

SUSTAINING CMDRR

Module 3

BUILDING RESILIENT COMMUNITIES

A training manual on Community Managed Disaster Risk Reduction

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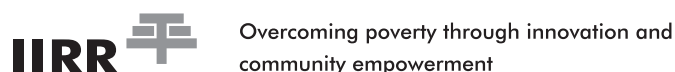
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- The production team including artist, graphic designers, editors.
- And the many communities, local people, extension workers, consultants, and NGO staff, whose knowledge and experiences are reflected in this book and have enriched the work in building resilient communities.

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

USER'S GUIDE

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 Course 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.

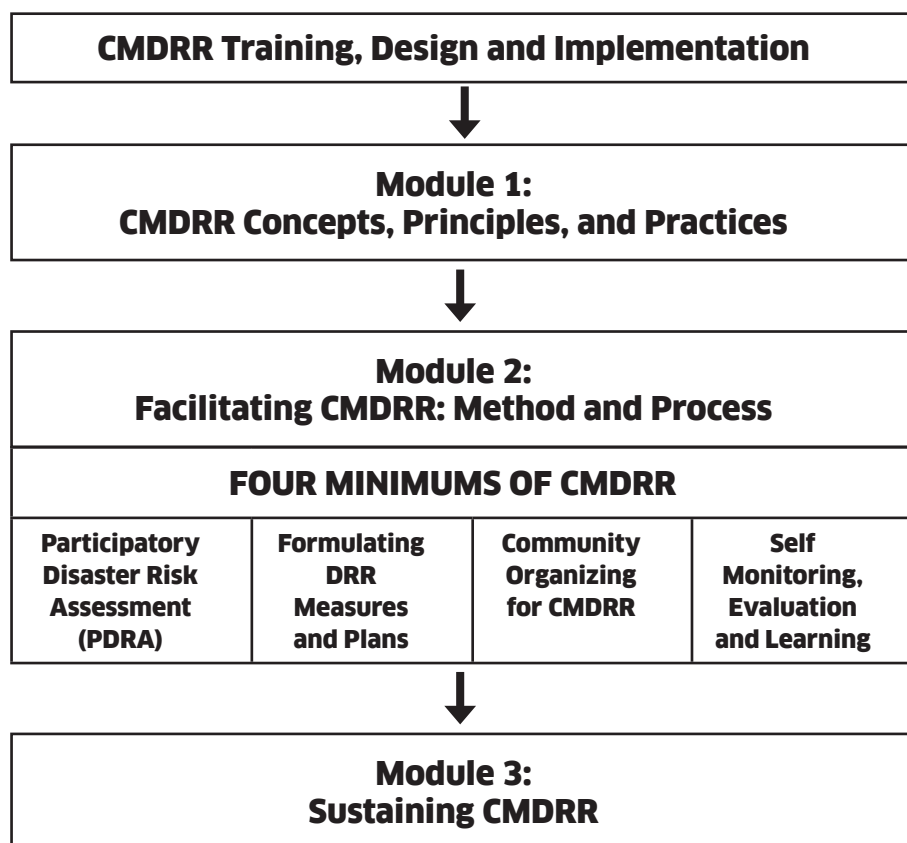
Module 1: CMDRR Concepts, Principles and Practices (Booklet 2). This module tackles the link between disaster and development and explains the concept, process and approach to CMDRR. It discusses the role of facilitation, clarifying basic conceptual foundations of both content and process. It also introduces 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.

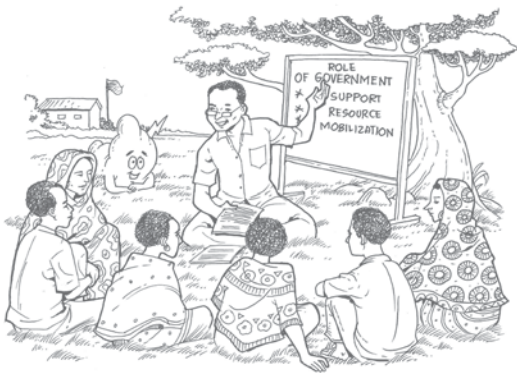
Module 3: Sustaining CMDRR (Booklet 4). This module helps participants learn how to facilitate document and share CMDRR experiences to support policy advocacy, resource mobilization, and networking efforts. Participants will improve their understanding of ways to link community organizations with other 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.



3

MODULE THREE

SUSTAINING CMDRR



This module looks externally at factors and actors that influence CMDRR and affect the community. It teaches participants how to facilitate documenting and sharing of CMDRR experiences to support the community's efforts in DRR. Participants enhance their understanding about the ways to link community organizations with other potential actors active in DRR and to mobilize resources for CMDRR. Participants are provided with various ways for communities to influence policies supportive of CMDRR. The module also looks at the role of government in CMDRR and engages the participants in identifying steps on how to integrate CMDRR in community development and organizational plans.

DOCUMENTING AND SHARING CMDRR EXPERIENCES



Duration: 2 hours 30 minutes

Description

This session emphasizes how documentation and sharing of experiences and lessons should be a continuous and integral component of any development program. In the context of CMDRR, it is important to engage the various stakeholders in documenting, analyzing and sharing experiences and lessons as part of monitoring, evaluation and organizational learning. Capturing these lessons into information materials and learning resources and sharing them with other organizations are key to linking with other organizations and developing partnerships to mobilize resources. It helps strengthen organizations, mainstream CMDRR and advance DRR advocacy.

Learning Objectives

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

1. Value documentation and sharing of experiences for advocacy and learning.
2. Explain the role and value of documenting and sharing their experiences and lessons to build their case in sustaining CMDRR.
3. Examine other simple and participatory tools for documentation and sharing, which can be used for advocacy and learning.



Learning aids and materials

- Metacards or any A5 cards in five colors
- Masking tape
- Manila paper
- Markers
- Attachment 1. Handout - Case story writing
- Attachment 2. Handout - Sample of a song written by a member of a local community
- Attachment 3. Handout - The Writeshop
- Attachment 4. Handout - Interactive and Participatory Communication Tools
- Attachment 5. Handout - Knowledge Documentation and Sharing

The following are optional, based on availability:

- Laptop
- Projector
- Blank wall
- Wifi connection

Procedure

Activity 1. Five Ws H and SW of documentation (50 minutes)

1. Distribute meta cards to the participants. Ask them to write their answers to the following questions on the meta cards:
 - Why do you document? (on blue cards)
 - What do you usually document? (on pink cards)
 - What methods and tools do you usually use to document and share field experiences and lessons? (on yellow cards)
 - Which tools and methods are effective? Check the selected tool or method.
 - What are the issues and challenges that you encounter in documenting and sharing your field experiences? (on green cards)
 - How were the issues addressed? (on orange cards)
2. Arrange the cards in clusters according to card colors on the floor or on the wall. Guide the participants in arranging what needs to be documented for what purpose. Allow the participants to look at/analyze the answers and get their feedback.
3. Wrap-up and highlight the following points in the discussion:
 - Identify and popularize simple and participatory tools and methods for documentation and sharing of experiences that can easily be used by the community.
 - Empower the community by providing skills and tools for capturing and disseminating information necessary for them to be active participants in CMDRR.
 - Stress that aside from the who (audience), what, when, where, why (purpose), and how (method) of documentation, equally important is the SW so what.
 - The tools are necessary to mobilize resources, link CMDRR to policy, strengthen organizations and mainstream CMDRR.

Note to facilitator

- Focus the discussion on the Four Minimums and what needs to be documented for each (See Module 2).
- Always refer to baseline data such as risk assessment or monitoring and evaluation to measure the change (e.g. risk against baseline or villages with CMDRR against those without) that has happened.

**Activity 2. Capturing Lessons through story telling (45 minutes)**

1. Identify a significant event that occurred in the community (eg. a hazard event or disaster) and how the community coped.
2. Give all participants meta-cards and let them write down or draw the events the community experienced. Another way is to just let them recall the incidents and various activities during the hazard event/disaster.
3. Take 3-4 volunteers to share their cards. Tell them to arrange the events in chronological order (before, during and after).
4. Ask the others if they all agree on the sequencing of the events.
5. Use the guide questions below to help them add details and analyze the experience. Ask someone from the participants to take down notes or write it on metacards and insert it in the story structure.

Before the hazard event

Where were most of the community members?
What were they doing?

During

What happened, when did it happen?
Where were most of the people when this happened? What were they doing?
How did people react? Behave?
How did it affect the women, men, children and elderly? What happened to the animals, houses, schools and public utilities that were at risk? How about the sources of livelihood?

After

What were the people mostly occupied with after the hazard?
Who were the key players in addressing the concerns caused by the hazard?

Insights on the event

What do they feel about this experience/activity?
What have they learned?

Draw out the recommendations for the community/organization/ support organizations on how the community can better cope. Ask how the community can be better prepared.

6. Ask the volunteers to write down the story which can be validated later with the rest of the participants.
7. Ask the participants to identify what areas should retain documented/monitored to capture the experience and lessons.



Note to facilitator

An alternative activity is the community theater exercise. Ask the community for a before, during and after scenario of a hazard that happened. It could be in freeze frames or a ten-second skit per scene with some dialogue. A variation of this is to have songs/chants or dance or whatever the community prefers. Process the activity based on the community story-telling processing mentioned above.



Principles of folk/community media

- Community-based
- Involves people's participation
- Self-reliant, using locally available materials
- Use of indigenous language and indigenous forms of communication, e.g songs, dances
- Should be within the program perspective (e.g promoting/advocating CMDRR principles such as community-managed, resiliency, people's participation etc.)

Activity 3. Gallery of tools (45 minutes)

Gallery viewing of simple and participatory tools for advocacy, learning and sharing field experiences.

Note to facilitator

In preparing for the following activity, the trainers need to collect various example of case stories, poems, songs, wallnews policy briefs and pictures, preferably on good practices in community development or CMDRR. Some samples of such materials are provided as attachments.

You may use the cases in this manual. These materials should be arranged like a gallery for the gallery viewing exercise.



Optional: With the gallery, allow space for a blank wall where only a laptop and projector is set-up for the participatory video showing and to share online materials and social media that organizations use.

The participants can bring information materials which can be placed in the gallery. They can then share their experience in coming up with the materials, and online (eg. social media efforts) including their objectives and target audience.

1. Invite the participants to go through the gallery of information materials. Explain that these are examples of simple forms of documenting and sharing information which can be easily done by the community.
2. Briefly provide inputs on the material as they are displayed. For publications with case stories, refer to Attachment 1. For publications that were results of the writeshop, refer to Attachment 3. Explain that the writeshop is another process of collectively writing and sharing experiences and lessons.
3. Show an example of a participatory video (see Attachment 4). If the participants brought their own video materials, they can use the laptop and projector and have a blank wall as screen.
4. Engage the participants in a discussion on the effectiveness and applicability of the tools in their work. Why do they think these are effective? What principles do these promote?
5. Explain that when they document, everything is dependent on their purpose and audience. Identifying these would help them identify the kind of tool to be used for maximum impact.
6. Explain that games are another effective tool to get information from the community. (Refer to the section on games in Attachment 4.) If there is time, engage the participants in a game.

Synthesis (10 minutes)

Use Attachment 5 as reference.

Suggested reading

Besset, Guy. Involving the Community: A Guide to Participatory Development Communication. International Development Research Center. 2004

Cordaid. Look Through My Lens: Video as a Tool for Community Managed Disaster Risk ReductionHelszajn, Anna. Humanitarian Productions. Mexico City. August 2011. www.cordaid.nl/nl/Look-Through-My-Lens.pdf



Attachment 1. Handout

Case Story Writing



Use a friendly style in your case story including quotations and stories-unless it is for a very formal audience.

Include photographs and/or drawings in your case story - help the reader "picture" the situation being described.

Keep your case story concise and avoid irrelevant information. Cut out text until it is as brief as possible.

Keep the language in your case story simple. Avoid abbreviations (e.g. FPA) and jargon.

Use visuals - such as drawings to give "human interest" to your case study.

What are Case Stories?

A case story is a documentation and communication product that describes an activity, process a strategy, the impact and results of this strategy and the lessons drawn from this activity.



Structure and content

DO use a title that catches people's attention.

1. Title of the case story
2. Introduction to the Case Story
3. The social and cultural context within which the activity/process/innovative practice is taking place
4. The goal or objective of the activity/process/innovative practice being written about
5. The process of implementing the activity/process/innovative practice. How it was done versus how it was planned (For instance, a good case story from this training could be a story on the process and results of conducting Participatory Risk Assessment and Community DRR Planning)
6. Key Achievements
7. Key challenges
8. Lessons learned from process/activity/innovative practice
9. Recommendations for anyone wanting to adopt the process/activity/best practice

DO use your introduction to emphasize your two to three key messages.

DON'T publish information about people without asking their permission. Respect request to change or remove details.

DO prepare clear questions for interviews to gather your information. Focus on "open" information (which allow people to describe things) rather than "closed" questions (which only get "yes" or "no" answers).

DO draw conclusion if the information in the case study does not support them.

DO express your future plans in a positive way that shows a clear link with your past experiences.

DO be honest about challenges and weakness, but avoid using people's names if negative issues are mentioned, unless you have their permission.

DO encourage feedback from your audiences and ensure that they know how to contact you.

Attachment 2. Handout

A song written by a local woman and commonly used in an Indian community

As I build this dam
I bury my life
The dawn breaks
There is no flour in the grinding stone

I collect yesterday's husk for today's meal
The sun rises
And my spirit sinks
Hiding my baby under a basket
And hiding my tears
I go to build the dam

The dam is ready
It feeds their sugarcane fields making the crop lush
and juicy but I walk miles through forests
In search of a drop of drinking water. I water the
vegetation with drops of my sweat
As dry leaves fall and fill my parched yard

(This song of Daya Pawar, sung by Dalit Women (formerly called "untouchables") in Maharashtra, grasps Indian women's reality succinctly. The song captures the anti-force of the dam which irrigates commodity crops like sugarcane, while women and children thirst for drinking water.)



Attachment 3. Handout

Producing information materials through writeshops: The IIRR experience



Producing information materials can take a great amount of time. The IIRR writeshops aim to develop materials, revise and put them into final form as quickly as possible, taking full advantage of the expertise of the various workshop participants.

Writeshop process

A list of potential topics are agreed upon and developed during a pre-writeshop session. Resource persons are identified to develop the first drafts, using guidelines provided. Participants bring with them to the writeshop the drafts and various reference materials.



During the writeshop itself, each participant presents his or her draft paper. Fellow participants critique the draft and suggest revisions.

After the presentation, an editor helps the authors revise and edit each draft. A team of artists draws illustrations to accompany the texts. The edited draft and artwork are then designed by a layout artist and a second draft is produced. Each participant, in turn, works with the team of editors and artists to revise and illustrate the materials.

Each participant then presents the revised draft to the group a second time. Again, the audience critiques it and suggests revisions. After the presentation, the editor and artist again help revise and develop a third draft for final comments and revisions. The final drafts can be completed, printed and distributed within a short period after the end of the writeshop.

Writeshop advantages

The writeshop process is flexible and participatory: the repeated presentations, critiquing and revision of drafts allow the papers to be reviewed and revised substantially, new topics to be combined, dropped or split into parts.

The writeshop allows inputs from participants to be incorporated, taking advantage of the diverse experience and expertise of all present. It allows ideas to be validated by a range of experts in the field. The concentration of resource person, editors, artists and desktop-publishing resources at one time and place enables materials to be produced more quickly than is typical for similar publications. The sharing of experiences among participants allows the development of networks that continue to be fruitful long after the end of the writeshop itself.

Participants may include scientists, researchers, government personnel, teachers, NGO staff, extension agents, farmers and community members. The diversity of skills, organizations and backgrounds of participants is key to ensuring that numerous ideas are represented in the material produced. Members of the intended audience can also help pretest the text and illustrations during the writeshop.

Attachment 4. Handout



Interactive and participatory communication tools for documentation and dissemination

Focused group discussion (FGD)

A focused group discussion is held with a small number of people (7-10) who usually share similar characteristics. The discussion evolves along the lines of a prepared discussion guide, with questions that are open-ended. The idea is to enable every participant to express his/her opinions on a given topic. In many cases, an FGD can also evolve in a strategy-developing activity, with each participant contributing not only to the identification of problems, causes or solutions, but also in a strategy session that facilitates community participation.

PLA Techniques (see Module 2 for full use of PLA)

The main idea in using participatory learning and action (PLA) tools is to collect information fast with the participation of community members and to share it so that everyone becomes empowered by that information and participate better in the analysis and decision-making processes. The exercises can include the use of different techniques, such as:



- collective mapping of the local area
- developing a timeline
- ranking the importance of problems or resources
- holding observation walks
- using Venn diagrams
- production of seasonal diagrams

Photos, drawings, and other visual tools

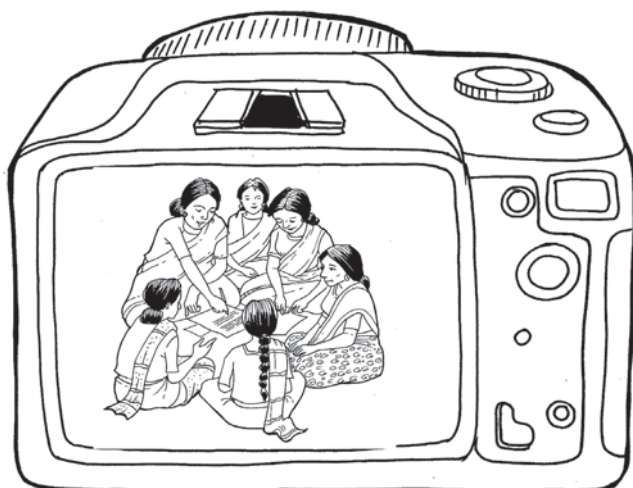
When considering using photography or drawings, we usually think of taking pictures to illustrate what we want to discuss with other people. But there are other ways of using these tools.

One is producing what people in West Africa call 'boite a image' (flipchart). It is a succession of photographs or drawings that tell a story with three to ten pictures, without any text. The images illustrate situations depicting problems as well as how these problems are resolved. The method is used with the facilitator asking people what they see in the images. This tool is very effective in stimulating discussions, comparing points of view and developing consensus on a given issue. The images can be drawn, printed or glued on paper or cloth. The same process can be used by making a game of cards from those photographs or drawings and distributing the cards from one person to another, each trying to identify the image and commenting on the situation.

Another interesting method consists of making cameras available to people in the field, asking them to photograph problematic situations they have to cope with or solutions they would like to see adopted and multiplied. The photos are afterward arranged and mounted in an exhibit where strategies for actions are discussed.

Similarly, photographs can be used to stimulate discussions where people express their views with the help of the photos or their own drawings, including perhaps a presentation of a before-and-after situation.





Photos and drawings are also effective tools to bring during home visits, where the people can be asked what they see in the pictures and how they feel about the situation.

Participatory Video

Participatory video is a special kind of story-telling that involves the community in telling/writing the story, interpreting the story through its own lens using video camera and following the video production process. It empowers the community to retell and change their realities to create a community that matches their

desired condition. Participatory video can be used in advocacy campaigns, to share learning and effect change.

In “Look Through My Lens”, Helszajn A., Humanitarian Productions, Cordaid, 2011. In Honduras and El Salvador participatory video has been used by four local agencies as a risk reduction tool and an alternative and effective way to document the processes and impact of the CMDRR program. As this was a first pilot, this publication gives an overview of what worked well, what didn't work so well, and what would be done differently next time. Video outputs can be used to strengthen the work of local civil society organizations and build the resilience of vulnerable communities, through, for example, sharing stories and experiences of communities, helping to reach out to decision makers and assisting communities to find common grounds for collective action.

Audio recordings

Audio recordings can be used to capture the views of community members and stir a discussion on these views. The recording can be played on tape recorders during community meetings or small group discussions. It can also be broadcast over radio.

Audio recordings of songs, music, sayings can also be done. Songs and music are powerful tools, whether they are used to create an ambience or produced in a way to document and deliver a message. They can greatly facilitate a process of sharing points of view and contribute to awareness-raising.

Social media

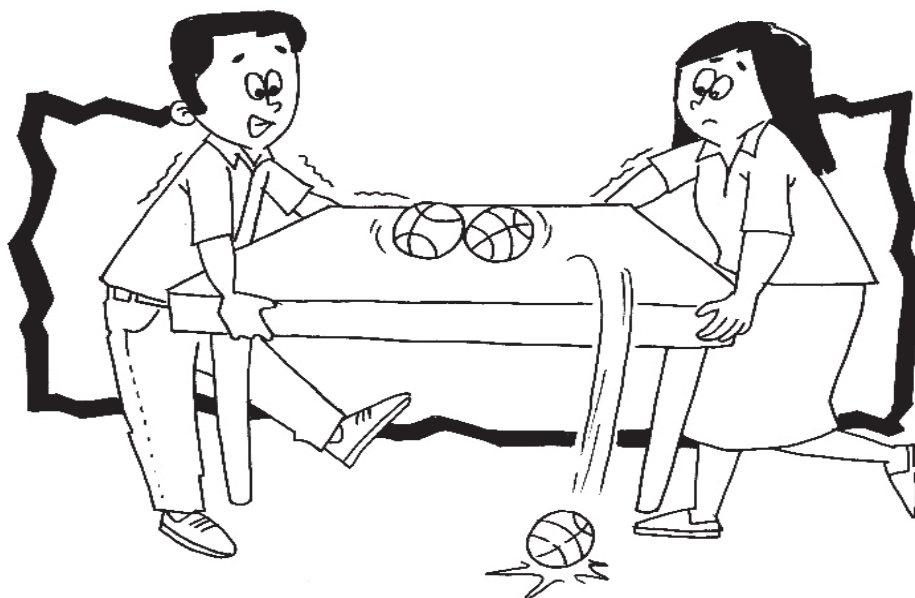
As stated by Angie Schottmuller of Interactive Artisan, the social media is a communication channel or tool used to store, aggregate, share, discuss or deliver information within online communities. The focus is on interaction and relationships.

It is a platform for sharing experiences, materials, creating dialogue and increasing reach and visibility. It is useful for communities especially those trying to reach out to external audience for advocacy and mobilizing external support or resources.

Text messages are also a popular way to reach out and communicate with the rest of the communities. In most cases, local text messages are inexpensive. Climate change and weather information – prices of fuel, animals, are quickly exchanged through text messages.

Games

Games are an easy, fun way to impart knowledge in the community and a great way to facilitate discussion with groups. More and more organizations and facilitators now use games to guide discussions. Certain games are developed for a particular learning objective or topic. These can be evolved and tweaked based on discussion points and what the facilitator/trainer wants to surface from the participants.



Example of a game: Dissolving disasters

This participatory activity was developed for the Rockefeller Foundation by Pablo Suarez and Janot Mendler de Suarez. It aims to support experiential learning and dialogue focusing on the concept of resilience. Participants play the roles of donors and subsistence farmers and face changing risks. They must make individual and collective decisions, with consequences. Rich discussions take place as winners and losers emerge.

Description and procedure

Farmers at risk

Participants assume the role of subsistence farmers and are divided into teams which represent villages. Although they are members of their respective villages, they make individual decisions that lead to collective patterns of choice and risk. Each farmer decides on crop selection for the coming rainy season, indicating their choice by moving about the room where an umbrella at one end and a bucket at the other end have been set up. The umbrella and bucket refer to measures to be taken in response to the following types of hazard:

- Flood protection - to invest in flood preparedness, a farmer must walk to the area near the umbrella. This is necessary for those who choose to plant rice, which performs well under excessive or normal rains.
- Drought protection - to invest in drought preparedness, a farmer must walk to the area near the bucket. This is for those who choose to plant crops like cassava, which perform well under dry or normal conditions.
- No disaster protection - Farmers preferring this choice stand in the center. These are those who decided to plant maize which performs very well given normal conditions, but fails if too much or too little rain.





Farmers pay in the form of beans if they use protection. Thus, their decisions lead to gaining or losing beans, depending on whether a disaster occurs or not (as determined by a roll of the dice). Players who, due to a disaster, must pay more beans than they have must leave the game.

Donors at work

A few of the participants take the role of an external organization (i.e. donor) trying to support a village and dissolve the threat of disasters with limited resources. Donor choices include:

- Disaster response - give beans to farmers who don't have enough after a disaster
- Disaster preparedness - give farmers incentives to invest in flood or drought protection
- Growth - help farmers maximize accumulation of beans, assuming no disaster occurs

The player with most beans at the end of the game is the individual winner. The village that ends with largest number of farmers is the winning village while the winning donor is the one that supported the village with most number of beans. These incentives pave way to trade-offs between collaboration and competition, as well complex feedbacks and thresholds that provoke rich discussions involving key resilience concepts. Winners also win prizes.

Citation: Mendler de Suarez, J., Suarez, P., Bachofen, C., Fortugno, N., Goentzel, J., Gonçalves, P., Grist, N., Macklin, C., Pfeifer, K., Schweizer, K., Van Aalst, M. and Virji, H. (2012). Games for a New Climate: Inhabiting the Complexity of Future Risks. Frederick S. Pardee Center Task Force Report. Boston: The Frederick S. Pardee Center for the Study of the Longer-Range Future, Boston University.

Attachment 5. Handout for Synthesis



Knowledge documentation and sharing

“Effective knowledge sharing is more than information dissemination. It is a dynamic process where communities, development workers and other stakeholders interact.

“Knowledge sharing moves away from a focus of informing and persuading people to change their behavior or attitude, to a focus on facilitating exchanges between different stakeholders to address a common disaster risk.

“Participatory development communication emphasizes the importance of interactive and participatory processes, rather than the production and dissemination of information apart from community processes

“Development workers should be trained on how they could mobilize partners to co-develop an effective system for sharing information and how to give feedback to improve the system. In this way, knowledge which has been shared will grow and can be used in planning for the scaling up of the project.

“Development workers must actively involve stakeholders in the whole process of knowledge creation and knowledge sharing. The more stakeholders are aware and involved in the process of defining knowledge and sharing knowledge the greater the opportunity for effective collective action.”

(Excerpts from “Involving the Community: A Guide to Participatory Development Communication”, by Guy Besset, Published by IDRC, 2004.)





References for the attachments

Source: Bessette, Guy, 'Involving the Community: A Guide to Participatory Development Communications', International Development Research Center, 2004.

White, Shirley A. Participatory video: images that transform and empower. 'Participatory Video that Empowers' article by Bery, Renuka. Sage Publications. USA. 2003.

Red Cross Climate Center. Carina Bachofen, Pablo Suarez, Margot Steenberg and Natasha Grist. Can games help people manage the climate risks they face? The participatory design of educational games. 2012.

MOBILIZING RESOURCES FOR DRR



Duration: 3 hours 30 minutes

Description

This session is all about how a community organization mobilizes resources for DRR, internally as well as externally. Internal sources need to be explored first before external sources are approached. Internal resources include funds of community members and gifts in the form of service or labor. External resources depend on establishing linkages with other actors—other community organizations, local and international non-governmental organizations, faith-based organizations, government and the private sector – that can help in implementing DRR measures. The community organization should have the ability to network and mobilize resources to meet identified capacity gaps such as skills, materials and many other needs. The resources should be distributed fairly using transparent and accountable systems. This encourages people and organizations to share resources during future emergencies or disasters and for DRR measures.

Learning Objectives

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

1. Explain the importance of internal community resources for sustainability.
2. Explain the importance of community involvement in resource management that is guided by the principles of transparency and accountability.
3. Identify ways of helping the organization initiate and maintain linkages with other actors for resource mobilization.



Learning aids and materials

- Flip chart paper and marker pens
- Attachment 1. Okole Gumata as an example of internal resource mobilization experience one of the genuine examples of collective pooling of resources from community, NGO and government
- Attachment 2. Handout - Why facilitate networking for resource mobilization for DRR?
- Attachment 3. Handout - Material for Activity 3
- Attachment 4. Handout - Fundraising options for communities

Procedure

Activity 1. Sharing examples on internal resource mobilization in CMDRR (30 minutes)

1. Ask the participants to share experiences of how communities have responded to hazards using their own resources.
2. Pose the following questions:
 - How does it feel if the resource providers are from within the community?
 - How does it feel if the resource providers are from outside the community?"

Note to facilitator

Asking these questions will draw out several answers, giving the participants many illustrations of how the communities can solve their problems without depending on outside help.

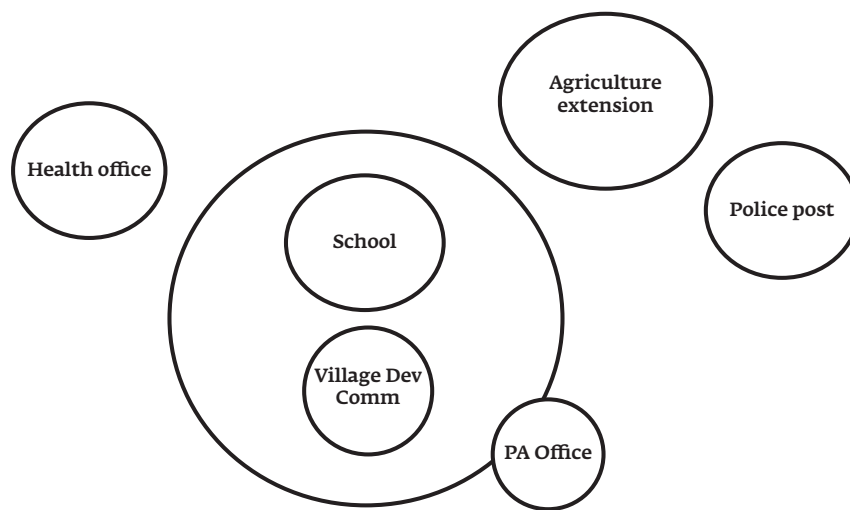


3. Underscore the importance of ensuring that individuals or communities maintain self-respect and dignity.
4. Explain that in the CMDRR approach, the community plays the lead role of meeting the needs in the community. Discuss the examples in Attachment 1 and add more if needed.

Activity 2. Using the Venn diagram to identify potential resource mobilization providers in a community setting (1 hour)

1. Begin the session by reminding the participants that resource mobilization efforts (both long-term and emergency assistance) must be linked to the community action plans.
2. Ask them to draw a Venn diagram of their village showing their organization and how it relates with other organizations in relation to a common hazard.

Example of a Venn diagram for institutional capacity assessment



This helps to:

- Assess the institutions and type of service providers existing in and outside the community reach.
- Enable us to know how close or distant the relationship is.
- Gives the chance to know the services that are already in use or exist within the community.
- Build linkages with these institutions.

Other assessment tools can also be used to achieve this information.

3. Help participants form groups. Ask them to compare their drawings and pick a village. They are to identify strategies for resource mobilization that are currently not being used.
4. Request them to present their findings in plenary.
5. Emphasize that community members must be the primary source of resources for risk reduction to ensure sustainability. The secondary source is government as it has the responsibility to ensure that the needs and rights of its citizens are met. Mention the need to link with government for assistance.
6. Ask the participants to share examples of how they have established contacts with other actors at the community level and how these relationships have been beneficial.
7. Wrap up the activity by stating that a lot of collective resources are available within the community if all actors are well-coordinated and prepared for hazard events. Distribute Attachment 2.

Activity 3. Discussion on sourcing external resources (1 hour)

1. Begin the discussion by referring to the illustration in Attachment 3. You can photocopy, draw or just describe the picture.
2. Ask the participants which is the best situation and why.
3. The facilitator should emphasize the importance of the village being responsible for identifying what needs to be brought in. Focus should be more on long-term solutions.

4. Based on the DRR plans, the communities can determine what additional funding they require and which resources are available.
5. If the hazard is beyond the coping capacity of the community to cope, it is declared a disaster. Once the emergency has been declared, the community should then use its linkages with organizations and institutions to get assistance.
6. Explain that unfortunately, the current practice most of the time is for the local NGOs to decide what to ask for or for the donor agency to decide what to send to the village without consulting the affected people. This has led to some donations being misused or sold in local markets. An example is given below to illustrate this case.

Example:

In 2004, there was severe drought in Taka division of Mandera district in northern Kenya. All the water sources dried up, the animals migrated to Ethiopia, and the able-bodied men moved their animals. The response of the government and development agencies was to bring dry maize and beans as relief food. The problem with this gesture was that these foods require a lot of water, time and firewood to cook. Also, this was not the staple foods for this community and were not easily digestible by the young and elderly.

During a rapid assessment by the Action Aid team in northeastern Kenya, it was realized that the primary need was water, fuel and food types that require less water and time to cook such as rice and maize flour. These items were therefore provided.

Hassan Oda Hulufu, project manager
Kenya drought management capacity building project (2007), IIRR

7. Ask the participants to give examples in their own context.
8. Discuss the important techniques used to build linkages for resource mobilization outside the community. (See Attachment 4)

Activity 4. Discussion on transparency and accountability in the management of financial resources for disaster response (50 minutes)

1. Explain that communities in a hazard-prone area should have internal participatory processes to identify the most at risk and those with sufficient resources in the community and should agree on how assistance should be distributed in case of a hazard event.
2. Divide the participants in groups of 5 or 6 and ask them to discuss the structures used in their communities in distributing resources to ensure that those in need benefit.
3. Explain that building community capacity to understand hazards, understand who are the most at risk, where they are and how to get assistance to them can save lives and emergency response costs.
4. Give input by sharing the example below showing how assistance has sometimes been given to the wrong people.
5. Explain that the distribution systems should be transparent and accountable to ensure that those most in need get the resources available. It is important to record and track these resources. It is important to show the results of the interventions. Through evaluations, reports or audio-visual means. This also ensures that those donating resources are not discouraged about giving future assistance.

Example:

In situations where the distribution of relief aid is the sole responsibility of the government and/or NGO staff, the distribution costs are high and there have been incidences where the food has ended up not reaching the very needy people or it has been re-directed and sold in markets.

As a response to this problem, most development agencies now use community structures to distribute resources. This has ensured that the right people get the assistance.

6. Ask the participants if they have encountered situations wherein the organization is not accountable. What was the effect of this?
7. Wrap up the activity by stressing that the whole process must be spearheaded and managed by the community organization or institution. Explain that efforts to find long-term solutions involve lobbying and advocating for resource allocation, community involvement in decision-making and implementation - the focus of the next session.

Note to facilitator

A role play maybe used to depict a situation whereby either a government/NGO staff was not accountable in handling assistance to introduce this activity.

**Synthesis (10 minutes)**

Conclude the discussion on resource mobilization using the points in the box below:

The CMDRR approach advocates that local communities be empowered to prevent, prepare for and respond to hazards. The most at risk in the community are identified in advance by location.

A readiness system needs to be in place to safeguard food and seed stocks. Cash assets are accumulated, wells are protected from silting, distribution centers and safe refuge places are identified, and other such measures are taken, depending on the hazard/s expected.

Using community-identified systems to distribute relief aid saves funds. If relief aid is provided by organizations, distribution costs increase by up to 60% as there is usually minimal or no warehousing, and transport. Additionally, international NGO staff time costs are required. It also ensures that more people in need get assistance with minimal effort or cost. These social structures also provide psychological comfort to the community members as they know where to go for help in case they have not been assisted.

The community organization in an area faced by hazards needs to maintain good relations with government and donor agencies committed to providing assistance as a fall-back option.

Healthy relationships are maintained with resource providers within and outside the community for DRR plans and response. Resources are managed using transparent and accountable systems. Results need to be demonstrated based on evaluations or by other means.

Suggested reading

Fundraising 101. All you need to know about fundraising in one book.
Venture for fundraising/Cordaid, 2010.

Embracing change-local fundraising stories. Cordaid 2010.

The Role of Self help group bank linkage program in preventing disasters report,
CRS, [www.nabard.org/ roles/mcid/kimwilson.pdf](http://www.nabard.org/roles/mcid/kimwilson.pdf).

Long-Term community recovery planning process: a self help guide, Dec. 2005,<http://www.ezec.gov/Self-Help%20Guide%20051211.pdf>



Attachment 1. Material for Activity 1



Okole Gumata: a traditional way of fundraising for social events and development programs

Okole refers to traditional milk and butter deposit for the Oromo people who live in Central and Southern Ethiopia and North Kenya. They used to depend mainly on livestock for livelihood but now they also cultivate crops, a practice adopted from highlanders.

Gumata literally means contribution. The community elders organize a gumata when there are traditional events, like the naming of the first son or circumcision in a household, and help defray expenses for the event. The elders assign selected adolescents to carry the okole, which already has a little butter in it, and collect gumata from the community. Having some butter at the beginning demonstrates that the contribution starts from the family in charge of the ceremony. Whoever meets them asks “Where are you going, carrying okole?” The traditional reply is, “I am going to collect gumata for _____. You will be blessed if you contribute.”

It is socially impossible for anyone to refuse. The person invited to contribute then takes the young okole collector to his/her home and adds more butter. The collector reports back to the elders once the okole is filled. If anyone refuses to contribute, he/she is penalized by the elders.

The gumata could be in kind, cash or labor. It doesn't have to be butter but depends on the capacity of the contributor. If the person contributes less than expected, the elders will question him/her.

The okole gumata system has now been adapted for local resource mobilization. Traditional leaders of the community organize it to raise resources for defined community problems. The leaders explain the importance of the gumata to the wider community, its purpose and collection schedule. On that day, all the people in the locality come together and start to contribute based on their abilities, capacity and relevance of the issue for them. The idea of linking education development to Okole Gumata came from Rev. Bareto, facilitator of a local NGO called GIRDA. He shared the idea with elders in Samaro Village of Adola Woreda. The Samaro community had no school and wanted a gumata for school construction. The importance of education and having a school nearby and the difficulties of sending girls to faraway school were explained to the elders. Convinced of the importance, the elders identified a date for the gumata. In addition to all the communities in Samaro, elders invited potential local donors like cattle traders, gold miners, shop owners and government officials.

On collection day, the Okole Gumata was placed in front of the elders and the elders dropped their own contributions into the okole first. This encouraged the people to contribute more. The contribution was not limited to money. There were goats, sheep, bulls, construction material and others. Government officials promised to assign teachers, provide books and license the school once it is finished. Officials also contributed from their personal income. From the two days of fund raising and their labor, Samaro community was able to construct four classrooms and an office. The school is now serving a total of 231 boys and 141 girls in grades one to four.

Nowadays, using Okole Gumata as a technique to mobilize resources from the community is widely practiced, especially in Southern Oromia zones of Ethiopia, and found to be effective.



An example of collective pooling of resources from community, NGO and government

Mobilizing resources through strong local governance

Cyclones annually hit various parts of India very badly. Kalvikendra, a Cordaid partner, has been working on CMDRR in 8 villages in Tamil Nadu state for several years, one of the areas regularly suffering from the cyclones.

Kalvikendra, as part of the CMDRR intervention, had 700,000 Indian rupees for emergency shelters. When discussing emergency shelters with the Community leaders, they realized that this money was insufficient to construct a spacious shelter to accommodate villagers at the time of emergency.

Thus the Panchayat community members decided to approach the district administration to request a government contribution. They requested Kalvikendra to hand over INR 700,000 to the panchayat, so that the panchayat could ask government to match the amount. A group of villagers along with the panchayat members met the District Collector. They showed the available INR 700,000 to the District Collector and requested them to contribute the government share.

The District Collector was so impressed to see the initiative of villagers and Panchayat leaders that he approved to “double the amount” for each emergency shelter. This meant that for each INR 700,000, the district administration will provide an additional INR 14,000,000 per shelter which meant INR 21,000,000 for each of the 8 shelters. INR 14,000,000 x 8 shelters will be the government’s contribution. This was indeed a big achievement. Well, the story does not end here. After this, the villagers voluntarily collected INR 300,000 to buy land for construction of the emergency centre to make a complete figure of INR 24,000,000 - a very handsome amount for an “Emergency Shelter”.

Thereafter, the construction work commenced in all the panchayats. All the community members and Panchayat leaders were extremely happy with this development. The Panchayats mobilized the resources from the government as well as from the community and construction started in full swing.

During Cyclone Thane the shelters served as the rescue place for 200-400 people in these villages. The rescue shelters also played the role of home, shop, medical center, school and playground.



Attachment 2. Handout



Why facilitate networking for resource mobilization for DRR?

1. Resource poor communities have limited or no access to stakeholders, government and civil society networks and are left out of basic services, facilities and opportunities for risk reduction.
2. Enabling communities at risk to gain access to potential sources of funding is as an important objective for disaster risk reduction/development.
3. Communities at risk are sometimes unable to cope with disasters without external support.

How to facilitate link between community organization/village with networks for resource mobilization?

1. Learn how the community traditionally mobilizes resources from inside and outside of its community.
2. Know who are the community's current contacts. Identify specific networks and potential partners (from your own experience & contacts or from the available database).
3. Determine the agenda for resource mobilization:
 - for specific DRR measures such as building economic assets and access to credit, awareness raising contest e.g. poster making, facilitating communities to adopt CMDRR approach etc.
 - for bridging capacity gaps, e.g. food supplement for children under five and pregnant and nursing mothers
4. Always relate resource mobilization to community's plan. Share the plans and M & E report.
5. Facilitate the community organization to develop a resource mobilization plan, identify people responsible and build their proposal writing and fundraising skills.
6. Set up tripartite meetings:
 - YOU, who acts as a coach, mentor, and learner
 - Community representatives who articulate their capacities and needs
 - Potential partner/s who will support community initiative
7. Update the partners on the developments in the community, especially what their resources and community resources have achieved.
8. Encourage/help the community to be more transparent and accountable.
9. Continue nurturing the partnership. When full trust is developed, more support will come. Always acknowledge receipt with deep gratitude.
10. Document the experience properly and accurately and share within the organization, with network members, and with other communities.





11. Establish networks or alliances with other community organizations and villages in the affected area or district.
12. The private sector is also an increasingly important actor to consider.
13. Celebrate success when you receive assistance as this helps build confidence.
14. Always remember that people help people. Maintain personal relationships and respect them fully.

Stages in networking and developing partnership

- Getting to know (brochure or “hello” stage)
- Sharing information, communication exchange
- Sharing experiences in disaster risk reduction
- Testing/experimenting with new approaches
- Developing trust
- Joint undertaking: sharing of resources
- Meaningful partnership: joint planning & implementation
- Self monitoring and evaluation

Source: Adapted from handout by Zenaida D. Willison, IIRR International workshop material on Community Managed Disaster Risk Reduction, 17-28, 2005 October, Quito, Ecuador

Attachment 3. Material for Activity 3



Attachment 4. Handout



Fundraising options for communities

Funding for community action plans that the communities cannot finance themselves, can be acquired through different resources. It is possible that more funders are needed for the various interventions, as not all funding agencies are able to fund everything.

Funding can be acquired from resources

- The local government: for example the city council, various district government departments (water, agriculture, livestock, health, etc ...) the disaster risk management authorities.
- NGOs: they usually work in specified regions and on specific programs. It is worthwhile to verify what they are willing to fund. Funding is usually provided for a specific period only
- Enterprises: who do business in the region: can contribute in cash or in kind. Usually this is part of their corporate social responsibility.
- Private foundations, such as the Rotary or Lion's club.

Funders need to have specific information on what their assistance is intended for, why it is needed, for whom, for how long, how much money is needed and for what. They need to get feedback as to how their money has been spent. For fundraising it helps to establish relations before any assistance is required.

Community organizations may need to be registered as CBOs before they can acquire funding.

See also reference material: Fundraising 101 and Embracing change: local fundraising stories.

Fundraising via NGOs

Many NGOs support community DRR action plans. They can acquire funding for additional support of communities through various resources as well such as:

- Individual donors in their own countries
- Their national governments
- International donor agencies like the European Commission
- UN agencies (UNDP, FAO, WFP and others)
- World bank, regional banks such as Asian Development Bank, and others
- Enterprises, through corporate social responsibility, however care should be taken that their work doesn't impact negatively on communities' environment

Major donors expect that NGOs contribute some funding themselves. NGOs have good opportunities for fundraising if they work together in various forms, either by coordinating activities, as alliances, adding specific skills that they don't possess themselves.

The Partners for Resilience is an alliance formed by the Netherlands Red Cross, Cordaid, CARE Netherlands, the Red Cross climate centre and Wetlands International. They work together with their partner network in 9 countries, on climate change adaptation, DRR and ecosystem management. Jointly they have acquired funding from the Netherlands government for a 5 year program. Within countries they submit proposals for additional funding for specified interventions.

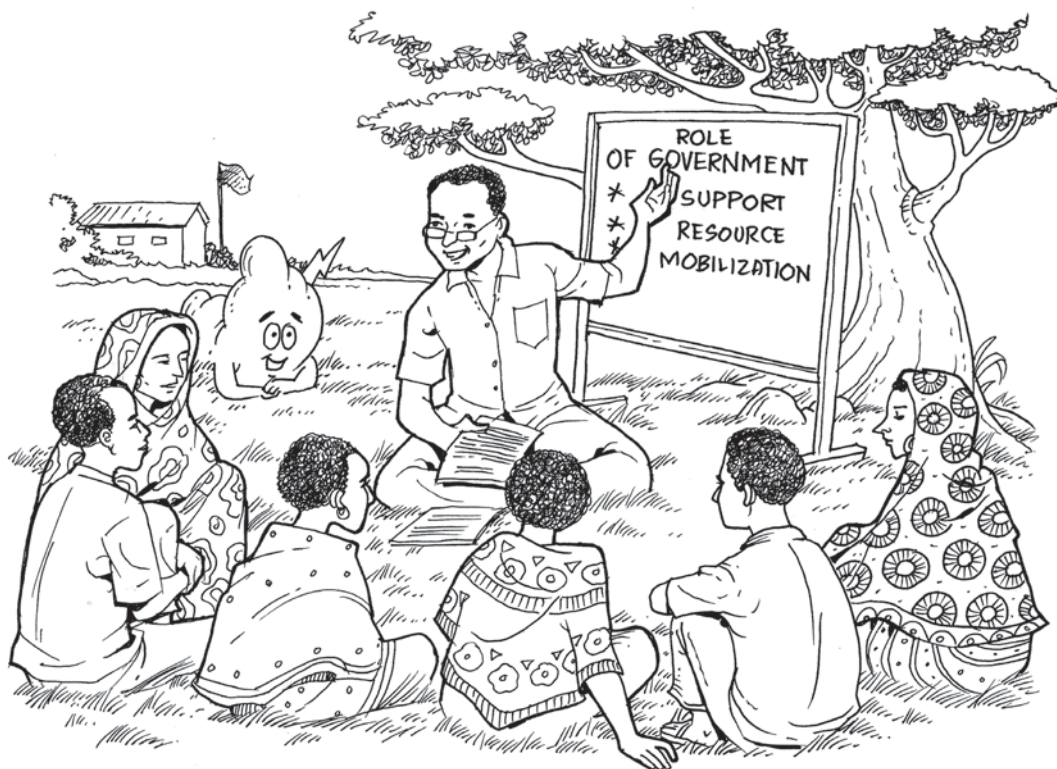
Flexibility of funding:

Working in disaster prone areas on DRR means that disasters are bound to happen. Even though communities are well prepared for certain hazards, other hazards may occur which are not accounted for, or may have a magnitude in which the community cannot cope anymore. Flexibility of donors is required to ensure that the right interventions can be financed. This can mean shifting from development funds to provision of relief. For example this could mean a shift from drought-related activities to flood-related work.

In Turbi, in northern Kenya, PISP financed drought cycle management interventions. The village was suddenly attacked, killing 50 people. PISP needed to assist the families hit by the conflict. Cordaid, as donor NGO of PISP, indicated that funds could be used also for non-drought related activities such as conflict.



THE ROLE OF GOVERNMENT IN CMDRR



Duration: 1 hour

Description

This session aims to increase the awareness of participants on the role of government in the various levels of CMDRR. It seeks to facilitate participants to appreciate their role in engaging with various government agencies/ministries from the grassroots to national/international levels, with the understanding that the government is accountable in the management of CMDRR process at all levels.

Learning Objectives

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

1. Highlight the framework for critical role of the government in CMDRR :
 - Translate/show understanding of the Hyogo Framework for Action (2005-2015) and other relevant instruments for action.
 - Internalize their constitutional basic rights in relation to CMDRR.
2. Highlight that the mechanisms the government puts in place to ensure systems, procedures and policies on CMDRR are functioning, including the following;
 - CMDRR policy and strategies formulated and implemented at all levels
 - CMDRR resource mobilization, transparent disbursement and accountable utilization
 - Decentralized roles and decision-making responsibility and authority of local government institutions closest to the people
 - Strengthened technical capacity of government structures, from national to local levels, to effectively plan and implement CMDRR activities in partnership with communities and other organizations.



- Empowered communities through resources and skills to take charge of CMDRR planning and implementation.
3. Form effective partnership and collaboration between government and local institutions to institutionalize the CMDRR process.

Learning aids and materials

- Markers and flip charts
- Attachment 1. Case study on the Milimani community-Kenya
- Attachment 2. Case study on arid lands resource management-Kenya
- Attachment 3. Case study on Kallipatu community-India

Note to facilitator

If there is no government official among the participants, the facilitator can invite one for this session to share his/her views and experience.



Procedure

Activity 1: Experience sharing (50 Minutes)

Divide the groups into 4 or 5 and ask them to undertake the following activity:

1. Divide the participants into 4 or 5 groups. Ask them to describe their experiences on how they were able/not able to collaborate with the government during a recent hazard in their location. Allow for 10 minutes sharing, focusing on the following:
 - A story/experience by a community member of a real life situation during a disaster and how the community responded, with or without government support.
 - A story/experience by a government official on a real life situation during of a government response to a disaster, with or without community support.
2. Ask each group the following questions:
 - What happened in the case?
 - Why was the case a success? (Or why was it a failure?)
 - How effectively did the government and the communities collaborate?
 - What could have been done better?
 - What are your recommendations on the government's role in disaster risk reduction?

If there are no experiences to be shared, distribute the case studies in Attachment 1 to 3 to the different groups.

Summarize the recommendations into a table as follows:

Stage	Role of government	Role of community
Risk assessment and analysis		
Hazard prevention/mitigation		
Emergency response		
Individual survivability		
Community readiness		
Monitoring and evaluation		
Capacity building		
Planning and budgeting		

3. Ask the participants the different ways of engaging with the government based on the above to ensure effective planning and response to disasters.
4. Share the governments' global commitment to work on disaster risk reduction such as in the Hyogo Framework for Action.
5. Wrap up the activity by pointing out the key roles of the government based on the Hyogo declaration, and the constitutional rights of the citizens.

Synthesis (10 minutes)

Synthesize the session by linking the ideas generated by the participants to the following points:

- The role of the government, its commitment to the Hyogo framework and good governance as critical to effective CMDRR.
- It is crucial for the government to understand the importance of CMDRR and therefore to integrate it into its planning and budgeting processes.
- It is important for the government to develop appropriate policies on CMDRR and set up structures and systems and ensure that they function for the good of the citizens.
- It is important for the government to decentralize roles and decision-making responsibilities to government offices close to the local people.
- It is important for the government to harness and build on the capacity of local community's knowledge and skills of CMDRR for effective management of CMDRR.
- It is important for the community to participate in the planning and budgeting process of the government for adequate allocation of funds for CMDRR.
- It is important for the community to hold the government accountable for the transparent allocation and use of funds allocated for CMDRR.
- It is important for the government to invest in long-term initiatives that protect the community from disasters instead of relying on disaster response alone.

Suggested reading

IIRR and Save the children USA. 2007. Leaving disasters behind: a guide to disaster risk reduction in Ethiopia. International Institute of Rural Reconstruction, Nairobi, and Save the Children USA, Addis Ababa.

UNISDR. Hyogo Framework for Action.
http://www.unisdr.org/files/1037_hyogoframeworkforactionenglish.pdf.



Attachment 1. Handout

Case Study 1: Kenya¹



Gully erosion control through construction of check dams and gabions in Sololo, Mlimani

Mlimani refers to a section of Sololo town that consists of six villages. Mlimani is located at the foot of Borolle Hills, which extend from Sololo Makutano to Kar-Bururi for approximately 10 kms. The town has a current population of around 7,000 persons.

Forty years ago, around the 1960s, the population of Sololo was only a few hundred. They consisted of government employees such as members of the police and a few pastoralist families who found it convenient to settle there. There were only two shops in Mlimani then. Life was easy, the weather was friendly and people lived a very harmonious and simple life. It was a traditional pastoralist life, uninterrupted and uninfluenced. The environment at the foot of Borolle hill was natural untouched by urban development. It was covered with tall indigenous trees and served as a haven for wildlife which roamed the forest and enjoyed the cool spring water. The elders talk of the wide variety of birds. Hardly did anyone imagine that still all this would one day disappear. An unexpected war from 1967 to 1969 changed everything.

For security reasons, cows and goats could not be taken far into the pastures and had to graze along the foothills. The cattle penetrated the forest in huge numbers to eat the tall fresh grass while the goats browsed on the branches. Increased human settlement also took its toll on the forest as the need for housing increased. Trees were cut in the thousands as hundreds of semi-permanent structures came up. Charcoal burners made inroads, also cutting trees. Slowly, the natural forest ground cover and springs gave way and the wildlife disappeared.

Soil erosion

By 1974, the small farms and residential plots along the foothills began feeling the effects of this devastation. Crops were washed away by the fast moving run-off water downhill. Harvests dwindled and gullies began to appear. As the rains continued, the gullies deepened and widened rapidly. The small ones which previously carried harmless runoff turned into small valleys. Raging floods brought trees, boulders and huge volumes of sand. The sand in turn attracted builders who aggravated the situation by harvesting the sand.

Floods

Continued human activities increased the pace of erosion, negatively impacting the community. By 1986, Sololo town was experiencing floods to levels the residents had never seen or imagined. Hundreds of houses were damaged and families displaced. Farming activities completely ceased. Even a moderate shower resulted in flooding accompanied by frequent yells and cries for help.

Terraces

The communities' cry for help was heard, and the need to control the floods in order to save lives and properties became evident. The village elders, the chief, soil conservation officers and other members of the community met and agreed that soil conservation activities were needed to control the situation.

¹ Story by Guyo Golicha Iyya former CDD Manager Aridlands Resource Management Project.





The community carried out the following:

- Terraces were dug to break the speed of water and re-direct the water away from human settlements.
- Farming and grazing of livestock along the foothills were banned.
- The community planted hundreds of trees annually to replace the lost ones and conserve the area.
- A Chief's Act was issued to protect the area.

Five years later, the floods ceased and only minimal soil erosion was noticed. The trees grew and other vegetation thickened. The land healed. The floods became a story of the past.

Attachment 2. Handout

Case Study 2: Community-managed M&E system of the Arid Lands Resource Management Project¹



The Arid Lands Resource Management Project was funded by the World Bank and the Kenyan government. The two-phased project aimed to enhance the communities' resilience in drought-prone areas of northern Kenya. It has four main components: drought management, natural resource management, support to local development, and community-driven development.

In community-driven development, the emphasis is on community participation. The communities were at the center stage in terms of prioritization, planning, implementation, monitoring and evaluation. The participatory integrated community development approach was used to catalyze participation.

The establishment and strengthening of community institutions were instrumental in perpetuating good practices at the community level. It involved participation in all phases of the projects, including project management and sharing at least 30% of project costs, with development partners contributing the 70%. Through the participatory process, community development committees (CDCs) were established to spearhead the development process.

The CDC served as the umbrella of all the community institutions. Facilitators and the community members were able to develop the basic criterion to identify what a good leader is from the community's point of view. Participatory tools like identification of dividers and connectors quickly enabled communities to appreciate each other's participation. Even the marginalized groups were recognized and empowered to actively participate in community development process. Women, youth, disabled, and other disadvantaged community members were appreciated and mandated to participate in the decision-making process.

After identification of the CDCs, the organization with the support of the community, embarked on building their capacity. The first step was to register them with the ministry of social services to empower them as development agents at the community level. Once they were registered, the CDCs were recognized by the District Steering Group (DSG), the structure responsible for development coordination at the district level.

The district coordination teams built the capacity of the CDCs to have comprehensive knowledge and skills in the community development process. They received trainings on basic book-keeping, procurement procedures, financial management, leadership skills, conflict management and environmental management, among others. The committees incorporated these skills into their work in the community. Over time, the CDC members became influential community leaders and complemented the efforts of local administration in spearheading community development at the grassroots level. Within the CDCs membership was the committee on M&E who were mandated by the community to monitor and evaluate the progress of activities and provide feedback during the community gatherings or forums.

Most of the M&E committee members were able to do their work diligently and often provided the communities updates on quarterly basis on the progress of the projects, the uses of resources that included community contributions and donor contributions, pending works and the time each project is expected to take. Through the M&E committees, communities were able to appreciate the use of resources. The committee members were often instrumental in whistle blowing where resources were misappropriated by the finance committee and when there were flawed procurement procedures.

¹Story submitted by Saiyana Lembara IIRR.





An example was the incident of the CDC procurement committee members going to the urban center over a 100km away to buy construction materials for the school but staying in the center for over a week. The M&E committee raised the concern that the procurement committee used delaying tactics to justify their expenses and called for a community meeting to discuss the issue. Ruled that the committee was only eligible for payment of their expenses for days and that the other 4 days expenditures should be repaid to the community's account. These expenses amounted to 90,000 Kshs. One committee member objected. The community members handed him over to the police. The member had to file his statement with the police and pledged to return the amount he owed the community which he later did.

The community development committees have remained empowered and continue to be instrumental in steering developmental issues. In most CMDRR communities, the CDCs have been transformed into DRR committees. The committees are able to facilitate self-reflection sessions on specific risks and monitor the DRR measures. These committees have been in the forefront in identifying underlying dynamic issues in the communities. Through reflection sessions, the communities actively participate in drawing lessons and strategies in multi-hazard approaches. Issues of conflict management, rangelands management, hygiene and sanitation and HIV AIDS among other issues, are some of the key thematic areas these committees facilitate deliberations.

Attachment 3. Handout

Case Study 3 - India¹



Reducing the risk to disaster in Kallipattu, India

A village woken up by Community Managed Disaster Risk Reduction

Kallipattu is located in the state of Tamil Nadu in India. It lies between two rivers and suffers from yearly floods brought about by heavy rainfall. The organization Kalvi Kendra has been active in this village for 10 years now. Before it started with Community Managed Disaster Risk Reduction (CMDRR) in 2007, it was focused at forming self-help groups (SHG) of women under a microcredit program.

CMDRR at community level

Kalvi Kendra introduced CMDRR to the SHG women who said they used to be terrified of the floods because they did not know what to do about them. What Kalvi Kendra did was hold a puppet show in which they pointed out the risks the community was living in. The women said, "Through this, we got motivated to participate in the project...we learned what disaster means." The group undertook a hazard assessment, vulnerability assessment and a capacity assessment which they used as the basis to form a DRR management committee. Whose members are elected by the villagers, a few youngsters and three women.

A Disaster risk map identifies the spots in the community. Using the map and assessment results, the DRR management committee drew up a DRR plan which were disseminated to the SHGs, schools and youth clubs in the village and surrounding areas.

The DRR plan consists of: identifying the core assets like human safety, infrastructure safety, (crop) insurance, retention wall, hand pump and nursery garden; who is responsible for which asset; the activities related to each asset; and the time frame.

Core assets enumerated in the micro-plan

■ Human and infrastructure safety

- A manual that provides instructions on what to do when disaster hits the village is currently being drafted
 - Emergency fund of 16,000 Rupees was initiated, with villagers contributing, particularly the members of the management committee
 - Saving of rice in their respective houses so that it will not be washed away when flood comes.
 - A special rescue team consisting of 20 men and 5 women trained to respond to disasters. The meetings of these teams are carefully documented in a notebook.
- Hand pumps constructed on high platforms to prevent water from being contaminated when floods come.
 - Construction of the retention wall in the area between the rivers and the farms. When flood comes the wall prevents the water from inundating the agricultural land.
 - Establishment of a nursery garden where young crops are nursed and protected against heavy rains, winds and floods. Once strong enough, they are planted in the fields. This is to decrease loss of crops caused by heavy weather.

¹ Source: Cordaid, Climate Change Adaptation Conference 2010, Case study CMDRR in Kallipattu, India.





- Provision of micro-insurance for crops and cattle. Farmers who have built fences to protect their land from floods can get insurance from a regular bank. A farmers' committee was established to make the insurances transparent and affordable, and to assist in the fencing. The committee functions in the same way as the women's SHG, holding regular meetings that are diligently documented and features transparent accounting.
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The role of the government

Generally, the government does not do much when floods hit – just one or two meals a day given to the affected residents and nothing else.

What the disaster management committee did was go to government to ask for support for the nursery garden. Through the project the community slowly became aware of all the possible ways to access funds from the government. Before they did not know that these funds were available. Government representatives were invited to look at the community's efforts, particularly the nursery garden. Community leaders also presented their micro-plan. They succeeded and received support for a lot of the activities in the village, like the building of the wall intended to protect the village from floodwater and further development of the nursery garden.

The micro-plan has thus officially been recognized by municipal and district authorities. The involvement of the elected PRI leaders was crucial since they have good contacts with high level authorities. In addition, the members of the PRI in the villages where Kalvi Kendra operates have united to make claims with the authorities of the Tamil Nadu district.

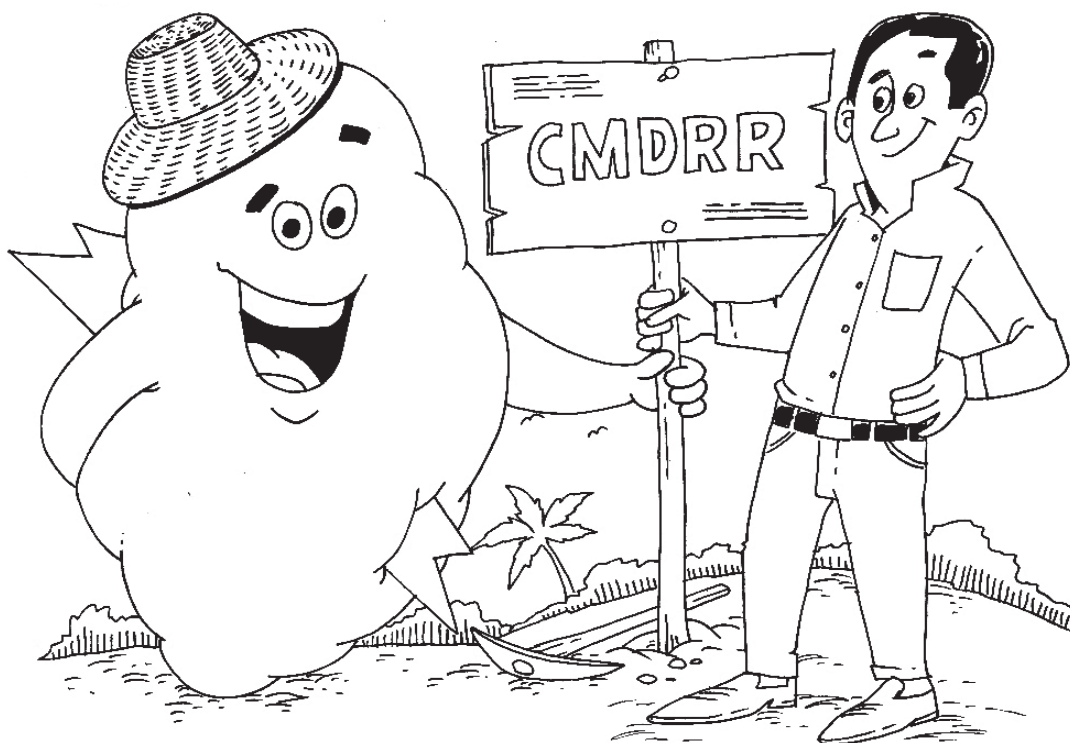
Conclusions

The CMDRR process in Kallipattu has made significant achievements and provided many lessons:

- The action plan was formulated and is being carried out by an organization consisting of people of different ages, gender and status;
- Gender-representative committees were established by actively involving the women's group;
- Long-term involvement of the facilitating organization in the village made participation and equal representation in the committees of the different sectors in society more natural;
- Demonstration of what is achieved is the best way to influence actors like government;
- The unity of the local leaders and their assertion of the community's claim before higher levels of government paved way to government support of the micro-plan;
- Coordination with the municipal authorities and involvement of local governing bodies can bear great results, such as the financing of the micro-plan;
- Insurance was possible through the farmers' organization.

The people of Kallipattu say they feel less frightened of floods since they now know which the vulnerable areas are and what to do when floods come. They feel they have the power to prevent the floods from becoming a disaster, thanks to Kalvi Kendra. In their words: "Before, we were asleep, Kalvi Kendra woke us up."

LINKING CMDRR TO POLICY



Duration: 2 hours 30 minutes

Description

It is increasingly being realized that hazard events progress into disasters mostly in situations where the development planning process has failed to take into account the eventuality of a hazard. In disaster risk analysis, the lack of capacity is often due to structures and processes that push the most at risk population into unsafe locations and keep them in unsafe conditions. Thus, this session focuses on the importance of linking community disaster risk reduction plans with policy formulation. Active cooperation between communities, NGOs and government is crucial. Policies can be adjusted through community and NGO advocacy initiatives. But it is not only important to ensure there is an enabling policy environment for DRR measures, but also that policies are actually implemented and that funding is made available where it is needed.

Learning Objectives

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

1. Express appreciation for the need to include advocacy work in disaster risk reduction plan.
2. Explain the steps in identifying, prioritizing and analyzing specific issues when planning advocacy work.
3. Differentiate the causes from the consequences of policy issues and target community advocacy efforts focused on causes.
4. Demonstrate how to facilitate community advocacy planning aimed at reducing disaster risk.

Learning aids and materials

- Meta cards
- Felt pens
- Flip charts
- Attachment 1. Handout - Basic concepts of policy advocacy
- Attachment 2. Handout/Reading material - Policy advocacy process
- Attachment 3. Handout/Reading material - Tools for advocacy and case stories

Procedure

Activity 1. Gallery walk (30 minutes)

1. Give each participant a small card and ask them to write the word that comes to mind when policy advocacy is mentioned.
2. Ask the participants to turn to the person to the right and discuss their answers in pairs. They have 5 minutes to do this.
3. Then divide the participants into groups of four and ask them to share their words with their team mates, and construct a definition of policy advocacy by formulating a sentence that uses all the words they identified. Ask them to post their definitions on the walls.
4. Review all the definitions with the participants through a gallery walk, identifying the common elements that runs through most of them and agree on a definition that incorporates all key elements.
5. Distribute the handout on basic concepts of policy advocacy (Attachment 1).

Activity 2. Group work on organizational experiences (1 hour)

1. Divide the participants into four groups.
2. Ask them to discuss the most significant challenge their organization has faced in their advocacy work by answering the following questions:
 - What have you done to address the challenge?
 - How successful is your organization's efforts?
 - What are the biggest obstacles to addressing the challenge?
 - How have you addressed the obstacles and what were the results?
3. Allow the participants to share their experiences during plenary.
4. Wrap up the session by taking the participants through the steps involved in effectively formulating and sustaining policy advocacy initiative. Explain also that in some countries policy advocacy is not allowed and should be dealt with carefully. Good cooperation with the government is then the alternative.
5. Distribute the handouts on policy advocacy process (Attachment 2).

Activity 3. Advocacy plan development (50 minutes)

This part of the session gives the guidelines on how CMDRR facilitators can help the community identify the core issues and develop a concrete advocacy plan that will address these issues.

The following are the steps:

1. Assist the community members in reviewing the capacity gaps matrix developed during capacity assessment.
2. Ask them to refer to their community action plan and identify the major problems that they can foresee in implementing the risk reduction interventions. Point out the problems that require decisions or support of authorities outside the community.
3. Ask them to list and rank the problems, thereby identifying the most important problem and selecting the advocacy issue to address.
4. Ask them to identify the factors contributing to the existence of the issues and their impact on the community. Knowing the key factors enables them to identify the focus of the advocacy plan.
5. Ask them to set goals: what changes do they want to see in, say, 10 years from now for long term planning; three years for medium term planning; and in the next three to six months for short-term.
6. Ask them to identify who has the authority to make the changes in order to identify the target change. Ask them to think about specific individuals or office holders in an institution that can bring the change and mark them as change agents. Let them also identify secondary influences on the change agents.
7. Ask them to discuss the extent of community support by identifying potential allies as well as opponents within the community and the corresponding level of support and opposition.
8. Ask them to develop strategies on how to reach their goals by consolidating support of allies, neutralizing opposing forces and favorably influencing the change target and agent.
9. Choose the best strategy and formulate the advocacy plan. It should have the following:
 - Goal
 - Resources needed for implementation
 - Supporters to be enlisted
 - Opposition to be countered
 - Change target and change agent to be influenced or moved to action
 - Specific action steps to take towards short term, medium term and long term goals
10. Set time bound targets, monitor progress and adjust the strategies as needed.

Synthesis (10 minutes)

Suggested reading

Global CSO network for Disaster risk (GNDR). Views from the frontline 2009 and 2011: Clouds but little rain. See: <http://www.globalnetwork-dr.org/resources.html>

Camay, P. & Cordon, A. J. (1998). Advocacy in South Africa. Lessons for the future. Cooperative. Johannesburg.

Clamor A. O. To struggle for an idea; an advocacy training manual for Cambodians. NGO forum for Cambodia.



Fawcett, B (ed.) Community Toolbox: Developing a plan for advocacy. online available: <http://www.ctb.ku.edu>

Institute of Development Research (1997). Advocacy sourcebook: Framework for planning, Action and Reflection. Boston.

Statewide Parent Advocacy Network. Public Policy advocacy A grassroots Guide.

Attachment 1. Handout



Basic concepts of policy advocacy

Policies¹ are written rules that set boundaries or limits. Policies translate constitutions and charters into actions. They are guides that allow responsible decision-making.

Advocacy is a set of targeted actions directed at decision makers in support of a specific issue. It is aimed at changing existing undesirable policies or pushing for implementation of existing desirable policies.

Public policy advocacy² is the effort to influence public policy through various forms of persuasive communication. Public policy includes statements and prevailing practices imposed by those in authority to guide or control institutional, community and individual behaviors.

Elements of advocacy

1. The policy “actor” or decision maker which has the power to convert advocacy objective into reality. This is the ultimate target of any advocacy work since it is the policy actor who has the mandate to effect the desired action – change an existing bad policy or enforce existing desirable policies.
2. Policy “action” needed. Any advocacy work must have clear actions aimed at contributing to bringing about the desired change. It could either be the enforcement or implementation of existing policy, amending existing policy or formulating new policies.
3. Timeline or degree of change desired. The advocates must be clear on the degree of change they want to see. The advocacy action should also have a clear target time frame.

Characteristics of public policy advocacy³

Public policy advocacy has several important characteristics.

- Advocacy asks something of others – individuals, groups, or institutions.
- Advocacy puts the demands of people into political and policy systems.
- Advocacy deals with issues and conflicts that might otherwise be ignored.
- Advocacy involves people who have an interest in a government decision.
- Advocacy creates a space for public argument and discussion.
- Advocacy finds solutions to problems.

Policy advocacy and development process

The development process is aimed at bringing about changes in people’s lives so that basic rights to food, shelter, clothing, health care, clean water, basic education and clean environment are enjoyed. But in some instances, big development projects may undermine the access of the poor to these rights and thus destroy their foundations of safety. When hazard events occur in communities whose foundation of safety has been undermined, disaster ensues. To ensure that the development process contributes to disaster risk reduction, making policy advocacy an integral part of the process is important. However, community development process as generally practiced in many countries at present often does not include advocacy. This situation, however, is changing as more and more local NGOs realize the need for advocacy to influence decision making and promote a culture of safety and resilience.

¹ Definition by IIRR regional centre for Africa and save the children USA-Ethiopia

² Definition by population communication service centre John Hopkins School of public health.

³ Adapted from statewide parents advocacy network.





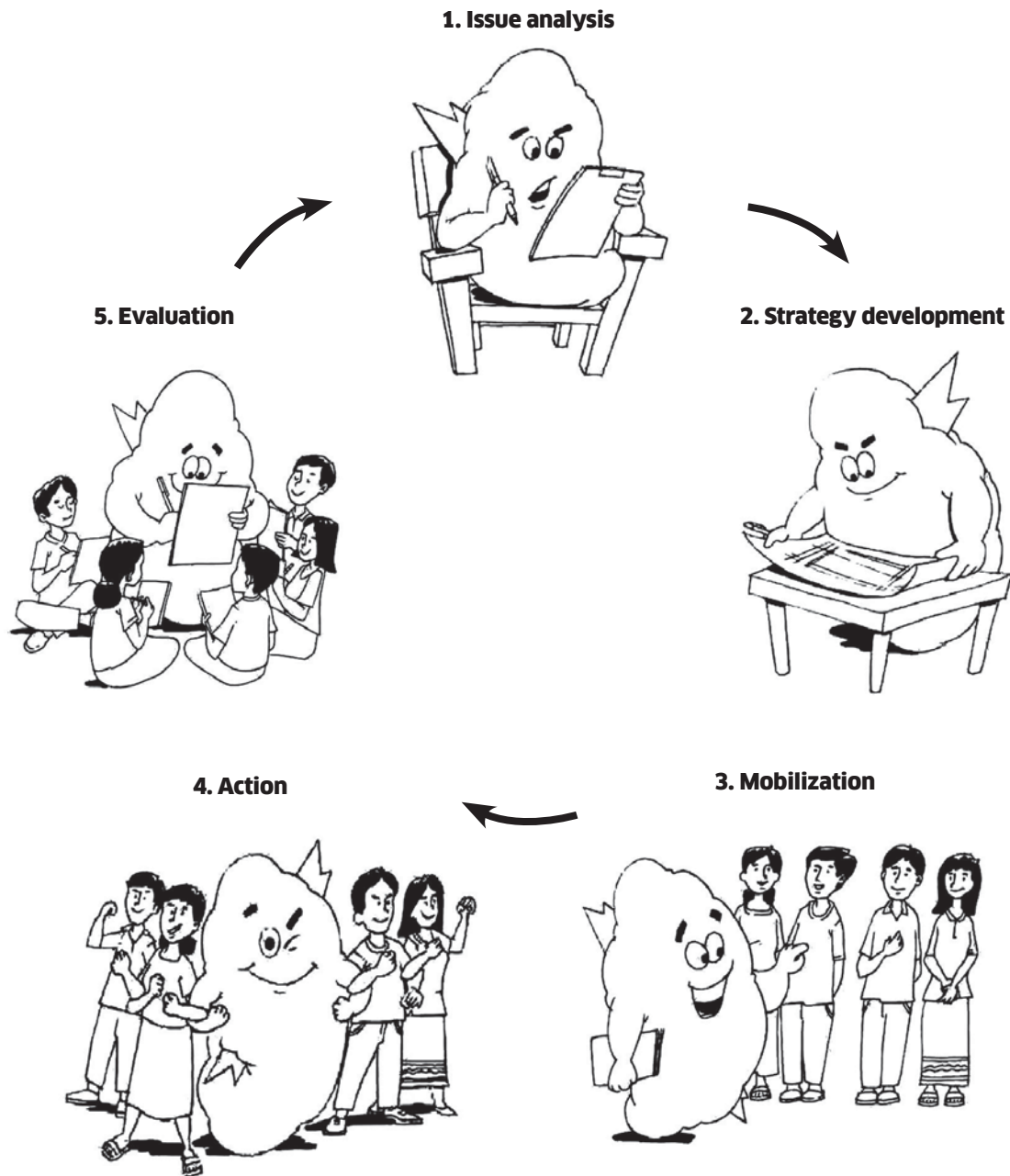
Community development and policy advocacy should be seen as two sides of the same coin. It is clear that development efforts that do not transform the structures and processes which push people into unsafe locations or chain them to an unsafe location will not bear sustainable benefits for those at risk of hazard. While development work targets the community members at risk, advocacy work should identify what needs to be changed or implemented by the power wielders to improve the safety and resilience of the groups at risk. Hence, advocacy targets the powerful decision makers to influence their thinking, action and behavior and move them into taking steps to achieve the desired change.

Attachment 2. Handout/Reading Material



Policy advocacy process

Policy advocacy should be systematic to achieve and sustain the desired change. The following diagram shows the advocacy process continuum:





Analysis of policy issue

A policy issue is a pressing problem that needs the attention of decision makers. The CMDRR facilitators should help the community identify the major problems which hinder the implementation of disaster risk reduction measures. Since advocacy work needs to be focused, the community should rank the problems and identify the most pressing problem.

Strategy Development

An effective strategic plan could be developed by addressing the following key questions:

1. What do you want?
2. What is wrong with the current situation and what change do you want to see? The answer to this question will help in goal and objective setting.
3. Who can deliver it? The answer to the question establishes who has authority to bring about the change you are advocating. You will also need to identify the secondary influences on those in position of authority and what their views are regarding your advocacy issue. You also need to find out the current position of the change agent.
4. What do they need to hear? This will help you find out how to design your message so that the change targets will identify with your advocacy and act accordingly. Have concrete facts and emphasize both public and self-interest arguments to persuade the target.
5. From whom do they need to hear it? Messages need to be delivered by appropriate messengers. Messengers are also effective with different audiences. Get expert messengers to give credibility to your message and/or enlist authentic messengers or those directly affected by the issues the community wishes to address to authenticate your messages.
6. How do you get them to hear it? Once the appropriate messengers have been identified, the messages should be delivered through means that will balance persuasion and pressure on the change target. Personal visits, press releases, and protests are some of the commonly-used methods of message delivery.
7. What do we have to build on? This refers to resources at your disposal e.g. human resource skills found among members of the alliance, supporters and the authentic and expert voices. What is the key information needed on the issue advocated? What do we have so far and how and where to get the lacking information? Who among existing core members or supporters will be of help? What tools exist to support your work e.g. investigative committees, existing laws and regulations? Access to influential sectors like media and key contacts is also helpful.
8. What do we need to develop? Identify existing gaps in skills, information and infrastructure. Who else should be involved in the advocacy initiative? How can their support be enlisted?
9. How do we begin? An old Chinese proverb says, "The journey of a thousand miles starts with a single step." The initial activity should be chosen on the basis of its achievability. Start with an activity small enough to be achieved quickly but big enough to have an impact. This would lay the groundwork for future actions. It is symbolic, builds your base and gives your members and supporters a sense that change is possible. It would also make the authorities sit up and pay attention.

Action

After identifying and mobilizing supporters or allies, the next step is to organize the activities needed. The skills, knowledge and experiences of the mobilized supporters need to be blended well to provide leadership for specific activities. New ideas can emerge during implementation of planned action and it is necessary to provide room for new ideas and voices.

As you plan the tactics for the advocacy plan, it may be useful to ask these questions about each of them:

- What will be the scope of this action?
- Who will carry it out?
- When will the action take place, and for how long?
- What are the resources available?
- Which allies and constituents should be involved?
- Which individuals and organizations might oppose or resist?

Monitoring Evaluation

Advocacy efforts should be closely monitored to ensure that necessary adjustments are made to keep them moving toward the right direction. Through monitoring and sharing of progress, the constituents are motivated and their participation sustained. At the end, an evaluation should be conducted and lessons learned drawn out. Documentation will also help keep the constituents or allies informed and interested for the subsequent advocacy activities.



Attachment 3. Handout/Reading Material



Tools for advocacy

Policy briefs and research documents

Policy briefs based on concrete practical community experiences or research documents are good tools to advocate for policy changes. Policy briefs should be concise, express a clear message for the target audience, and use vivid examples from the communities.

Research papers can clearly demonstrate the situation on the ground in communities related to disaster risks and the impacts of climate change or deteriorating ecosystems on the livelihoods of people. Research papers can be discussed with various audiences including government to pass a clear message on issues that may need to be tackled in policies.

Case 1:

In May 2012 the Partners for Resilience (PfR) together with UNDP organized a South to South citizenry based academy in Kupang, Indonesia, during which community members, local government, NGOs and UNDP shared their experiences related to DRR and climate change adaptation, water, ecosystem management and energy saving technologies, and sustainable agriculture. Based on the shared output of this conference a policy brief was developed, which was used as input for the Asean Ministerial conference on DRR highlighting attention for DRR, ecosystem management and climate change adaptation.

Case 2:

Cordaid partners in various countries have worked together with research institutes to study the impacts of climate change and environmental degradation in hazard prone regions. These reports have proven to be good tools to make decision makers aware of what is happening in certain regions. These reports were shared and discussed with decision makers during workshops.

Case 3:

Climate change adaptation games are developed by the Red Cross Climate Centre as a tool to advocate for the importance of climate change adaptation and DRR. In the game the players are made aware of the impact climate change has on the livelihood of people, especially on their agricultural production. Based on the game, discussions are held on what can be done to adapt to climate change through DRR measures. The games can be used in various settings, in communities as well as conferences. For example a climate change adaptation game was played during the SSCBDA meeting in May 2012 in Kupang, Indonesia, with participants varying from community to government staff, but also during a Global Facility for Disaster Reduction and Recovery (GFDRR) donor meeting in the Netherlands in November 2012.

Media and social media

Information exchange on social media is far-reaching and immediate. With a click of a button, information is spread far and wide, known by friends and passed on to friends of friends and so on. As more and more of our target audience get online, the key is linking and how many we are able to reach. Organizations dealing with disaster risk reduction have used social media to quickly share information, news, materials and discussions around developing issues, conferences, or events. Facebook, twitter, blogs, websites, emails and even text messages are information channels that provide a platform for quick sharing of information and taking action. With the onset and speed of the hazard, information should likewise spread just as fast for communities and CMDRR practitioners to keep up and implement a more efficient and effective work on disaster risk reduction.

Aside from the traditional media such as the press, there are other ways to advocate and get one's message across. Cordaid partners in Central America use participatory video to showcase the situation of hazard prone communities. Landslides and water pollution are some of the most serious problems. Through video showing and the discussions, the partners seek to influence the policy and its implementation, for example, in relation to water management. Community youth are trained to use video cameras and how to edit the footages. The DRR committee uses the film to explain to the municipality what their situation is, and what kind of assistance they require. This method has, for example, led to the relocation of families living on a landslide prone hill in Honduras to a safer site.

With information at everyone's fingertips, how can we be sure that our message is taken and not buried in virtual trivia? Following are some tips taken from the post of Debra Berger, founder of The Academic Support Link <<http://www.socialbrite.org/2011/12/08/5-tips-on-writing-knockout-social-media-content/>>, Socialbrite accessed November 8, 2012), on how to get relevant contents noticed in a sea of information:

1. Energize your copy with action verbs. Social media writing is all about descriptive verbs. Power up your information by beginning sentences/tweets/postings with vibrant verbs and steer clear of the dull ones: is, are, am, etc.
2. Cut content to the core clarity and conciseness is your goal. If you have ready-made copy, try putting it into bullet points. It's amazing how many words you can eliminate. To craft concise content, you can also imagine that you're writing an outline.
3. Create engaging, quality copy that educates. You can scan reports, e-newsletters, and other information for memorable statistics that create a buzz, but don't make the mistake of writing news headlines.
4. Ensure that your information is easily accessible. If readers have to use the search engine to find what they need, they would quickly give up and go elsewhere. Social media icons must also be accessible. Place them at the center – at the top and bottom of the website. The more the merrier.
5. Reread your information for errors. The two minutes you take to check for spelling and grammar errors and general readability is well worth the effort. Remember, the quality of your information is a reflection on you and your organization's brand.

Sensitization sessions for decision makers

Introductory sessions on DRR for decision makers are a good way to make them aware of the need to pay attention to DRR. This will help develop DRR friendly policies, as well as the implementation of these policies. Many countries do have DRR/DRM policies, however the actual implementation at field level is still far from desirable. Decision makers, be it from government or NGOs, do not have time to participate in two-week DRR courses. Their support however is heavily required to understand the requests of field staff or local government staff for funding for DRR measures and to enforce the implementation of existing policies. In the sensitization sessions, community experiences need to be presented.

Various options in organizing sensitization sessions

The annual DRR day on October 13th is a good event, during which many countries organize special programs asking attention for DRR. On the 2012 DRR day, during a meeting with government and the UN, Cordaid together with a community woman leader held a session in Addis Ababa, Ethiopia on the importance of involving women in DRR assessments and intervention planning in drought prone areas. Similar initiatives were successfully held in Uganda, Indonesia and Bangladesh. Also in the Netherlands such a meeting was organized by the PFR in the presence of Dutch Ministerial staff.





During the ASEAN Ministerial conference on DRR introductory sessions were held by PfR partners Karina, INSIST, Wetlands international and the Red Cross Climate Centre on DRR, ecosystem management and climate change adaptation.

Successful advocacy initiative: Jeccdo/ Cordaid, Dire Dawa, Ethiopia:

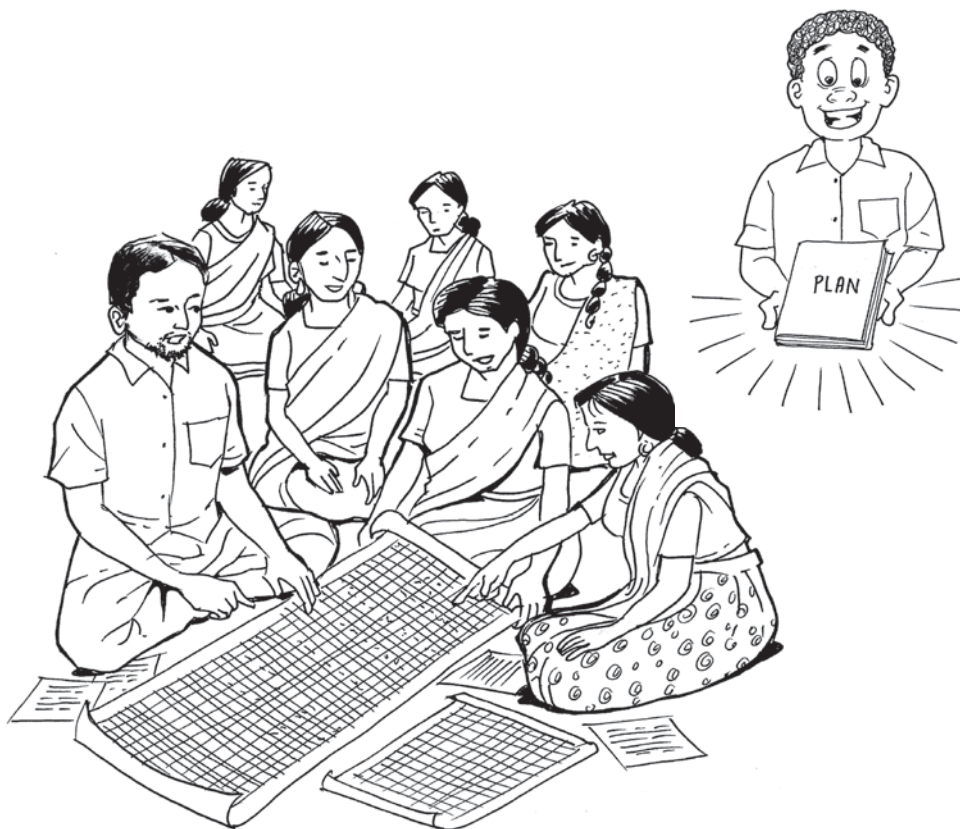
Flash floods have been striking parts of Dire Dawa town along the Dechatu river with increasing frequency and intensity over the last few years. Over the past decade, especially, climate change may be to blame since rains have been heavier than in the past. Human interventions such as deforestation of the hills overlooking the river, causing intense water run-off into the river, exacerbate the impacts. During the last flash flood, many people were killed or displaced; houses, infrastructure and livelihoods were lost; harvests failed and cows drowned.

Contingency and DRR plans are developed for which a DRR committee is established. NGO workers, local government and villagers all realize that flooding is recurrent, and this is a good place to start working on long-term adaptation solutions for a changing environment. Restoration of the ecosystem is crucial – especially the need to reduce run-off water from hills through, for example, stone bund terraces and reforestation that can be effective within a couple of years. An added benefit is that run-off water can be diverted to farms.

The DRR committee cooperates closely with government, local and national, and municipal body. DRR action is included in the government plans for the town. The committee is transformed into a community-based organization and recognized as government partner. Through joint field visits, communities show the authorities the work being done and this motivates the government to discuss and support DRR action in the town like flood retention walls and reforestation.

The municipality had plans to relocate villagers to another area along the riverbank. This construction of new housing is cancelled when they realized the danger caused by the flood risk. A regional forum stimulates cooperation involving both upstream and downstream communities. Best practice and lessons learned are shared with national government, other NGOs, other communities and even other countries.

INTEGRATING COMMUNITY DRR MEASURES IN DEVELOPMENT PLANS



Duration: 2 hours 30 minutes

Risk assessments (See Module 2) based on the CMDRR framework provide a holistic assessment as it already integrates considerations for the environment, ecosystems, systems and structures including socio, economic and political, as well as concerns for gender, people in special circumstances and the like. This session is intended to integrate results of the community's risk assessment or disaster risk reduction measures within development plans of government agencies, NGOs and other organizations to ensure implementation.

Learning Objectives

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

1. Appreciate and explain the importance of integrating the community's DRR measures with local government development plans and other external development agencies
2. Identify and explore strategies to integrate DRR measures within development plans.



Learning aids and materials

- Meta cards, colored papers
- Markers, colored pens
- Flip charts
- Community DRR plan developed previously (see Module 2 Submodule 2)
- Attachment 1. Handout - Case study
- Attachment 2. Handout - Case study

Activity 1. Understanding the importance of integrating DRR plan in local development plans

1. Group participants according to agencies/sectors.
2. Ask them to reflect on: why they should integrate the community's DRR plans into their local development plan and what it means if community's DRR plans are integrated into the local government's development plans.
3. Ask participants to visualize what it means for the community.
4. Ask each group to come up with a poster showing what integrating DRR plans to local development plans means. Give them 45 minutes to draw the poster.
5. Help participants arrange their posters in a gallery on the walls or the floor. Ask each group to present its poster and share with the plenary the main points in their discussion and meaning of the visuals in the poster.

Activity 2. Incorporating community's DRR measures in development plans

1. Handout Attachments 1 and 2. With the same sub-grouping, ask participants to study and discuss the cases provided.
2. Tell participants to share their own integration experiences among the small groups. Ask participants to identify strategies on how to integrate DRR measures into development plans within their own contexts. Discuss also the challenges they think they will encounter in the integration efforts and how they can overcome these challenges.
3. Report to plenary using the format given as an example below:

Context	Strategy	Steps	Anticipated challenges	How to overcome
Philippines – Development planning in the country does not always reflect the needs of the communities. Planning is rarely used as an instrument for a systematic development process. ¹	Integration of DRR into village development plans	Institutionalization Orientation Data Gathering Revisiting/formulating VMG Development/DRR planning Investment programming (BDIP/AIP) Participatory monitoring, evaluation & learning Implementation ¹		

4. Have the groups present the list of strategies and steps to the plenary and open discussion.

¹ 2011. IIRR and LWR. *Community Managed Disaster Risk Reduction in Local Government Planning. A guide to local government units.*

Note to facilitator

The cases in the handout are only examples. Stress to the participants that there are various ways that communities and organizations have dealt with integration. Context is very important when drafting integration strategies.

**Synthesis**

DRR measures need to be integrated in development plans of local governments to ensure that they are implemented. The ultimate goal of integration is to ensure that government is a major player and there is a sustainable structure to deal with community disaster risk so that resilience is achievable.

Some development plans, because it is not community-led, do not respond to the needs of the community and even contribute to worsening the impact of hazard events thereby increasing disaster risk.

Consultation with all stakeholders is necessary when strategizing and implementing integration.

The role of the external agency is to facilitate this process and the community should lead it. Any plan made without consultation or ownership of the community will not be efficient, effective or sustainable.

Attachment 1. Handout Case story



Honduras: Risk reduction in development and investment plan

A number of studies, such as the United Nations Development Programme's (UNDP) Global Climate Risk Index 2009 and the German Watch 2009, identify Honduras as one of the most at risk countries in the world.

Hence, risk reduction and early recovery are the core elements for attaining sustainable development in Honduras, as defined by UNDP's Early Recovery Project, which follows three main lines of intervention:

- **Development planning and post-disaster planning processes include risks and climate change adaptation.**

From the community to the national level, UNDP supports the integration of risk management and planning. A major output is the "SINAGER" law, which regulates risk reduction and early recovery and is one of the first legal frameworks in Central America. The "Nation Plan" or National Development Plan has been enriched with risk reduction and early recovery targets, while tools to integrate risk reduction and climate change adaptation have been developed and institutionalized in regional and municipal development plans.

- **Incorporating risk analysis in capital investment**

During the last 30 years, loss assessments reveal an increasing trend associated with medium size hazard events. Sectors such as infrastructure, agriculture, water and sanitation and education have registered the highest losses. The UNDP project has sought to develop a strategy to incorporate risk reduction in public investments. For example, a guide to analyze risk in investment projects is being integrated in development planning guides. Simple "risk proofing" methodologies have been developed and institutional partners have been trained on their use. The coastal development projects supported under UNDP's Small Grants Program are serving as a pilot project and are being "risk proofed" in high vulnerability areas by applying these methodologies.

- **Defining a financial strategy for post-disaster recovery and risk management**

Honduras faces high and medium size events leading to disasters practically on a day to day basis. In order to overcome the weight disasters put on Honduras' development, a financial strategy allowing access to funding resources for recovery must be put in place. Under the same project, a series of meetings with key ministries were held to discuss the financial strategy and a task force worked with the team in charge of putting together the National Development Plan ensuring that the strategy is implemented.

Attachment 2. Handout/Material for Activity 2



Case

The following are steps formulated by local government officials in the Philippines on how they can integrate DRR in development plans. The workshop was facilitated by IIRR with Lutheran World Relief local government and NGO partners as participants.

Steps in Integrating CMDRR in Local Development Planning¹

Step 1. Institutionalization

Institutionalization in the context of local government planning includes the process of establishing legal mandates in undertaking a program, mobilization of resources, and creation of a technical working group.

- a) Issuance of executive order and resource mobilization
- b) Creation of the technical working group (TWG)

Step 2. Orientation/capacity building

To effectively carry out the planning process, orientation/capacity building on the concepts, principles, framework, methods, and process of CMDRR-BDP (Barangay² Development Plan) integration must be conducted for both municipal and barangay levels.

Step 3. Data gathering

Data gathering in the context of CMDRR-BDP is collecting information or data on the historical background and socio-economic profiles of the barangay and its hazard, vulnerability and capacity profiles. Primary and secondary sources can be gathered from the barangay and the concerned agencies like the National Disaster Risk Reduction and Management Committee, Office of Civil Defense, the Department of Social Welfare and Development, and the various municipal departments of LGUs. Data on local socio-economic profiles include barangay layout, accessibility, land use, topography, and demographic data. Methodologies in data gathering may cover review of the secondary documents from the results of the Community Based Management Information System (CBMIS), Community Health Living Standard Survey (CHLSS) and the Minimum Basic Needs (MBN). For primary data, methodologies may include focus group discussions, interviews/key informant interviews, surveys, and other PLA tools deemed necessary. These methodologies will be conducted by the TWGs or the facilitating team.

Step 4. Situational analysis and/or participatory disaster risk assessment SWOT analysis

SWOT analysis is a tool for auditing an organization and its environment. It is the first stage of planning and helps the organization or the local government unit to focus on key issues. SWOT stands for strengths, weaknesses, opportunities, and threats. Strengths and weaknesses are internal factors. Opportunities and threats are external factors.

Participatory Disaster Risk Assessment (PDRA)

PDRA will be conducted to assess the hazard, vulnerability and capacity profiles of the barangay to complement and deepen the context of the Situational Analysis-SWOT. Disaster Risk Assessment is the assessment of hazards, vulnerabilities and capacities. It involves identifying the elements at risk based on their degree of exposure and analyzing the relationship between the three variables.

¹ 2011. IIRR and LWR. *Community Managed Disaster Risk Reduction in Local Government Planning. A guide to local government units.*

² Barangay is a village in the Philippines





Step 5. Formulating/revisiting vision, mission, goals

If the VMG statements already exist, the TWG/facilitating team may just revisit them and check if the elements are still valid. If they still hold true, there is no need to restate the VMG. If changes are in order, a restatement of the VMG is needed.

Step 6. Identifying DRR Measures

This is a process where the community/barangay determines the necessary DRR measures which include:

- Disaster risk reduction (prevention, mitigation, individual survivability, community readiness);
- Organizational development
- Participatory Monitoring, Evaluation and Learning

Step 7. Development/DRR planning process

Once the DRR measures have been identified, those will be integrated into and prioritized under the five sectors of the barangay development plan. The five sectors include social services, economic services, infrastructure, environment, and development administration. Each sector contains component priorities or areas of concern necessary for sectoral development. The output of the planning process is the draft of the three to five-year BDP.

Step 8. Investment programming

Investment programming is a process of planned financing of barangay investment. Here, programs, projects and activities (PPAs) which were identified to address prioritized problems and concerns are matched with the corresponding funding requirement and source, together with the period of implementation. This is done by the barangay TWG with the assistance of the MPDO.

Step 9. Implementation

The BDIP generated during the planning exercise forms part of the barangay development plan which covers the resources, objectives/outputs, time scales and budgets. It is expected that implementation of these PPAs would respond to the different sectoral concerns of the community, thus leading to the attainment of planned goals and objectives.

Step 10. Participatory Monitoring Evaluation and Learning

The project monitoring committee (PMC) shall be formed/activated in each barangay. There are two main PMC forms to be accomplished, one on the status of project implementation and another on the financial and physical status of the investment programs/projects.

