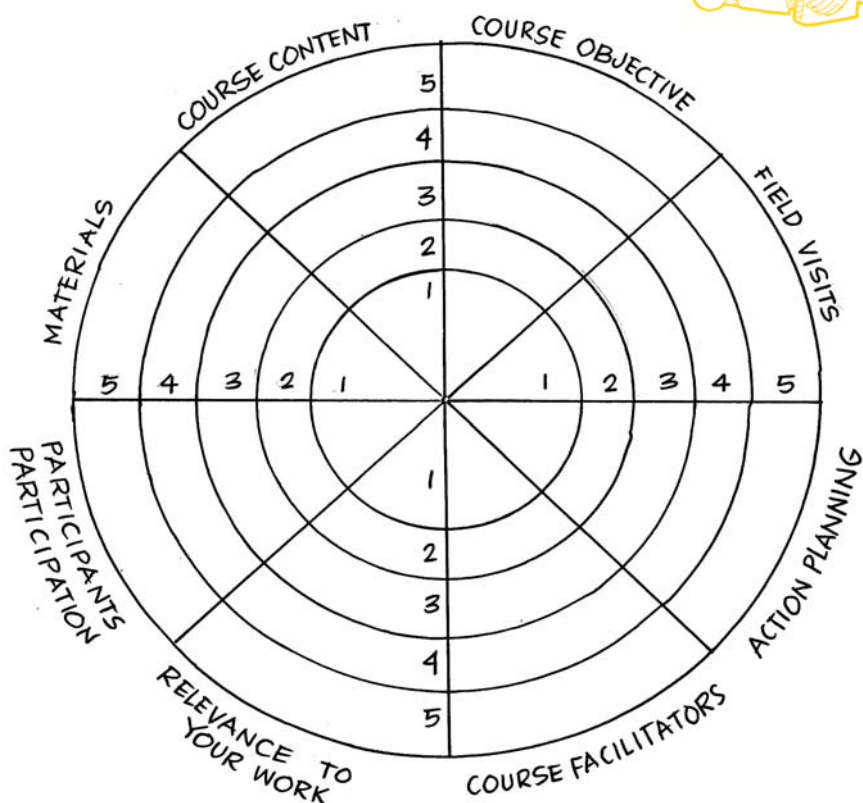
Attachment 2. Handout - Course Evaluation Form sample

I. Narrative course evaluation

Name: _____

1. What factors contributed and/or hindered the achievement of the objectives of the course?
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

2. What other suggestions do you have to improve the course?
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

3. Please leave some words or reflections on your overall experience (training, course, organization, people, etc.)
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

    Do you grant permission to the organizers to use photos where you are included and to quote your comments or messages for our external communications (publications, press releases, annual reports, etc.)? Put a check to your answer.

    _____ Yes, with my name
    _____ Yes, anonymously
    _____ No

    Thank you for your feedback.

Attachment 3. Handout - Participant's Confidence Assessment

<table>
<tr><td>**Note to facilitator**</td></tr>
<tr><td>This confidence assessment is the same assessment tool used in the introductory part of the course. Compare the average of participants' confidence before and after the training. The results are presented after the whole training. A sample of how the results can be presented follows the form.</td></tr>
</table>

Name: _____

Participant's Confidence Assessment

| 5	VERY CONFIDENT
4	CONFIDENT
3	HALFWAY CONFIDENT
2	A BIT CONFIDENT
1	NOT CONFIDENT

ITEMS	If you were asked to do each of the following activities, how confident would you be? (use the 5-point rating scale presented above.)	LEVEL OF CONFIDENCE				
		1	2	3	4	5
1	Identifying the link between disaster risk reduction and development					
2	Articulating basic concepts, process and approach of Community Managed Disaster Risk Reduction (CMDRR)					
3	Explaining climate change mitigation and adaptation and its links to Disaster Risk Reduction (DRR)					
4	Analyzing techniques to strengthen community relations as a key element in CMDRR					
5	Discussing the key principles, steps and tools for Participatory Disaster Risk Assessment					
6	Practicing participatory approaches to design and conduct self-monitoring, evaluation and learning activities in the community					
7	Incorporating other important elements in risk assessments such as gender.					
8	Identifying some useful and effective strategies in sustaining CMDRR.					
9	Articulating the importance of policy and advocacy in the whole CMDRR process					
10	Identifying ways to mobilize resources in CMDRR					
11	Discussing integration of DRR in local development planning					
12	Explaining integration of DRR in health, ecosystems and natural resources management and livelihoods in development projects					

Building Resilient Communities. A training manual on Community Managed Disaster Risk Reduction

Sample of how to present results of the confidence assessment in powerpoint:

Item 1. Identify the link between disaster risk reduction and development

5 - Very confident   2 - A bit confident
4 - Confident   1 - Not confident
3 - Halfway confident
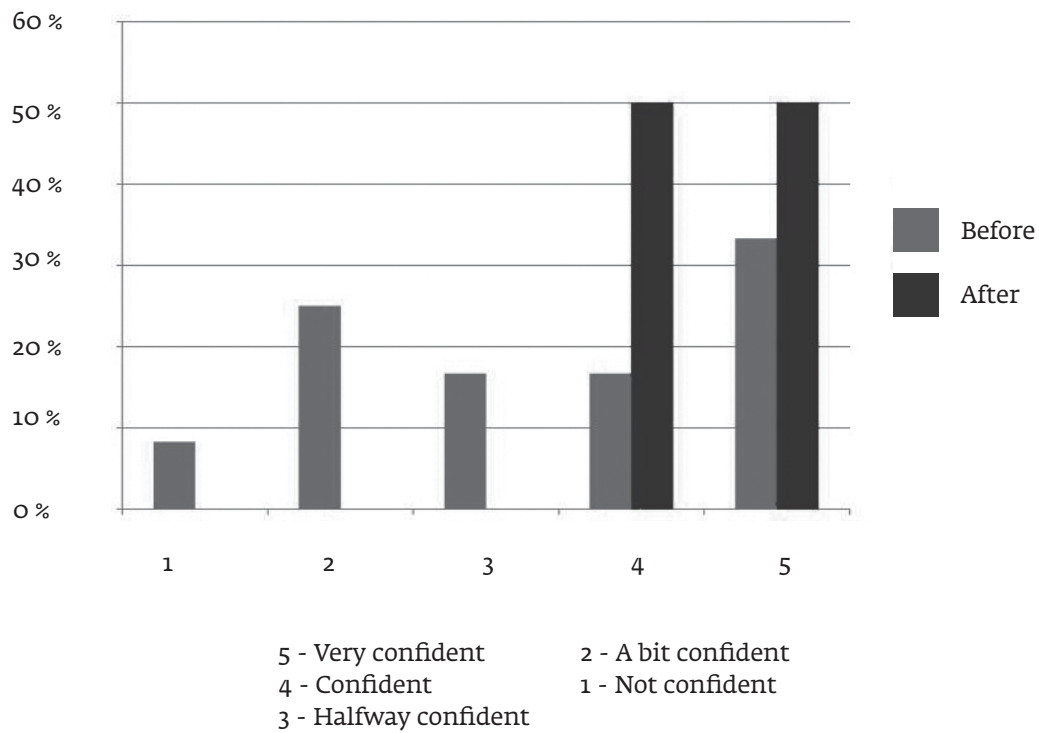
Item 2. Articulate basic concepts, process and approach of Community Managed Disaster Risk Reduction (CMDRR)

5 - Very confident   2 - A bit confident
4 - Confident   1 - Not confident
3 - Halfway confident
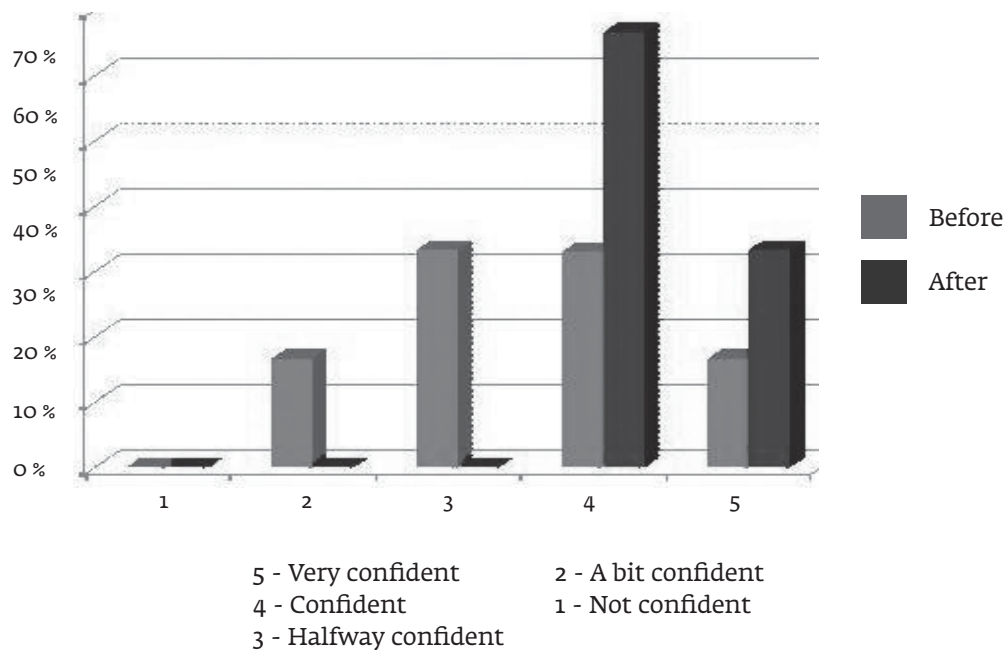
ANNEX 1. CASE STORIES ON CMDRR

Growing from within: Cassava relieves a community from relying on relief food in Uganda

Background

The late sub county chief, Oumo Abiasali is credited to have started Katine village in the 1970s. It is located about 6kms from the headquarters of Abarilella Sub County in Amuria District in Uganda. The village area is 6km2 with a total population of 1,079 people (668 females and 411 males) in 325 households. This community is purely Ateso speaking. The village is covered with savannah grassland dotted with trees characterized by two seasons; one long wet season that runs from March to October, and a dry one that runs from November to February. The community's main source of livelihood is mixed farming (crop production and cattle keeping). Each household has an average of six acres of land with at least four cattle, sheep or goats.

The community has experienced war, cattle raids and rebel attacks for the last three decades. They have lost lives and their children abducted. They left their homes for displaced persons camps, which left them dependent on relief assistance. In 2007, devastating floods destroyed homes of those that were left behind, others lost their lives and there was an outbreak of disease. The 2009 drought made them even more vulnerable. The villagers resulted to moving to the neighbouring villages to stay with friends or relatives with the hope to return when normalcy returned. The area remained inaccessible to development actors.

Community Managed Disaster Risk Reduction

In 2002, Soroti Catholic Diocese Development Office (SOCADIDO) dug up shallow wells and the local government joined in to cater for the whole sub county including this particular village but the efforts were not sufficient or sustainable. SOCADIDO consulted with the local government officials on possibilities of introducing CMDRR as an approach that is easily adaptable by local communities with higher sustainability. The community would be in charge.

Sensitization meetings were then held at Sub County and village levels to enable the sub county leadership and the community members understand the CMDRR approach to development. This was important for the success of the approach as a means of rallying all stakeholders to appreciate and support the intervention. A total of 1,154 people (633 females and 521 males) attended.

The community risk assessment included resource mapping with 1,079 people. The community looked around for ashes, leaves, stones, and sticks for drawing the map. During the review of the final map, everybody insisted on confirming if their houses and other facilities had been included; no one wanted to be left out! The Identification and analysis of hazards, vulnerability and capacities of the community members in coping with the hazards was also carried out. During the exercise, the community identified eight major hazards that have affected them over a period of time. They included disease, persistent drought, deforestation, famine, floods, insecurity, poverty and the inaccessible road. Through the scoring matrix, recurrent drought was ranked first followed closely by famine. They had a lengthy discussion to agree that the famine was due to drought so if drought was managed, they would not suffer famine. Feedback meetings were conducted with the communities to discuss the findings of the assessment. The communities were facilitated to develop action plans with consideration to their priorities. The eleven-member CMDRR committee was also elected by the villagers. One of their responsibilities was to set up by-laws and sensitize the community on what they can do to respond to the hazards.

The community suggested that every household should grow cassava to fight the problem of food shortage in the village. SOCADIDO bought and distributed 855 bags of the Akena cassava stems to the 325 households. The committee was charged with the responsibility to offload, distribute, supervise the planting and monitor growth. A two-day training for the community

leaders was held to help them understand CMDRR further. The Sub County Disaster Management Committee was also given a two-day orientation on the CMDDR approach. The community has been encouraged to start kitchen gardens, plant fruit trees and raise seedlings for plants that would act as windbreakers as well as provide wood fuel. This community initiative will contribute to environmental conservation and give the owners income from the sale of fruits. Each household has constructed a granary or renovated the old ones to ensure safety of their harvests from rodents and floods.

Benefits

The 12km road has improved accessibility to the village. However, during the rainy season, the villagers cannot use it because the river overflows the road – there is still need to construct a bridge. The road was constructed by the community under the supervision of the DRR committee; each household was expected to bring their working tools. The villagers are now able to get their produce to the markets easily. Recently, they sold 700 bags of cassava to the neighbouring villages. CMDRR has empowered the communities to realize that they have it within them to make their lives better. The Katine DRR committee has stepped up its game and is using drama and music to sensitize the community on disasters and what they can do to cope.

For more information:
Soroti Catholic Diocese Development Office (SOCADIDO)
Operation area Soroti
Contact: Father Silva Opio, Diocesan Development Coordinator
Email: socadido@yahoo.co.uk

Hoes Replace Guns

In Uganda, cattle rustling and violent road ambushes provided alternative livelihoods for the Karacuna (male youth) of Nayonai-Angikalio for more than two decades. They used the guns that they acquired, mostly from the liberation war of 1979. They often clashed with the Ugandan army and several lives were lost and property destroyed leading to general poverty and underdevelopment in the area.

Nayonai-Angikalio is a village in South Karamoja. The nearest subcounty headquarter 12kms away. The village has seven homesteads (manyattas) with a population of 1,281 (250 households). The village is plagued with several hardships ranging from food insecurity to inadequate basic social service infrastructure. The people are agro-pastoralists but recurrent drought makes them depend on relief aid for survival. Karamoja Agro-pastoral Development Program (KADP) identified Nayonai-Angikalio to pilot CMDRR. Thereafter, KADP conducted a series of intensive preparatory and consultative meetings with the community including their leaders and elders.

Farming for CMDRR
In November 2007, a three-day participatory community risk assessment was conducted with 130 community representatives. The community identified drought, insecurity, water scarcity, human and animal diseases, and famine as the hazards facing them. Drought was prioritized as the major hazard and cause of other secondary hazards such as insecurity and famine. The community members, however, noted that during difficult times, they relied on their local traditional coping mechanisms such as collecting wild bee honey, selling charcoal, fire wood, gathering wild fruits and vegetables. They also relied heavily on drought resistant sorghum, animals and poultry.

In order to mitigate the effects of the drought, they identified improved farming methods, business skills and marketing, which would lead to improved food security, income generation and also keep the Karacuna away from conflict. With support of Karamoja Agro pastoral Development Programme (KADP) the action plan was drawn. Responsibilities were assigned and the community agreed to provide leadership, land for cultivation and local materials and labour for construction of a cereal store. KADP provided improved seeds, ox-ploughs, training,

arranging learning visits and non-locally available construction materials. The elders took the role of community mobilization, supervising and encouraging the villagers to engage in productive activities.

A one-day's feedback meeting was conducted for strengthening and adapting the action plan. The roles of the community and the organisation were confirmed. At this meeting, the community agreed to have a group of 50 members, representatives from each of the seven manyattas. In the process, 23 women and 27 men were identified as the initial beneficiaries. The group then formed a committee and identified their leaders for internal coordinating and linking up with KADP and the Local Government authorities. A demonstration garden was set up and used as a learning centre, assorted improved seeds and ox-ploughs were supplied, and trainings were conducted. Two learning visits were made to model farmers and a cereal store was constructed.

Benefits

The CMDRR approach has yielded good results. The harvest improved their food security. The villagers even harvested surplus which they sold to pay school fees for their children. The learning visits helped the villagers to appreciate how practices like poultry keeping can generate income through keeping broilers and layers. The community has also established a Village Savings and Loan Association; this is expected to raise the standards of the members as they learn the value of easier access to credit and saving. The Karacuna (youth) who lived by the guns are voluntarily surrendering their arms. They are also demobilizing their fellow youth to prevent them from cattle rustling activities and road ambushes. This has contributed to the improvement of security in the village and the sub county at large as a result of the positive peer influence.

For more information:

Karamoja Agro pastoral Development Programme (KADP)
Area of operation: Moroto and Nakapiripirit districts of Karamoja
Contact: Simon Nangiro, Director of Programmes
Email: snangiro@yahoo.co.uk

Reducing the risk to disaster in Kallipattu, India
A village woken up by Community Managed Disaster Risk Reduction

Kallipattu is located in the district of Tamil Nadu in India. The area in which Kallipattu lies, is located between two rivers and suffers from floods on a yearly basis. The floods occur due to heavy rainfall. Our Indian partner organization Kalvi Kendra has been active in this village for ten years now. Before they started with the Community Managed Disaster Risk Reduction (CMDRR) programme in 2007, they focused on forming a self help group (SHG) of women in a programme about microcredit.

CMDRR at community level

Kalvi Kendra involved the SHG of women in the CMDRR process in an active way. The women indicate they had always been afraid of the floods that occur here every year, because they did not know what to do against it: "We talked to Kalvi Kendra and learned what disaster means. Kalvi Kendra performed a puppet show in which they pointed out the risks the community was living in. Through this, we got motivated to participate in the project: we undertook a hazard assessment, vulnerability assessment and a capacity assessment. With these assessments as a basis, the DRR Management Committee was formed. The PRI1 president, a few youngsters and three women of the SHG are involved in this committee."

made visible in the vulnerability map (see photo). Using the assessments and the map, the Disaster Risk Reduction (DRR) Management Committee wrote a micro-plan. The SHGs, schools and youth clubs in the village and its surroundings are familiar with this plan.

The micro-plan consists of:

- Core assets like human safety, infrastructure safety, (crop) insurance, retention wall, handpump, nursery garden;
- Who is responsible for what asset;
- Activities per asset and their time frame.

Core assets identified in the micro-plan:

Human & infrastructure safety

Four people are working on an organization manual for the SHGs and committees which will describe what to do when disaster hits the village. "We also initiated an emergency fund of the community for 16.000Rs. Everybody in the village gave something, especially the members of the Management Committee contributed. We are also saving dry rice in the houses so it will not be washed away when flood comes. Everybody knows what to do when flood comes. We also have a special rescue team consisting of twenty men and five women." These men and women are trained in what to do during a disaster and are equipped in order to be able to do so. They keep a book with notes about the meetings of these teams.

Handpumps

"We constructed hand pumps on higher platforms so that the water in the pumps will not be contaminated when floods come."

Retention wall

The retention wall is constructed in the area between the river and the land of the farmers. When flood comes the wall will prevent the water to flood all over the agricultural land.

Nursery garden

In this garden baby-crops are nursed and protected against heavy weather like rain, winds and of course floods. Once strong enough, they are planted in the regular fields. This is to decrease loss of crops caused by heavy weather.

Insurance

The community has a micro-insurance with the government for crops, and insurance with other institutions for cattle. Farmers should take the responsibility to fence-off their lands against floods. Then they can get insurance with a regular bank. A farmer committee was established to make the insurances transparent and affordable, and to take care of the shielding of the land. This farmer group functions the same as the women's SHG; they have regular meetings, take notes of the meetings and transparent accounting.

The role of the government

Generally, in time of floods, the government does not do much; it gives one or two meals a day to the people but does not provide further assistance.

"The main role of the disaster management committee is to go Nursery Garden to the government to ask for funds or support. Slowly we are getting aware of all the possibilities that exist to get support from the government. Before, we did not know these funds were available; we got aware of this through the project.

We invited representatives of the government to come to have a look at our efforts like the nursery garden and the organization of our committees. We also presented them our micro-plan. The government then decided to support a lot of the activities in the village, like the wall that is built to prevent the water from coming into the village and the government also supported the further development of the nursery garden. The government thus supports our micro-plan financially." The micro-plan is thus officially recognized by municipal and district authorities. Crucial here is the involvement of the leaders of the PRI, who are elected by the villagers. They have good contacts with authorities on higher levels. Also, the PRI's in the villages where Kalvi Kendra works, have united themselves to make claims with the authorities of the district of Tamil Nadu.

Conclusions

- Achievements and lessons learned of the CMDRR process in Kallipattu so far are the following:
- The action plan was formed and carried out by a group with variety in power, age and gender;
- Gender-representative committees were established through actively involving the women's group;
- Long-term involvement of the facilitating organization in the village made participation and equal representation of different groups in society in the committees more natural;
- Demonstration of what is achieved is the best way to influence actors like the government;
- Also the uniting of local leaders and making a claim to higher government together increased the willingness of this higher government to invest in Kallipattu's (and other surrounding villages') micro-plan;
- Cooperation with the municipality and the involvement and organization of local governing bodies can bear great results, like the financing of the micro-plan;
- Insurance was possible through organization of the farmers. The people of Kallipattu say they now feel less frightened of floods than before, since they know now what the particular vulnerable areas are and what to do in case the floods come. They feel like they have the power to prevent the floods from becoming a disaster. As they say: "Before, we were asleep, Kalvi Kendra woke us up."

Story of a Resilient Community in Cementera
Reducing Risk by Acting Together

Cementera is located at the municipality of Lepaera in the department of Lempira, Honduras, at seven kilometers from the urban zone of Lepaera (see map). It finds itself within the protected area of the Montaña de Puca and the micro river basin of Río Yargual. The community suffers from storms, heavy rains and landslides.

CMDRR at community level
In Cementera, Cordaid's partner organization Santa Rosa de Copán undertook the following activities:
- Community analysis Analysis of risk by the community, which includes the characterization of the threat, a vulnerability and capacity analysis;
- Development of the community's risk map;
- A special day to come to alternative solutions on environmental issues together;
- Mapping of relevant actors in disaster risk reduction.

Community capacity building
Capacity building on the legal framework of environment; The organization and capacity building of an emergency committee (Comité de Emergencia Local – CODEL); Capacity building for youth and adults in shooting and editing community videos. Community action Development of the contingency plan by the community; Construction of public works for mitigation (a water distribution tank, a small bridge); Development of the rehabilitation plan for the micro water basin Yargualito near the Río Yargual. Lobby Campaign on reforestation near the river basin; Participation in a regional forum about climate change adaptation; Coordination meetings with the Environment Unit of the Municipality (UMA); Participation in the Regional Office for Advocacy of Risk Management.

Through these activities, the community achieved the following results:

Higher awareness. The leaders and the community of Cementera are more aware of risks, threats, vulnerabilities and capacities of their community. The major part of the population participated in meetings in which the community analyses were done, which increased their awareness about risks and their ability to reduce them.
High level of participation. Also, there was a high level of participation in developing

the Community's Development Plan, the Contingency Plan, the Rehabilitation Plan of the micro water basin and of the Monitor & Evaaluation System and the Participatory Learning Assessment.

The following community organizations joined the process: the Water Board, Community Development Councils, Women's Network, Farm Groups and Parent Company. The local emergency committees were founded through the project and also participated in the process. A very positive element in this CMDRR process is the relative high involvement of young people in community work through the use of video as a tool for DRR. So far seventeen youngsters have been directly involved in this. They film DRR activities to share with everybody in the community, with other communities and to learn from themselves.

Mitigation activities. The villagers, supported by their leaders, continue to implement mitigation measures to reduce risks and vulnerabilities. Examples are: reforestation, a nursery garden, improvement of road sections, creating barriers at farm plots, installation of personal water tanks, relocation of houses at vulnerable spots and the construction of houses in safe places.

Women participation. The participation of the women has increased: they are speaking up about their ideas on the reduction of disasters and above all are active to encourage men to adopt some of their risk reducing strategies.

Vulnerable groups less vulnerable. Training and awareness on the issue has made the villagers aware to take into account the most vulnerable groups and to attend them during an emergency.

Linking & Learning. Also, there were some exchanges with other communities participating in the CMDRR programme. This gave the community the opportunity to get to know the others and to demonstrate their work in CMDRR. They have shared the experiences they had during the management of the very heavy storm with heavy rains that hit the community in 2008, forcing many residents to leave their homes for a shelter. They also shared how they managed the process of Disaster Risk Reduction.

Role of the local government
The relationship between villagers and local government is defined as good by our partner organization. The government showed in several ways that they care about the local people. It undertook efforts to restore the road destroyed by the storm of 2008, even, the road was not only repaired but built back better. The government also supported the villagers during the storm of 2008 and afterwards in various activities. Local leaders had meetings with the mayor and the environment unit of the municipality to coordinate actions in realizing the community plans together. Regional government Through the project, some leaders were able to take part in the Regional Office of Advocacy for Risk Management, which has increased their capacities in involving public actors and NGOs in their community's Disaster Risk Reduction activities.

Conclusions

Lessons learned in this CMDRR process:
- A good way to involve young people is through using modern technologies, like the filming that was done during this programme.
- Participation of women in daily life in the community has increased through CMDRR.
- Leaders of the committee participate in meetings of the Regional Office of Risk Management. Through the project, they got in touch with this Regional Office. Their involvement in this Office has increased their network and their capacity to involve other actors in risk reducing strategies. This is a good example of the facilitating and intermediating role a development organization can play between local villagers and their government during the CMDRR process.

Source:
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