TOT Module for Strengthening PRIs for Mainstreaming DRR & CCA in Development:

Focus on National Development Programmes

Revised

Part Deliverable 9

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Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Reduction in India, under NCRMP

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Contents

Introduction

This training module is developed as a tool to train master resource persons on strengthening Panchayati Raj Institutions (PRIs) for mainstreaming disaster risk reduction (DRR) and climate change adaptation (CCA) into development.

Panchayati Raj Institutions (PRIs)[1], as institutions of local self-governance, are responsible for implementation of development programmes at the local level in India: some of the prominent national flagship programmes implemented at this level in the rural areas include National Rural Health Mission (NRHM), National Rural Livelihoods Mission (NRLM), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Sarva Shiskha Abhiyan (SSA), and Indira Awas Yojana (IAY).

Disaster management is both a development and a governance issue. If development is 'good change', disasters are 'bad change'. Disasters destroy development gains of many years in a matter of few minutes and hours. There is a growing global consensus that investing in disaster risk reduction (DRR) is the most effective way of dealing with disasters. It is also widely acknowledged now that DRR can be effectively achieved by mainstreaming it into regular development programmes.

In view of the general policy focus on democratic decentralisation including decentralised provision of infrastructure and basic services to people in India, PRIs have to be the key institution in driving disaster risk reduction agenda as well at the local level. Because of their central role in implementation of development programmes and their ability to engage with people whom they represent, PRIs are also well positioned to ensure that preparedness and mitigation activities are built into development programmes with the help of people locally.

However, this has yet to happen in practice on the ground despite almost 20 years of the 73rd and the 74th constitutional amendments mandating PRIs as the vehicle for effective implementation of development programmes at the local level including provision of basic services to people in a decentralised fashion.

The field study data revealed that only in 6% of the Gram Panchayats (GPs), PRI members identified their role in disaster management. This is obviously due to lack of clarity about their own roles among the PRI members and underlines a training and capacity development gap that needs to be addressed in order to create the desired awareness and role clarity regarding disaster management and the integration of DRR into development planning and administration among the PRI members.

In view of the above, it is desirable to have a training intervention that seeks to strengthen PRIs for mainstreaming DRR in development. This training should do the following: one, orient the PRI members about their roles and responsibilities in implementation of development programmes and; two, upgrade their knowledge and skills about the processes and mechanisms for mainstreaming DRR and CCA into development.

[1] PRIs are institutions of local self-governance, where elected representatives of people run the local government: these elected representatives are members of Gram Panchayats (GPs) at the village level and of Urban Local Bodies (ULBs) in the urban areas. The PRI is a statutory body elected by the local people through a well-defined democratic process with specific responsibilities and duties. The elected members are accountable to the people of the ward, rural community, and block and the district.

About the training module

While the focus of training approach and methodology is on experiential learning, the module uses a combination of traditional learning methods, such as presentations and discussions, along with more participatory and experiential learning approaches, e.g. case study based group work and reflections on personal experience. Practical tools and frameworks are provided throughout. There are numerous references to other sources of relevant information.

A list of hand outs is given for each session as required and the list of sources and references is given at the end of the document. Key learning points for each session are suggested so as to help the facilitator sum up the learning at the end of each session. However, the key learning points can be revised and re-defined in view of emerging new knowledge, insights and perspectives.

As required, these messages can also be presented with the help of power point, cards or flip charts or made available to participants in the form of a handout.

This training module for PRIs is designed for a six-day workshop in which four days are devoted to the sub-module on PRIs and the remaining two days are designed to offer practical skills in design and delivery of training. Though the module is organised in a particular order, it is intended to be a flexible resource, in order to allow the trainers to decide how to use it according to the varying needs of each set of participants and varying specific contexts. The sub-modules, learning units and sessions can be used in the order presented, on their own, or in combination with other individual sessions and learning units within sub-modules.

The material can be adapted by the facilitator to the specific context or needs of the participants. Different and more relevant case studies can be substituted. The way the sessions are eventually delivered may also depend on whether there is more than one facilitator, and if so, what expertise each brings to the training session. Estimated timings for sessions are offered, but these should be adapted to fit the time available and the group's level of experience and expertise.

PowerPoint presentations and hand outs are available as separate sections of the training module.

Sub-Modules and Learning Units

The modular structure of the training module allows freedom and flexibility to its users by offering them an opportunity to make their independent choices for running both the base and training of trainer sub-modules either as one compact training event or as separate training events as required.

Base Sub-Module on PRIs

The base sub- module on PRIs is divided into five learning units and eleven sessions therein. The learning units are as follows:

Learning Unit 1: Disaster, Development and Climate Change

This learning unit aims at helping the participants examine the critical linkages between disasters and development in the context of climate change. People, particularly poor and the marginalised, and their vulnerabilities constitute the core concern of all the three domains of development, disaster and climate change adaptation. Vulnerabilities are multi-dimensional and include physical, social, economic, ecological and environmental vulnerabilities. Vulnerabilities and capacities to cope with disaster related emergencies are intimately inter-linked.

Relationship between vulnerabilities and coping capacities will be underlined through strategic technical inputs followed by question and answer sessions. The learning unit will aim at the following: one, to encourage the participants to examine as to what are the development models that are likely to cause disaster related vulnerabilities in the light of their own experience; two, to trigger them to think through and find solutions, particularly in terms of the kind of development measures that could possibly pre-empt and mitigate disasters.

Learning Unit 2: Role of PRIs in implementation of development programmes

This learning unit aims at helping the participants arrive at some kind of role clarity regarding the roles and functions of PRIs in the implementation of development programmes at the GP level. This is sought to be achieved by posing questions before the participants for mapping out their perceived roles in this regard.

The methodology proposed is participatory and aims at helping the PRI members think through and identify their specific roles and functions related to implementation of development programmes at the GP level. At the end of the programme, the participants will be able to describe the concepts, components and issues related to implementation of specific development programmes including: MGNREGA, NRLM, NRHM, NRDWP, NBA, IAY etc.

Learning Unit 3: Hazard Risk Vulnerability and Capacity Assessment (HRVCA)

Identification of specific disaster risks is the key to developing an effective action plan for disaster risk reduction (DRR) and its integration in the implementation of development programmes. In order to ensure that the findings of this kind of assessment are collectively owned and used by the community members for planning action to reduce disaster risks, it is important to engage in participatory assessment.

In view of the above, this learning unit will seek to facilitate the practice of participatory HRVCA in a real life situation by making the participants carry it out themselves in a village. This learning unit will also cover inputs on how to use HRVCA findings for developing the micro-risk profile of the concerned village/GP.

This will enable the participants to undertake the HRVCA of their local area and to develop mechanisms to update it regularly post training.

Learning Unit 4: Role of PRIs in Disaster Management & Community Based Disaster Management Planning

This learning unit aims at introducing the participants to the basic concepts, approaches and tools of community based disaster risk management (CBDRM) planning at the village level.

This will cover the process of results based planning with active involvement of community members. CBDRM approaches have evolved over the years and are variously known as community based disaster risk management (CBDRM) planning, community based disaster risk reduction (CBDRR) planning, community based disaster management plan (CBDMP) etc.

The learning unit is intended to be more practical than theoretical in its orientation and seeks to help the participants learn about the use and application of CBDRM in a how to do manner involving the community members.

Learning Unit 5**: **Formulation of Draft Action Plan for mainstreaming DRR /CCA into Implementation of Development Programmes at the GP Level
This learning unit will aim at helping the participants formulate an action plan for disaster risk reduction (DRR) to be used in their respective GPs for the purpose of mainstreaming DRR into implementation of development programmes. This task will have the following sub-tasks:

- identify the key disaster risks
- identify key disaster risk reduction (DRR) and climate change adaptation (CCA) issues and measures
- Formulate an action plan for integrating DRR and CCA issues in development planning

TOT Sub-Module

Learning Unit 6: Systematic Approach to Training (SAT)

The objective of this learning unit is to equip the participants with basic knowledge about the key issues to be addressed in the course of designing a training intervention/programme.

Learning Unit 7: Learning and Facilitation Skills

The objective of this learning unit is to equip the participants with basic facilitation skills that help the trainers conduct training/learning sessions with efficiency and effectiveness.

Training Schedule

	Overall Theme	Specific Sessions
Day 1	**Opening session** **Learning unit 1: Disaster, Development and Climate Change**	**Morning** Opening session (60 min) Session 1.1: Disaster Risk Reduction (DRR): a conceptual overview (90 minutes) Session 1.2: DRR and Climate Change Adaptation (CCA) (90 minutes) **Afternoon** Session 1.3: Planning for DRR and CCA integration (90 minutes) Session 1.4: Mainstreaming DRR/CCA in development (90 minutes) Evaluation of day (10 minutes)

Day 2	**Learning unit 2: Role of PRIs in implementation of development programmes** **Learning unit 3: Hazard Risk Vulnerability and Capacity Assessment (HRVCA)**	**Morning** Recap of the previous day (10 minutes) Session 2.1: Overview of major National Development Programmes(NDPs) at the village level (60 minutes) Session 2.2: Role of PRIs in implementation of NDPs (90 minutes) Session 3.1: HRVCA: what and why and how? (60 minutes) Evaluation of day (10 minutes) **Afternoon** Preparation for field visit
Day 3	**Learning unit 3: Hazard Risk Vulnerability and Capacity Assessment (HRVCA)**	Session 3.2: HRVCA: in a real life situation in a village (360 minutes)
Day 4	**Learning unit 4: Role of PRIs in Disaster Management & Community Based Disaster Management Planning** **Learning unit 5: Formulation of Draft Action Plan for Mainstreaming DRR/CCA into implementation of development programmes at the GP level**	**Morning** Recap of the previous day (10 minutes) Session 4.1: Role of PRIs during various phases of disaster management (60 minutes) Session 4.2: Community Based Disaster Risk Management (CBDRM) Planning: What, Why and How? (90 minutes) **Afternoon** Session 5.1: Formulation of Draft Action Plan for Mainstreaming DRR/CCA in Development Programmes at the GP level (90 minutes) Evaluation of day (10 minutes)
Day 5	**Learning unit 6: Systematic Approach to Training (SAT)**	**Morning** Recap of the previous day (10 minutes) Session 6.1: Systematic Approach to Training (SAT) and Assessing Training Needs (90 minutes) Session 6.2: Defining training aim and objectives (90 minutes) **Afternoon** Session 6.3: Deciding the content, methodology, and resource persons (90 minutes) Session 6.4: Deciding monitoring and evaluation indicators and processes (90 minutes) Evaluation of day (10 minutes)

Day 6	**Learning unit 7: Learning and Facilitation Skills** **Monitoring and evaluation** **Wrap-up session**	**Morning** Recap of the previous day (10 minutes) Session 7.1: Art of facilitation 1(90 minutes) Session 7.2: Art of facilitation 2 (90 minutes) **Afternoon** Session 7.3: Sharing, Listening and Learning (60 minutes) Session 7.4: Learning to listen and listening to learn (60 minutes) Workshop summary, next steps, evaluation, and closure (60 minutes)

Facilitators might also like to consider adding in some time to the schedule for participants to read suggested resources or for free discussion.

Guidance Note for trainers and facilitators

Who can facilitate this workshop?

The facilitator should ideally have practical experience and a good conceptual understanding of DRR and climate change adaptation, including knowledge of mainstreaming issues and challenges. One way to do this is to have two facilitators working together, one with experience of DRR, and the other of climate change adaptation issues and one of them with required familiarity with PRI functioning. Or alternatively there is one facilitator with required domain expertise in DRR/CCA and the other with expertise in PRI functioning. Facilitators need to be experienced and competent trainers, with a good track record and with working knowledge of monitoring and evaluation practices. They need to have flexibility, willingness to learn, and passion for promoting learning.

Group size and composition

The ideal group size for the workshop is 25, but it should not be more than 30 in any case. A gender balance among the participants is highly desirable. It is advisable to have at least equal number of women participants in the programme, if not more. As it is hard to achieve these numbers for a variety of reasons, it is important to initiate the process of seeking nominations fairly in advance.

What preparation is needed in advance?

Both the facilitators and the participants need to be prepared in advance so as ensure maximum learning from the TOTs.

The participants: need to be provided with a limited amount of relevant background reading in advance through e-mail. Ideally some reading should be suggested for each session, usually one or two documents. It is helpful if participants can read this in advance of the session, particularly if they are not familiar with the subject area.

The facilitator: will need to do their own background reading, and prepare the following:

Two months before the workshop

Decide on the criteria for selection of participants and the broad focus and objectives for the training and write to the concerned organisations and departments requesting them to nominate equal number of women and men participants as per the shared criteria for selection of participants for the programme.

One month before the workshop

Send nominated participants an outline of the workshop, including titles of learning units and sessions to be covered, and background reading to be done before the workshop. Ask the participants about their work experience, what they hope to gain from the workshop and any specific needs they may have (e.g. translation). This could be in the form of a simple questionnaire to check the level of their knowledge and experience. The same questions could be used at the end of the course as part of the evaluation of the event. This could be formalized into a training needs assessment. Use this to guide your preparation of the workshop. Ensure the training room is of sufficient size for the whole group and has suitable areas for small groups to work independently.

One week before the workshop

Review the completed questionnaires you have received back in order to understand the participants' profile in terms of their background, level of knowledge and their expectations from the workshop. Use this to guide your preparation. Prepare presentations, slides, hand-outs, a workshop timetable, flip charts, and lists of 'further resources' accordingly. Prepare a learning folder for each participant to hold all documents. At the start of the course this should contain the workshop agenda and timetable, any logistical information (accommodation, meals, transport, local maps), and a list of the names of all participants.

Two days before the workshop

Check to make sure that lighting, adaptors, extensions leads, plugs, as well as IT equipment are all working. Remember to test that you can open all the documents you will be using during the training, and that the equipment is compatible. If possible, use your own laptop and LCD projector.

What equipments will be needed?

Given the participatory nature of the workshop, much of the workshop can be conducted using flip charts, markers, pens, sticky notes (post-its), sticky tack (blue tack), and meta/flash cards (sheets of coloured paper, about half the size of regular A4 printer paper). Laptop and data projector will be required to make PowerPoint presentations. Alternatively, PowerPoint slides can be printed on to acetates for use with an overhead projector, or as posters. Printer and photocopier would also be required.

How to use the technical notes?

Technical notes are basically meant for the use of the trainers using this training module to train master resource persons. Technical notes carry some of the basic content that is proposed to be addressed in the concerned sessions. However, these would need to be suitably simplified and modified by the trained master resource persons for organising

training of resource persons or direct training of district and sub-district level functionaries to be trained by the trained resource persons.

Opening the workshop

As opening session is going to set the tone of the workshop to follow and has to be, therefore, planned and conducted carefully. The opening session should ideally be of 30-40 minutes, but certainly not more than one hour.

This session has to be used to share the purpose and objectives of the workshop, lay out the agenda, and set ground rules. It is also an opportunity for the participants to introduce themselves and their experience, explain their motivation for joining the workshop, and state their expectations from the event. You may want to use an 'ice-breaker' exercise like the one below to help participants to get to know each other, and to put them at ease and get them talking.

Know and Introduce Each Other

Ask the participants to assemble in the centre of the training hall/room and ask them to look for a partner by identifying the persons having her/his date of birth closest to their own. This may take around 5 minutes. It is possible that some have not been able to find partners. Help them get one. After all the pairs are formed, give them 5 minutes to get to know each other and share their expectations, hopes and fears from the programme including the following:

Name

- Educational background
- Work experience
- Interests and pursuits
- Funniest experience
- Expectations, hopes and fears

As a part of the briefing, the facilitator should encourage the participants to spend some time thinking about their expectations, hopes and fears and share with their partners. At the end of the exercise invite each pair to introduce their respective partners.

Other options, in case of large groups, could include:

- As the participants arrive, ask them to take Post-its or cards, write down their expectations, and stick them up on a wall or board.
- Have separate Post-its or cards for hopes and for fears.
- Help form small groups of participants to write expectations, or hopes and fears, on cards, one item to one card, which are then sorted on the ground, stuck up and displayed.
- Stick a large long sheet on the wall, with headings, columns and lines, for each person to fill in. The headings can be, for example, name, address and contact, and then any variety of details of expectations, hobbies and even personal symbols.

The expectations, hopes and fears can be addressed and commented on before starting. Pick the humorous ones to let everyone cheer up at the very outset. Avoid the ones that are likely to offend anyone individually or as a group.

Concurrent and End-of-learning unit feedback from participants

Both concurrent and end-of-learning unit feedback are valuable for finding out how the event is unfolding and how it is being received by the participants. Concurrent feedback is feedback in real time. End-of-learning unit feedback offers a quick check on its perceived relevance, effectiveness and usefulness by the participants. It should be communicated to the participants at the very outset that their feedback is valued as it helps improve the delivery strategy of the learning units in future workshops and of the subsequent learning units in the same workshop.

Feedback received should be thoroughly reviewed and responded to. Facilitators can assess the strengths and weaknesses of the sessions and the process, and make adjustments accordingly. At the end of each day, spend at least ten minutes for feedback.

Suggested methods for concurrent and end-of-learning unit feedback are as follows:

1. One method for capturing feedback in real time is to create a space within the training space and call it 'Feedback and Reflections'. 'Post it' stick pads are made available on each table of the participants with the instructions that the participants are free to write out their comments and feedback on different sessions of the learning unit and stick it up on the 'Feedback and Reflections' as and when convenient during breaks. This will facilitate feedback and reflections by the participants in real time as per their convenience. Training facilitators should get the posted comments and feedback typed out on a daily basis for review, reflection and sharing with the participants as to how their comments and feedback are proposed to be addressed within the training programme.
2. Another method will be to administer an end-of-the-learning unit feedback form to be filled up by the participants at the end of each learning unit after all the sessions of that learning unit have been conducted. This will be a relatively more structured feedback and will seek to draw the feedback of the participants in the form of their responses to specific questions asked.

Both these methods together are likely to yield a very comprehensive feedback on the relevance, effectiveness and usefulness of different learning unit. These would be particularly helpful in sharpening the delivery strategy of these learning units in subsequent training programmes on the one hand and of subsequent learning units in the on-going training programme on the other.

For further reference a sample evaluation form for session and module is attached as annexure 1.

LEARNING UNIT 1: DISASTER, DEVELOPMENT AND CLIMATE CHANGE

Objective

Examine critical linkages between disasters, development and climate change.

Sessions

- Disaster Risk Reduction (DRR): a conceptual overview
- DRR and climate change adaptation (CCA)
- Planning for DRR and CCA integration
- Mainstreaming DRR/CCA in development

Estimated time: 1 day (6 hours i.e. 360 minutes of session time with each session being roughly of 90 minutes)

Expected Outcome

Participants would have acquired an informed understanding of the critical inter-linkages across disasters, development and climate change and the need and ways for mainstreaming DRR and CCA into development planning and action on the ground.

Session 1.1: Disaster Risk Reduction (DRR): a conceptual overview

Duration: 90 minutes

Objective(s):

At the end of the session the participants will be able to:

- Describe the following concepts
  - Disasters
  - Risk
  - Vulnerability
  - Hazard
  - Disaster management
  - Disaster risk reduction

- List the various phases of disaster management

Method(s):

- Interactive lecture presentation
- Questions and Answers
- Discussion
- Group work

Materials needed

Markers, A4 size sheets and flip charts.

Handouts

Handout 1: Basic terms of disaster risk reduction (DRR), UNISDR (2009)

Session Plan with Facilitator Notes

Starting the Session (15 minutes)

Start with sharing the purpose of the session and its intended learning outcome. Do acknowledge at the very outset that some of the participants may already be well versed with the contents of the session and that you would like to involve them in the session as a contributor and resource person. (5 minutes)

Follow this up with a little brainstorming on the key terms of the session; Write out the responses of the participants on a flip chart in the plenary with the help of a couple of volunteers for writing on the flip chart. Or alternatively give each participant a flash card and a felt pen to write out their responses and put it up on the wall on the space provided for the purpose. After everyone has put up her/his response, ask them to share it with the entire group. (10 minutes)

Distribute Handout 1 (Basic terms of disaster risk reduction (DRR), UNISDR (2009)) as a ready reference for the participants.

Interactive Lecture Presentation (15 minutes)

This presentation has to be of not more than 20 minutes duration and should explain all the key concepts related to disaster management and disaster risk reduction (DRR) with appropriate examples and illustrations. Hazard, vulnerability, capacity, and risk are the key concepts to be explained.

This presentation can be done using the power point, flip charts and flash cards as decided by the facilitator.

Question and Answer and Discussion (20 minutes)

Presentation will be followed by a question and answer (Q&A) session. Q&A session will aim at encouraging the participants to raise questions and seek clarifications. A general discussion on the issues arising out of the Q&A session should follow. This will be moderated by the facilitator to bring out the key learning points of the session.

An open house discussion will take place in the plenary with the session ending with the closing remarks from the session facilitator.

Group Work Part 1: **Understanding Key Terms** (15 minutes)

Divide the participants into groups of four or five. Ask them to go through hand out 1 shared with them earlier. Give flip chart paper to each group**.** Allow the participants to reflect on the definitions for about 10-15 minutes and ask them to share one situation from their area as an example for each of the discussed concepts using the following matrix.

Terminology	Example
Disaster	
Risk	
Hazard	

Capacity	
Vulnerability	
Disaster Risk Reduction	

Group Work Part 2: Understanding Disaster Management Cycle (15 minutes)

The part 2 of group work is also explained to the participants simultaneously. Ask them to discuss different phases of the disaster management cycle. They should try and form consensus within the group and fill the following matrix.

Activity	Phase	Explain
Warning /Evacuation		
Assessing damage		
Ongoing development activities		
Retrofitting		
Mitigation/Prevention		

Summing Up (10 minutes)

The facilitator should wrap up the session by discussing and summarising the outcomes of the two group works stated above and the discussions and deliberations held earlier during the session.

Technical Notes

Key Concepts

Disaster: A disaster occurs when a natural event coincides with vulnerable human conditions and with insufficient capacities of the affected community to reduce the adverse impacts of the event. It is a sudden, calamitous event that disrupts the functioning of a community or society and causes human, material, and economic or environmental losses that exceed the community's or society's ability to cope using its own resources (IFRC 2013).

Disasters damage or destroy development gains. Moreover, development choices made by individuals, households, communities and governments increase or reduce the risk of disasters.

But disasters are not totally discrete events. With growing technology and scientific advances the possibility of occurrence, time, place and severity of the strike can be reasonably and in some cases accurately predicted.

Hazard: A dangerous phenomenon, substance, human activity, or condition that may cause loss of life, injury or other health impacts, damage to property, loss of livelihoods and services, social and economic disruption, or environmental damage. There are a number of different types of hazards, such as natural and human-induced hazards. It is important to differentiate between primary and secondary hazards. A secondary hazard would be the direct result of a primary hazard. For example, an earthquake can cause a landslide or tsunami.

Broadly hazards can be categorized as:

- **Natural hazards** are naturally occurring physical phenomena caused either by rapid or slow onset events which can be geophysical (earthquakes, landslides, tsunamis and volcanic activity), hydrological (avalanches and floods), climatological (extreme temperatures, drought and wildfires), meteorological (cyclones and storms/wave surges) or biological (disease epidemics and insect/animal plagues).
- **Technological or man-made hazards** (complex emergencies/conflicts, famine, displaced populations, industrial accidents and transport accidents) are events that are caused by humans and occur in or close to human settlements. This can include environmental degradation, pollution and accidents. Technological or man-made hazards (complex emergencies/conflicts, famine, displaced populations, industrial accidents and transport accidents)

Vulnerability: The characteristics and circumstances of a person, community, system, or asset that make it susceptible to the damaging effects of a hazard. There are many aspects of vulnerability, arising from various physical, social, economic, political, and environmental factors. Vulnerability varies significantly within a community and over time. Vulnerability is a condition that makes a community weak and susceptible to the impacts of a hazard.

To determine people's vulnerability, two questions need to be asked:

- To what threat or hazard are they vulnerable?
- What makes them vulnerable to that threat or hazard?

People (living conditions, health, security), property (physical property and services), economy (production and income) and environment (water, air, soil or vegetation) etc. are some of the features of tangible vulnerability, because all of these can be determined easily.

On the other hand, social structure (family and community relationships), cultural practices (religious or agricultural activities), motivation (government response) and cohesion (interruption of normal life) are the major characteristics of intangible vulnerability, because these are a bit difficult to determine.

Some of the major contributing factors are:

- Population growth
- Rapid urbanization
- Environmental degradation
- Lack of awareness and information
- Political instability

Capacity: Capacity is often seen as the reverse of vulnerability. It is defined as the combination of all the strengths, attributes, and resources available within a community, society, or organization that can be used to achieve agreed goals.

What capabilities do people have in lessening the impact of, preparing for, responding to, and recovering from disasters? What resources do they have access to and control over, so that they can effectively protect themselves from the impact of a disaster?

Risk: The combination of the probability of an event and its negative consequences often referred to by the following function:

Disaster risk = (Hazard x Vulnerability)/ Capacity

Disaster Risk Reduction: The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, decreased vulnerability of people and property wise management of land and the environment, and improved preparedness for adverse events.

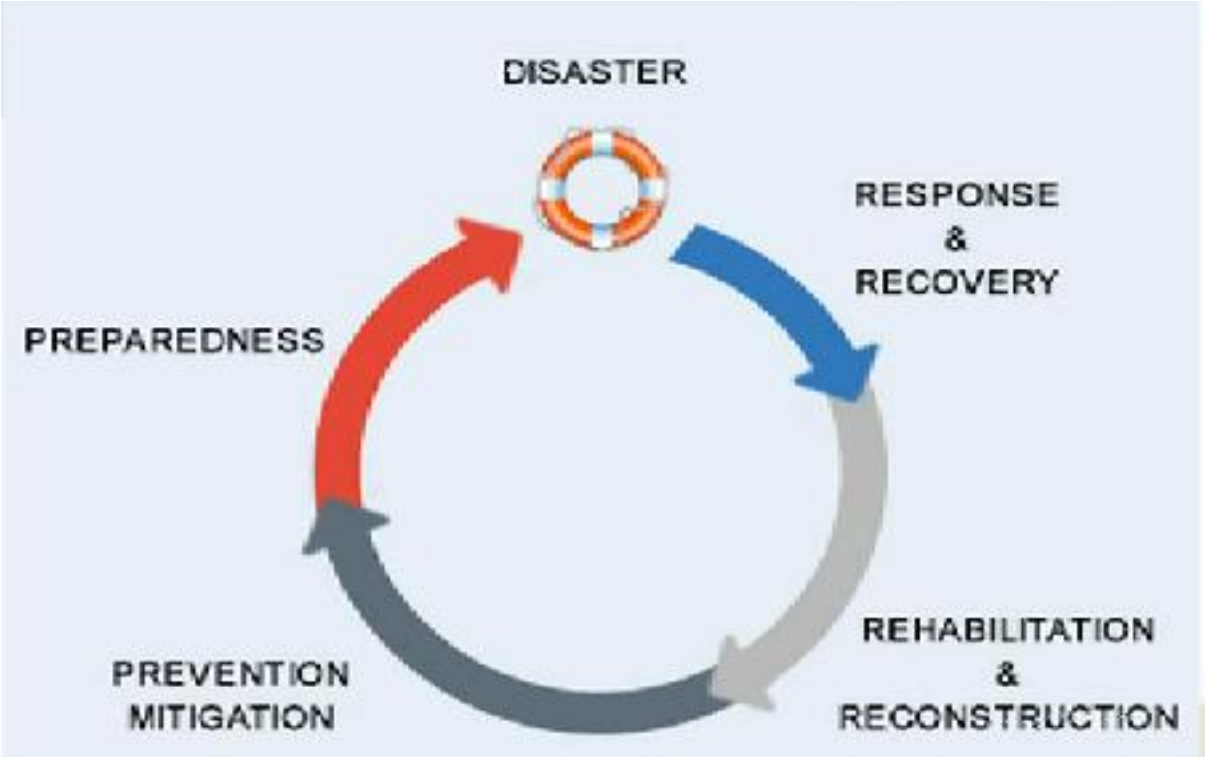
Phases of Disaster Management

Disaster management cycle has four distinct, but inter-related phases. These are:

- Prevention and mitigation phase (pre-disaster)
- Preparedness (pre-disaster)
- Response and recovery phase (during and post disaster)
- Rehabilitation and reconstruction (post disaster)

Activities undertaken in one phase have knock-on effects on other phases. Like level and quality of preparedness would determine the effectiveness of response and recovery efforts. DRR and CCA sensitive design and delivery of recovery, rehabilitation and reconstruction programmes can result in effective prevention and mitigation of the disaster and climate risks faced by people and communities. As is evident from these illustrations, all the phases of the disaster management cycle are intimately linked and need to be viewed in relationship to each other.

Figure 1: Phases of Disaster Management Cycle



Source: nidm.gov.in

- Before a disaster (pre-disaster). Pre-disaster activities are those which are undertaken to reduce human and property losses caused by a potential hazard. For example, carrying out awareness campaigns, strengthening the existing weak structures, preparation of the disaster management plans at household and community level, etc. Such risk reduction measures undertaken during this phase are termed as mitigation and preparedness activities.

- During a disaster (disaster occurrence). These include initiatives taken to ensure that the needs and provisions of victims are met and suffering is minimized. Activities undertaken during this phase are called emergency response activities.

- After a disaster (post-disaster). There are initiatives taken in response to a disaster with a purpose to achieve early recovery and rehabilitation of affected communities, immediately after a disaster strikes. These are called recovery, rehabilitation and reconstruction activities.

Some of the key terms discussed in this diagram are defined below:

Some of the key terms discussed in this diagram are defined below:

- Preparedness aims to reduce damage and loss of lives, livelihoods, property, infrastructure, assets, resources and services that could potentially be caused due to disasters. Effective preparedness allows communities and institutions to provide a quick, organised response to disasters and include early warning systems, planned evacuation routes and sites etc.

- Disaster prevention expresses the concept and intention to completely avoid potential adverse impacts through action taken in advance. Examples include dams or embankments that eliminate flood risks, land-use regulations that do not permit any settlement in high risk zones, and seismic engineering designs that ensure the survival and function of a critical building in any likely earthquake. It is however not always possible to prevent a hazard event from taking place, in this case the task transforms to that of mitigation which aims to minimize the hazard impact. (UNISDR, 2009)

- Mitigation is the lessening or limitation of the adverse impacts of hazards and related disasters. The adverse impacts of hazards often cannot be prevented fully, but their scale or severity can be substantially lessened by various strategies and actions. Mitigation measures encompass engineering techniques and hazard-resistant construction as well as improved environmental policies and public awareness. It should be noted that in climate change policy, “mitigation” is defined differently, being the term used for the reduction of greenhouse gas emissions that are the source of climate change. (UNISDR, 2009)

- Response: The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected” (UNISDR,2009)

- Recovery is the activity that returns humans and built infrastructures to minimum living/operating standards and guides long-term efforts designed to return life to normal levels after a disaster. This includes building temporary housing and provision of basic household amenities.

Key Learning Points

1. A disaster occurs when a natural event coincides with vulnerable human conditions and with insufficient capacities of the affected community to reduce the adverse impacts of the event.
2. Adverse impacts of hazards often cannot be prevented fully, but their scale or severity can be substantially lessened by various risk reduction and mitigation approaches, strategies and actions

Session 1.2: DRR and Climate Change Adaptation (CCA)

Duration: 90 minutes

Objective(s):

At the end of the session the participants will be able to:

- Spell out the inter-related nature of DRR and climate change adaptation (CCA) in the light of their own experience
- Describe the rationale for an integrated approach to disaster risk reduction (DRR) and climate change adaptation (CCA)

Methods

- Interactive Lecture Presentation
- Group work
- Discussion

Materials Needed

Handouts, flipcharts, markers

Handouts

Handout 2: Hyogo Framework for Action

Session Plan with Facilitator Notes

Starting the session (5 min)

Share the purpose and intended learning outcome of the session, which is to help the participants appreciate the inter-related nature of disaster risk reduction (DRR) and climate change adaptation (CCA) in the light of their own experience. Key terms used in disaster management discourse and action and different phases of disaster management cycle are already discussed in the first session. This session intends to build on this understanding to identify and examine the critical linkages between DRR and CCA.

Interactive Lecture Presentation (20 min)

This interactive lecture presentation will aim at identifying and examining the critical linkages between DRR and CCA. This will highlight as to how both DRR and CCA concerns are essentially about people in general and poor people in particular. People at risk are an inherently diverse group involving women, men and children on the one hand and old, sick and the challenged on the other. Hence, issues of gender, equity, inclusion and participation are central both to DRR and CCA approaches within the larger framework of sustainable development.

Introduce the scenario of climate change and the complex climatic conditions which have far reaching consequences on development efforts and outcomes.

Climate change introduces the elements of uncertainty and unpredictability in the occurrence of these disastrous events. Cloud bursts resulting in flash floods leading to massive landslides and widespread destruction of infrastructure, assets, resources and loss of lives and livelihoods in Uttarakhand in June 2013 underline the complexity of the relationship between climate change and disaster risks those communities at risk face across many states in India.

Also touch upon these concepts related to DRR and CCA, distribute handout 2 on Hyogo Framework for Action and discuss how DRR was placed on the global agenda and became a development issue and the ways in which it informs the disaster management policy and action in India.

Discuss the popular definitions of climate change and its visible impacts in terms of rising temperature, flooding, rising sea levels etc. This should be followed by Group work 1 (The Spectator)

After this discuss how the threat of climate change can be dealt with by introducing the participants to climate change adaptation with some examples. This should be followed by Group Work 2. Before group work 2 also touch upon the importance of traditional knowledge in CCA. In group work 2 ask them to make a CCA plan based only on traditional wisdom to find solutions to the climate change events observed and shared by them during Group Work 1.

Group Work 1 (20 minutes)

After discussion of the issue of climate change, ask the participants to go back to their groups and to put down any 10 climate change related events which may include extreme

weather events, visible changes in rainfall patterns, soil conditions, crop productivity, food security etc. These events and their impact on the lives and livelihoods of people that may have been observed over last 10-30 years of their lifetime have to be included in the form of a matrix as indicated below.

Past Scenario (10-30 years back)	**Current Scenario**

Group Work 2 (20 minutes)

The second group work aims at mapping out the perceptions of the participants on some of the traditional practices that have major adaptation implications. It is assumed that people at the local level are already engaged in activities that evince their orientation to adaptation to effects of climate change. Ask the participants to identify a climate change related event and a corresponding adaptation measure adopted by people at the local level.

Climate Change Related Event	**Climate Change Adaptation Measure/Activity**

Discussion in the plenary (20 minutes)

Group work will be followed by presentation and discussion in the plenary. Each team will be given 3-4 minutes to make their presentations, which will be followed by open house discussion in the plenary.

Summarise the key learning from the session (5 minutes)

Technical Notes

Introduction

Climate change is arguably the most important underlying disaster risk factor and is implicated in the increase in disasters worldwide. Drought, desertification, flooding and environmental degradation, (such as deforestation, erosion and loss of biodiversity) are all affected by climate change and have far-reaching consequences in terms of food and water security.

According to the United Nations Development Programme's (UNDP's) 2011 Human Development Report, "environmental degradation stunts people's capabilities in many ways, going beyond incomes and livelihoods to include impacts on health, education and other dimensions of well-being."[2]

Key Concepts

Disaster Risk Reduction: As discussed in the previous session, disaster risk can be significantly reduced through strategies that seek to decrease the vulnerabilities and exposure to hazards within a larger development framework to address poverty and inequality.

Disaster risk reduction was placed on the global agenda through the Hyogo Framework for Action, launched at the World Conference on Disaster Reduction held in Kobe, Hyogo, Japan. The Hyogo Framework, adopted by 168 governments, is a global blueprint for disaster risk reduction efforts during 2005-2015. Its goal is to substantially reduce disaster losses by 2015 – to save not only lives, but also the social, economic and environmental assets of communities and countries.

Since the HFA was agreed, many governments have introduced legislative and policy frameworks for disaster risk reduction, established early warning systems and increased their level of preparedness to respond to disasters. For example, in India following HFA, Disaster Management Act was enacted in 2005 and following that in 2009 the Policy on Disaster Management was introduced. India witnessed massive institutional development for disaster management right from the national to the district level during this period. However, the goals of the HFA are still far from being achieved, particularly in terms of addressing the causes of risk and ensuring full participation of at-risk populations in risk assessments, planning processes and programs.

A massive effort is needed to bring about change at the heart of each country's 'development system' through the involvement of all sectors and all stakeholders—from local to national—in disaster risk reduction.

Climate Change

Climate is the average weather conditions experienced over a long period. This includes temperature, wind and rainfall patterns. [3]

[2] UNDP (2011). Human development report 2011: Sustainability and equity – a better future for all. New York: UNDP.

[3] Definition by the US Department of Energy and Climate Change.

Recent scientific findings clearly point to the very significant impacts of climate change on our planet. In 2007, the IPCC issued its Fourth Assessment Report which presented the most convincing assessment to date on the science of climate change and its implications. It concluded that immediate and sustained action is required to stop climate change, if irreversible and potentially catastrophic damage is to be avoided.[4]

As per one of the many definitions of climate change, it can be defined as "a change in the state of the climate that can be identified ... by changes in the mean and or the variability of its properties, and that persists for an extended period, typically decades or longer".[5]

According to the Intergovernmental Panel on Climate Change, the impacts of climate change will manifest themselves in various ways. These include:

- **Rising temperatures, droughts and desertification** leading to diminishing water resources, malnutrition and increased levels of waterborne diseases such as diarrhoea and vector-borne diseases such as malaria.
- **Heavy precipitation, flooding and loss of water security,** leading to severe mental and physical trauma and an increase in injuries and deaths by drowning.
- **Extreme weather events** leading to cyclones, floods and droughts.
- **Rising sea levels** that will primarily affect communities living in small island developing states (SIDS), settlements alongside major river deltas and low-lying coastal areas.

Climate Change Adaptation (CCA)

Climate change adaptation (CCA) is a practice covering actions by a range of actors to manage and reduce the risks associated with changes in the climate. Varying technical and scientific definitions exist to best serve the purposes of different actors involved in the climate change sphere. For the purposes of this guide the following simplified working definition of climate change adaptation is used: [6]

- Adapting development to gradual changes in average temperature, sea-level and precipitation; and,
- Reducing and managing the risks associated with more frequent, severe and unpredictable extreme weather events.

People have always adapted to climate variability through a variety of means including, for example, planting late-transplant rice or switching to other, faster growing crops. However climate change is pushing at-risk populations beyond their capacity to cope and adapt to the changes they have traditionally dealt with, as well as making more people vulnerable due to their increased sensitivity and exposure to climate change impacts.

[4] Intergovernmental Panel on Climate Change, Working Group 1 (2007). Fourth assessment report: Climate change – The physical science basis.
Cambridge, Uk: Cambridge University Press.
[5] IPCC Fourth Assessment Report, Working Group I, Glossary of Terms: http://ipcc-wg1.ucar.edu/wg1/Report/AR4WG1_Print_Annexes.pdf
[6] UNISDR (n.d.) Briefing Note 03, Strengthening climate change adaptation through effective disaster risk reduction.

Complex environmental conditions – including the unfolding of diverse and widespread climatic changes, environmental degradation and increasing threats of disasters – pose formidable challenges to present and future generations of children and to the achievement of their rights.[7]

Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA)

Climate change will generally increase disaster risks – not only through the increased frequency and magnitude of extreme weather events and sea-level rise, but also through increasing stress on water and food production systems. As water becomes scarcer, agriculture is strained, ecosystems are degraded, and societies will become more vulnerable to hazards.

Disaster risk reduction (DRR) and climate change adaptation (CCA) share the common goal of managing uncertainty, reducing vulnerability and building resilience for communities at risk. The main overlap between the two is the management of hydro-meteorological hazards, where DRR seeks to take account of changing hazards, and adaptation seeks to build resilience to their impacts.

'Traditional knowledge' is an important starting point for developing DRR & CCA strategies. However, its effectiveness may be limited when dealing with an exacerbation of existing problems, or with 'non-traditional' problems, such as those experienced for the first time owing to climate change.

Key Learning Points

1. Climate change can be defined as a change in the state of the climate that can be identified by changes in the mean temperature and or the variability of its properties, and that persists for an extended period, typically decades or longer.
2. Effects of climate change are experienced by people in the form of extreme weather events, visible changes in rainfall patterns, soil conditions, crop productivity and food security at the local level.
3. Climate change adaptation is a human practice covering actions by a range of actors to manage and reduce the risks associated with events related to changes in the climate.
4. Climate change has a direct bearing on disaster risk, as it tends to enhance disaster risks. 80% of the natural disasters are reported to be hydro-meteorological in nature, which are believed to be related to the impact of climate change.
5. Identification of traditional and existing practices that have significant disaster risk reduction (DRR) and climate change adaptation (CCA) implications can form a sound basis for developing DRR and CCA strategies.

[7] UNICEF (2008). Our climate, our children, our responsibility: The implications of climate change for the world's children. London: UNICEF. Retrieved from http://www.crin.org/docs/climate-change.pdf.

Session 1.3: Planning for DRR and CCA integration

Duration: 90 minutes

Objectives:

At the end of the session the participants will be able to

- Develop an integrated approach to climate change adaptation and disaster risk reduction.
- Articulate principles of an integrated approach to disaster risk reduction and climate change adaptation.

Methods

- Interactive lecture presentation
- Group work
- Group presentation and discussion

Materials Needed

Handouts, flipcharts, markers

Handouts

Handout 3: DRR and CCA: Differences and Signs of Convergence

Session Plan with Facilitator Notes

Starting the Session (5 minutes)

Explain the purpose of the session and its intended learning outcome, which is to help the participants develop an integrated approach to addressing DRR and CCA concerns in the planning of the implementation of development programmes on the ground.

Interactive Lecture Presentation (20 minutes)

Start with a brainstorming by participants on points of convergence and differences between DRR and CCA. List out all the points made by participants on flip charts or white board in two columns: one for convergence and another for differences. After all the responses are listed out, make the presentation highlighting the inter-relationship between DRR and CCA.

Distribute the handout 3 “DRR and CCA: Differences and Signs of Convergence “and give the participants some time to read and reflect. The aim of the discussion should be to highlight the differences and points of convergence between DRR and CCA.

With the help of figure 1.2 discuss the conceptual understanding of risk, vulnerability and exposure and the integrated approach dealing with reduction of disaster and climate change risk through minimizing the exposure and vulnerability and strengthening the capacities for resilience.

Have discussions in the plenary on the need to address DRR and CCA as an integrated initiative aimed at reducing the vulnerabilities of communities at risk in terms of their exposure to disaster and climate related risks and enhancing their capacity to cope with the impact of disasters and climate change.

Following that discuss the 10 principles of an integrated approach to disaster risk reduction and climate change adaptation in a plenary session and engage them in group work 1.

Group Work 1 (30 minutes)

Divide the participants into four-five groups and distribute the handout 5**.** Allow the participants to discuss all the 10 principles in their group. Using the matrix given below ask the participants to suggest one or more activity that will integrate that principle in DRR and CCA strategy. Give 30 minutes for this exercise

Principles	**Measures**
1. Increase understanding of the hazard and climate change context	
2. Increase understanding of exposure, vulnerability and capacity	
3. Recognize rights and responsibilities	
4. Strengthen participation of, and action by, the population at risk	
5. Promote systemic engagement and change	

6. Foster synergy between multiple levels	
7. Draw on and build diverse sources of knowledge	
8. Instil flexibility and responsiveness	
9. Address different time scales	
10. Do no harm	

Group presentation and discussion (30 minutes)

Ask all the working groups to prepare and make their presentations in the plenary. Follow it up by an open house discussion in the end.

Summarise the key learning from the session (5 minutes)

Technical Notes

Introduction

Disaster risk reduction (DRR) and climate change adaptation (CCA) share a common goal. Both approaches seek to strengthen people's and societies' capacity for resilience so that their own efforts and those of development interventions lead to full realization and enjoyment of their rights.

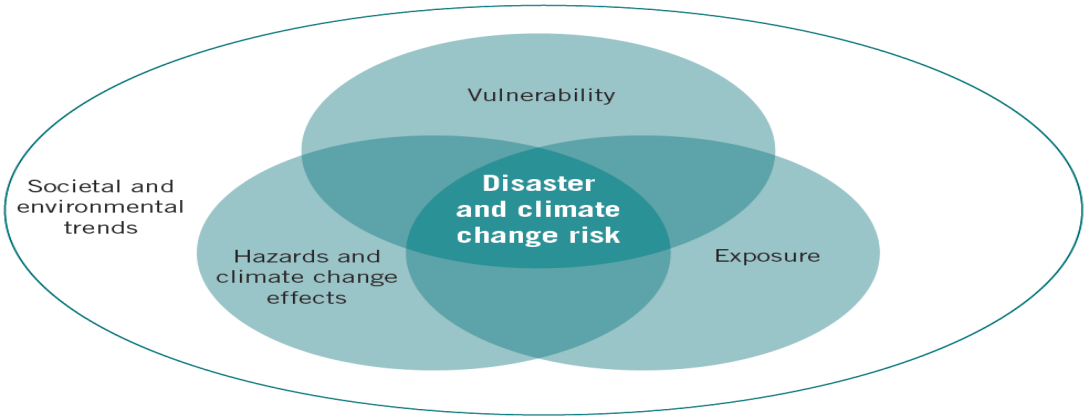
Governments and institutions are coming to realize that security, poverty reduction and prosperity will depend on the integration of DRR and CCA strategies in all sectors, and their implementation at all levels. Development and humanitarian practitioners also have an important role to play in terms of advocating for the rights of the women, men and children at greatest risk to be prioritized, and incorporating DRR and CCA strategies into their own programs.

Common Understanding of Risk

Disaster risk reduction (DRR) and climate change adaptation (CCA) also share a common conceptual understanding of the components of risk and the processes of building resilience. The two approaches regard risk as the product of exposure and vulnerability, either to hazard(s) or effect(s) of climate change, or both. The greater the vulnerability, exposure and magnitude or likelihood of the hazard/climate change effect, the greater the risk.

Thus, to reduce disaster and climate change risk, exposure needs to be minimized, vulnerability reduced, and capacities for resilience strengthened in ways that address both disaster and climate change risk simultaneously, neither approach compromising the other. This is a dynamic process requiring continual effort across economic, social, cultural, environmental, institutional and political spheres to move from vulnerability to resilience.

Figure 2: Overlapping concerns of Disaster and Climate Change Risk



Source: First Regional Training Course of the RCC on Mainstreaming disaster risk reduction into National Development Processes, ADPC

As an approach, climate change adaptation (CCA) is a dynamic process and not an end state, given the uncertainty in climate change impacts and the need to support at-risk populations to: address current hazards, increased variability and emerging trends; manage risk and uncertainty; and build their capacity to adapt.[8]

Principles of an integrated approach to disaster risk reduction (DRR) and climate change adaptation (CCA)[9]

As global commitment to and investment in disaster risk reduction has grown, so has practitioners' and policy-makers' knowledge of good practice, enabling factors, and barriers to success. Meanwhile, innovative action-research in the field of climate change adaptation is rapidly producing valuable indicators of the fundamental elements for effective adaptation programming. Most recently, interest among development and humanitarian actors in improving understanding of how to generate greater resilience to shocks and stresses, including hazards and the effects of climate change, is resulting in constructive debate. There is significant convergence in the lessons, recommendations and challenges emerging from each of these spheres of activity, and a growing consensus on the need for an integrated approach.

The following 10 principles for an integrated approach to disaster risk reduction and climate change adaptation are drawn from this increasing body of knowledge. Together, these principles provide development and humanitarian practitioners with a set of criteria for building disaster and climate resilience that is applicable across the program cycle in multiple sectors and varied contexts.

1. **Increase understanding of the hazard and climate change context:** An understanding of past trends, present experiences and future projections of hazard occurrence, climate variability and the range of effects of climate change on the area and population concerned should underpin any decisions or actions to build disaster and climate resilience. It should include mapping at different scales, to allow for regional and local hazards and effects of climate change. The risk analysis process itself should increase understanding among all stakeholders, both as a result of its participatory nature, and through sharing of the results.

2. **Increase understanding of exposure, vulnerability and capacity**: An assessment of the vulnerabilities and capacities of the population, systems and resources should be the foundation for decisions on the location, target populations (including understanding differential vulnerability), objectives and approach of measures to build disaster and climate resilience. It should include analysis of the projected effects of climate change as well as of those currently observed. The assessment should also increase understanding among all stakeholders of the causes of

[8] Pettengell, C. (2010) *Climate Change Adaptation: Enabling people living in poverty to adapt*. Oxford, UK: Oxfam International.
[9] United Nations (2009) Global Assessment Report on Disaster Risk Reduction, Geneva.
United Nations (2011) Global Assessment Report on Disaster Risk Reduction, Geneva.
IPCC (2012) Special Report of the Intergovernmental Panel on Climate Change:
Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation (SREX).

exposure, vulnerability and capacity, both as a result of a participatory process, and through sharing of the results.

3. **Recognize rights and responsibilities:** Disaster risk reduction (DRR) and climate change adaptation (CCA) should be regarded among the responsibilities of states and governments as duty-bearers for the realization and enjoyment of human rights. Governance systems and the political environment should enable people at risk or affected by disasters and climate change to demand accountability for their decisions, actions and omissions. The role of other stakeholders, including NGOs, should be complementary to other stakeholders and should be able to facilitate and nurture a constructive relationship between duty-bearers and right-holders.

4. **Strengthen participation of, and action by, the population at risk:** All people at risk have the right to participate in decisions that affect their lives. Their first-hand knowledge of the issues affecting them is critical to ensuring that analysis and subsequent actions are based on indigenous knowledge held by people. In addition, the sustainability of resilience-building strategies depends on their ownership and agency. Therefore all decision-making processes and actions should directly involve the population at risk ensuring that women, men and children, as well as high-risk groups, are included.

5. **Promote systemic engagement and change:** As there are multiple causes and drivers of vulnerability and exposure to hazards and the effects of climate change, strategies to build disaster and climate resilience should engage all sectors of society and government. The goal of multi-sectoral and multi-stakeholder engagement should be to make building disaster and climate resilience central to development planning. The commitment of all actors to this goal should be reflected in their respective policies, plans and budgets.

6. **Foster synergy between multiple levels:** The importance of an enabling political environment is critical to actions taken at the household, community and local levels. Similarly, the impact of a policy or law depends on its implementation by different levels of government and its relevance to the population at risk. Decisions and actions taken at each level should be mutually informative and facilitate the development of a coherent and coordinated approach.

7. **Draw on and build diverse sources of knowledge:** Analysis of disaster and climate change risk should seek to complement local and traditional knowledge with the results of scientific research in order to continue to co-generate new knowledge. Measures to build disaster and climate resilience should promote replication of effective practices, encourage autonomous innovation and introduce, where appropriate, external technology to help address new or magnified challenges. Strategies and programs should be monitored and evaluated to ensure that learning is captured and made available to others.

8. **Instil flexibility and responsiveness:** As the effects and impacts of climate change remain uncertain, particularly at the local level, and many dynamic processes (such

as urbanization and environmental degradation) influence exposure and vulnerability, analysis of disaster and climate change risk should be responsive to emerging knowledge. Similarly, strategies and programs to build disaster and climate resilience should be flexible, to accommodate new inputs.

9. **Address different time scales:** Analysis, strategies and programs should address current, identified risks and likely future scenarios. Preparing for the occurrence of known hazards should not be neglected in favour of building capacities to adapt to medium- and long-term effects of climate change, and other, potentially unknown shocks or stresses. Resource allocation and activities should be planned accordingly.

10. **Do no harm:** Processes to define strategies and programs to build disaster and climate resilience should always incorporate an assessment of their potential negative impacts, including their contribution to conflict and effects on the environment. In cases where potential harm is identified, measures to substantially reduce or remove them should be built into the strategy and program design. To avoid creating a false sense of security, or promoting mal-adaptation, programs should always be based on a multi-hazard, multi-effect assessment.

Key Learning Points

1. Disaster risk reduction (DRR) and climate change adaptation (CCA) share a common goal. Both approaches seek to strengthen people's and communities' capacity for resilience.

2. Security, poverty reduction and prosperity will depend on the integration of DRR and CCA strategies in all sectors, and their implementation at all levels.

3. The greater the vulnerability, exposure and magnitude or likelihood of the hazard/climate change effect, the greater the risk.

4. As an approach, climate change adaptation is a dynamic process and not an end state.

Session 1.4: Mainstreaming DRR/CCA in development

Duration: 90 minutes

Objective(s):

At the end of this session participants will be able to:

- Explain the concept of DRR/CCA mainstreaming into developmental planning
- Identify challenges in establishing the linkages
- Articulate various approaches for mainstreaming
- Identify the factors contributing to an enabling environment for mainstreaming DRR/CCA

Methods

- Interactive lecture presentation
- Group work
- Group presentation and discussion

Materials Needed

Handouts, flipcharts, markers

Handouts

Handout 4: Community Led Disaster Management in Nepal

Session Plan with Facilitator Notes

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes including a brief overview of the session plan.

Interactive Lecture Presentation: (25 minutes)

This session starts with the introduction of the inter relation of DRR and development. One way to do this is to look at disasters as 'unresolved problems of development'. Development programmes and projects that inadvertently end up increasing the vulnerability of people and fail to enhance their coping capacity to disasters and climate related emergencies are the interventions where disaster risk reduction (DRR) and climate change adaptation (CCA) elements are not mainstreamed.

While the need for mainstreaming DRR/CCA in development is widely recognised, there is a clear dearth of practical ideas, approaches and practices that can help mainstream DRR concerns into development planning and administration effectively. Mainstreaming has been largely there more as a concern than as a tangible approach to engaging in development action on the ground.

There is an urgent need to engage with people and communities at risk as agents of change and not merely as beneficiaries of development programmes. Focus on delivery of goods and services is not enough. There is a need to empower people to take charge of their own lives and livelihoods. This underlines the need to make a shift from a focus on response and relief to a risk reduction and mitigation approach to dealing with disasters and climate risks using a sustainable development perspective and framework.

National Development Programmes (NDPs) such as National Rural Livelihoods Mission (NRLM), National Rural Health Mission (NRHM), Indira Awas Yojana (IAY) and others seek to empower people and communities by helping them organise and facilitate their access to housing, health and sustainable livelihoods opportunities.

Introduce the concept of sustainable development and share the popular definitions with participants. Following that discuss the different elements of sustainable development and how these key elements interact with each other to result in sustainable development as shown in Figure 1.3.

Move on to the next section on development induced hazard and vulnerability and discuss how unsustainable development can lead to increased vulnerability in a variety of ways.

Before closing second section of this session on development induced hazard and vulnerability engage the participants in Group Work 1

Distribute the handout 6 to read and reflect for five minutes. Invite participants to share their reflections on the case study. Follow it up by engaging the participants in a discussion on how disasters can provide windows of opportunity for DRR sensitive development in social, economic and environmental spheres. Discuss this theme with the help of real life examples. Also highlight the challenges in linking disasters with development and ask the participants to share their experiences on the same.

Introduce the concept of mainstreaming DRR and discuss some of the common definitions. Discuss in the plenary about some of the major advantages of mainstreaming DRR and then close the discussion by highlighting some of the key ways of mainstreaming DRR.

Group Work: (30 minutes)

Form four or five working groups of participants and ask them to discuss within themselves for 10-20 minutes and come up with some examples of development activities in their areas which have increased the vulnerability of people. They can present their examples in the following suggested matrix:

Developmental Activity	**Hazard/Vulnerability Induced**
Example: construction of highway	Flooding in villages close to the highway

Group Presentation and Discussion: (25 minutes)

Ask all the working groups to make their presentations in the plenary. Follow it up by an open house discussion in the plenary.

Summarise the key learning from the session (5 minutes)

Technical Notes

Introduction

Mainstreaming DRR/CCA in development implies doing development differently i.e. doing development with an eye on reducing disaster and climate related risks. Development is not only about providing goods and services to people. It is also and more so about empowering people and enabling them to engage in analysis and strategic action planning at the local level. Instead of undertaking DRR and CCA as separate activities not organically linked to mainstream development programmes and projects, there is a need to make DRR and CCA as essential features of the design and delivery of development programmes.

In the specific context of disasters, it also implies making a shift in focus from disaster response and relief to risk reduction and mitigation approach to disaster management. In order to do this, hazards, risks, vulnerabilities and capacities of communities at risk need to be mapped out and factored in into the programme design and delivery strategy.

Conventional focus has been on response oriented disaster management approaches. Current shift in focus is in terms of an increased emphasis on risk reduction and mitigation approaches to disaster management. Purpose of mainstreaming DRR in development is to ensure the following:

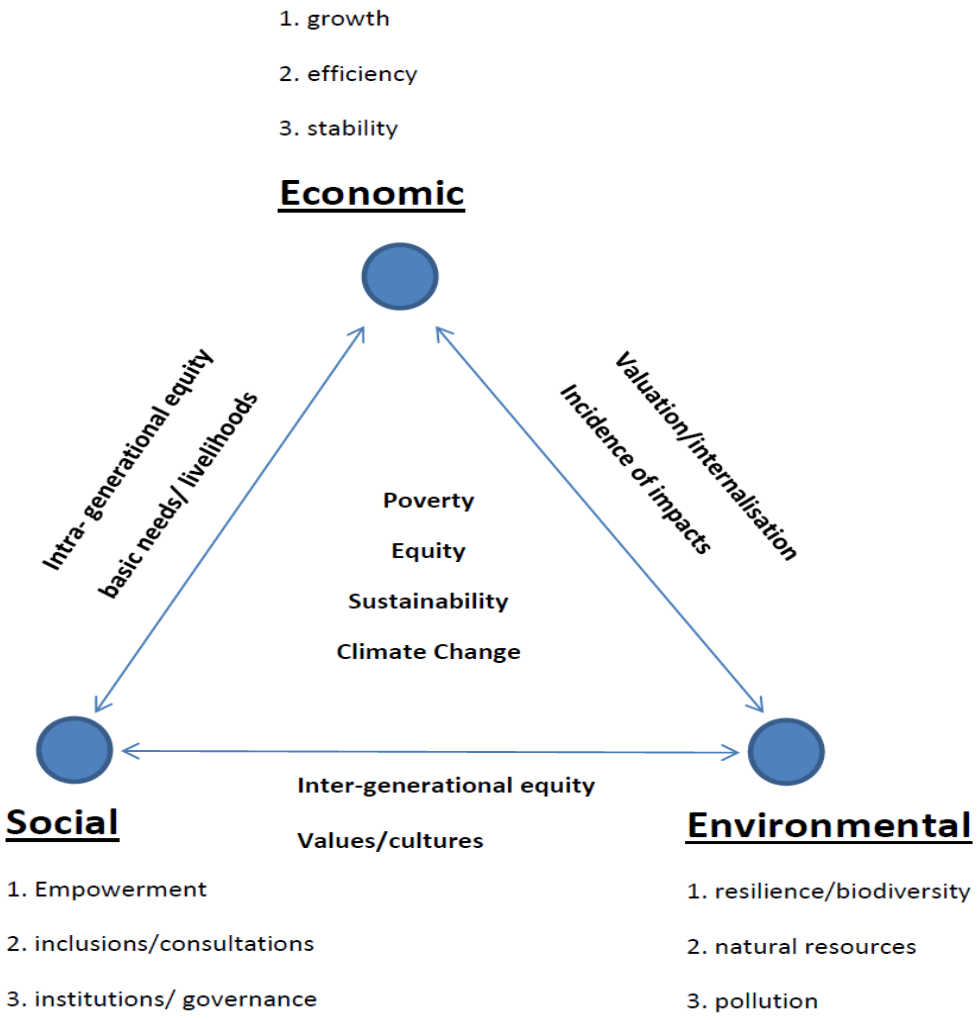
- Development policies, programmes and projects do not create new vulnerabilities
- Development policies, programmes and projects enhance the coping capacities of communities living with disaster and climate risk.

In view of the above, effective and sustainable development essentially implies risk free and safe development. This understanding in planning and implementation will ensure integrated and effective disaster risk reduction (DRR) and climate change adaptation (CCA) on the ground.

Key Concepts

Sustainable development: In order to understand the inter-relationship between disasters and development, it is important to first understand the concepts of safe and sustainable development. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The idea of sustainable development is centred on three key factors, economy, society and environment" (Munasinghe 2007).

Figure 3: Sustainable Development Triangle



Source: Munasinghe 2007

The figure above shows that how social, economic and environmental dimensions are the three key domains of development and how they interact with each other. In order to make development and its outcomes sustainable, all these dimensions have to be addressed in unison with each other. While growth is considered an important measure of development, benefits of growth do not reach everyone equally. People, particularly the poor and the marginalised, are often left out. They need to be empowered and included in the development processes.

Along with social and economic factors, environmental degradation as manifested in deforestation, loss of water sources, erosion of top soil etc increases the vulnerability of poor people and affects their lives and livelihoods adversely.

In view of the above, a sustainable development initiative is the one that empowers people, protects the environment and leads to productivity, growth and equity. Disaster risk reduction (DRR) and climate change adaptation (CCA) measures have to be in-built into the mainstream development programmes and processes on the ground.

Development Induced Vulnerability

Development projects which are poorly planned and executed without any prior consideration to DRR and CCA aspects can in some cases increase the vulnerability of people facing climate and disaster risks.

Many infrastructure projects such as construction of highways have been reported to have increased the hazard of floods in many places in Gujarat, Bihar and Odisha. Indiscriminate exploitation of ground water resources for irrigation and industrial purposes have resulted in scarcity of water and drought like conditions in many states including Andhra Pradesh, Bihar, Maharashtra, and Rajasthan.

Thus, development projects can lead to increased vulnerability in a multitude of ways. Lack of basic services such as health care and education facilities makes people vulnerable in very specific ways. A population that is under nourished and unhealthy would be likely to contract diseases in the aftermath of a hazard event much more than others. Equally non-educated people would have less hazard awareness and risk perception that would have decreased their vulnerability. Poor, as a result, usually have high vulnerability and low coping capacity.

A common example of how vulnerability can be increased through unsustainable development is that rapid urban development frequently leads to the migration of relatively low-income groups to urban areas. Due to poor land use planning, these groups construct large scale, high density settlements, which generally consist of poor quality housing with little or no infrastructure and lack of basic services including water, sanitation and health. The settlements, due to poor development planning, are frequently situated on marginal land in hazardous areas such as flood plains or earthquake faults (Stephenson & DuFrane 2002).

Disasters and Development

Disasters can provide a specific window of opportunity for all areas of development, social, economic and environmental. Although most disasters bring large scale damage and loss affecting the social, economic and environmental aspects of human life, they also offer an opportunity to engage in long term recovery and reconstruction which can help build back better. This can be done by reducing the vulnerabilities of people at risk and enhancing their coping capacities.

During the recovery and reconstruction phases that would follow a disaster, DRR strategies can be implemented where it may not have been possible or practical to do so before. Examples of implementing DRR strategies in this stage include:

- Implementation of building codes and land use regulations
- Adoption of new technologies so that new constructions are adequately disaster resistant to future events.
- Relocation of dwellings, office buildings, or infrastructure to less hazardous locations.
- Diversification of economy leading to employment generation

The reconstruction phase will be helped financially by foreign aid, insurance pay-outs, and debt relief, which would provide further incentive to re-develop the affected area in a sustainable way considering hazard assessments (Stephenson & DuFrane 2005).

Post disaster situations can also offer opportunities for social development and capacity building. In the aftermath of an event a community's perception of risk and hazard awareness is high, therefore community preparedness programs would be effective, as long as they are sustained throughout post disaster reconstruction. Opportunities will also be available to use more environment friendly building methods and construction techniques to work towards greater energy efficiency and ecological security.

Disasters and Development: issues and challenges

Some of the common challenges in linking disasters and development can be summarized as follows:

- Conceptual and perceptual issues: misguided perceptions that disasters are simply an 'act of god' and cannot be stopped are common among at-risk and affected communities. The concept that a disaster is not simply a result of a natural hazard but a complex process involving various other natural, social and economic processes needs to be acknowledged so that the link between disasters and development can be better understood.
- Incentives are stacked against DRR. It is a long-term, low-visibility process, with no guarantee of tangible rewards in the short term, either for politicians in affected countries or for donors.
- Disaster risk reduction falls into the gap between donor's humanitarian and development wings.
- Assumptions such as poverty-focused development will automatically reduce disaster risk.
- Inadequate exposure to and information on disaster issues.

What is Mainstreaming DRR?

Mainstreaming DRR means significantly expanding and enhancing DRR so that it becomes normal practice, and fully institutionalised within the national and sectoral development agenda of nations at risk from natural hazards (Trobe & Davies 2005).

Trobe & Davies (2005) outline three key purposes of mainstreaming DRR:

- To make certain that all national and sectoral development programs and projects are designed with evident consideration for potential disaster risk and to resist hazard impact
- To make certain that all national and sectoral development programs and projects do not inadvertently increase vulnerability to disaster in all sectors: social, physical, economic and environment
- To make certain that all national and sectoral development programs and projects are designed to contribute to developmental aims and to reduce future disaster risk

"Mainstreaming risk reduction should result in appropriate measures being taken to reduce disaster risk and ensure that development plans and programmes do not create new forms

of vulnerability"‖(ProVention consortium 2009). Mainstreaming is not, however, an end in itself but an approach or a means to achieve the overall objective of reducing risks to natural disaster (OSAGI 2009).

Identifying entry points in the development planning framework for mainstreaming DRR

Some of the entry points for mainstreaming DRR are:

- National flagship programmes such as MGNERGA, NRLM, IAY, NRHM, NBA, NRDWP, BRGF and other national policies and plans
- Physical framework/land use plans
- Processes related to implementation of plans; investment programming, budgeting and financing, project appraisal, implementation, monitoring and evaluation
- Project cycle of individual projects
- Environmental policies and plans
- Sectoral policies, plans and programs

Key Learning Points

1. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

2. Unsustainable development can lead to increased vulnerability in a multitude of ways.

3. Disasters can provide a specific window of opportunity for all areas of development, social, economic and environmental.

4. Mainstreaming DRR means significantly expanding and enhancing DRR so that it becomes normal practice, and fully institutionalised within the national and sectoral development agenda

LEARNING UNIT 2: ROLE OF PRIS IN IMPLEMENTATION OF DEVELOPMENT PROGRAMMES

Objectives

- Enable PRI members to identify their specific roles and functions related to implementation of development programmes at the GP level, as also the related challenges and ways of overcoming identified challenges.

- Describe the concepts, components and issues related to implementation of specific development programmes

Sessions

- Overview of Major National Development Programmes (NDPs) at the Village Level

- Role of PRIs in implementation of national development programmes (NDPs)

Estimated time: 2.5 hours

Expected Outcome

It is expected that at the end of this learning unit, the participants would have acquired an enhanced level of awareness and clarity about the roles and responsibilities of PRI members in the implementation of development programmes on the ground.

Session 2.1: Overview of Major National Development Programmes (NDPs) at the Village Level

Duration: 60 minutes

Objectives:

- Analyse the major national development programmes
- Describe the importance of these programs for the well-being of people

Methods:

- Group work and presentation
- Discussion

Materials needed

Flip charts, markers, handout

Handouts:

Handout 5: Handout 5: List of National Development Programmes (NDPs)

Session Plan

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes with a briefing about the group work to be carried out during the session.

Group Work and Presentation: List and Analyse the National Development Programmes (NDPs) (40 minutes)

This group work is designed to assess the entry behaviour of participants in terms of their familiarity with the on-going national development programmes (NDPs) and their understanding of what these programmes seek to achieve and for whom on the one hand and enhance their understanding of these programmes.

Divide the participants into groups of four or five. Ask them to list out the national development programmes (NDPs) being implemented at the Gram Panchayat (GP) level, their goal and the target audience. The participants have to discuss as to what these programmes intend to achieve and for whom. Working groups have to discuss and fill the following matrix.

National Development Programme (NDP)	**Goal**	**Target Audience**
1.		
2.		
3.		
4.		

After the group work is completed, all the working groups should be given around 5 minutes each to make their respective presentations. After all the presentations are made, invite questions on the presentations made, if any.

Discussion (10 minutes)

Have an open house discussion in the plenary.

Summing up (5 minutes)

The facilitator should wrap up the session by summarising the key learning points from the session.

Technical Notes

Introduction to National Development Programmes (NDPs)

Many national development programmes (NDPs) are launched by Government of India to improve the quality of life of people by enhancing their access to education, health, employment, housing, sanitation, infrastructure etc. These programmes are implemented both by Centre and states and focus on inclusion of the poor and the marginalised including below poverty line (BPL) households, SCs, STs, minorities and women.

Some of the major flagship programmes of the Government are National Rural Livelihoods Mission (NRLM), Indira Awas Yojana (IAY), Nirmal Bharat Abhiyan (NBA), Sarva Shiksha Abhiyan (SSA), National Rural Health Mission (NRHM), Integrated Child Development Scheme (ICDS), Mahatma Gandhi Rural Employment Guarantee Act (MGNREGA), Pradhan Mantri Gram Sadak Yojana (PMGSY).

Some of the National Development Programmes relevant to PRIs

1. ***Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)***

   This is a rural wage employment programme in India. It provides for a legal guarantee of at least 100 days of unskilled wage employment in a financial year to rural households whose adult members are willing to engage in unskilled manual work at a pre-determined minimum wage rate. The objectives of the scheme are:

   - To enhance the livelihood security of the rural poor by generating wage employment opportunities; and
   - To create a rural asset base which would enhance productive ways of employment, augment and sustain rural household income.

2. ***Indira Awas Yojana (IAY)***
   It is one of the major flagship programs of the Rural Development Ministry to construct houses for BPL households in the villages. Under the scheme, financial assistance worth Rs.70,000/- in plain areas and Rs.75,000/- in difficult areas (high land area) is provided for construction of houses. The houses are allotted in the name of the woman of the household or jointly between husband and wife. The construction of the houses is the sole responsibility of the beneficiary and engagement of contractors is strictly prohibited.

3. ***Nirmal Bharat Abhiyan (NBA)***
   Nirmal Bharat Abhiyan (NBA) is a revamped version of Government of India's Total Sanitation Campaign (TSC) launched in 1999. TSC had the objective of achieving an open defecation free (ODF) rural India by 2012 by ensuring 100% sanitation coverage and usage in the rural areas of the country. While in 2011 Government of India's online monitoring system indicated around 68% of rural sanitation coverage in the country, but Census of India 2011 data released in the same year reported less than 30% sanitation coverage in the villages of India. NBA seeks to make rural India open defecation free and fully sanitised by 2022

4. ***Prime Minister's Gram Sadak Yojana (PMGSY)***
   Pradhan Mantri Gram Sadak Yojana (PMGSY) is a centrally sponsored scheme to provide road connectivity in rural areas of the country. The programme envisages connecting all habitations with a population of 500 persons and above in plain areas and 250 persons and above in Hill States, Tribal (Schedule V) areas, the Desert Areas (as identified in Desert Development Programme) and in the Left Wing Extremism (LWE) affected / Integrated Action Plan (IAP) districts as identified by the Ministry of Home Affairs/Planning Commission.

5. ***National Rural Health Mission (NRHM)***
   National Rural Health Mission was launched by the Ministry of Health and Family Welfare, Government of India in 2005 to provide universal health care through a well- functioning health system throughout the country with special focus on eighteen states which have unsatisfactory health indicators and/or weak public health infrastructure. The NRHM aims to provide accessible, affordable, equitable and qualitative health care to rural population by rejuvenating the health delivery system.[10]

   One of the key components of the Mission is the female health activist known as Accredited Social Health Activist (ASHA). She is the interface between the community and the health facility and is the first line of assistance for any health related demand. There shall be one ASHA for every village.

   Her work includes creating awareness among the community on health and its social determinants, providing primary medical care for minor ailments and first aid for minor injuries, mobilizing the community towards local health planning, motivating women to give birth in hospitals, bringing children for immunization, assisting the Gram Panchayat in preparation of comprehensive village health plan, etc. She is paid on the basis of performance (incentive) for the task she undertakes. The success of NRHM, to a large extent, depends on the performance of ASHA

6. ***Integrated Child Development Services Scheme (ICDS)***
   ICDS is Government of India's primary social welfare scheme to tackle malnutrition and health problems in children below 6 years of age and their mothers. The target group of the programme are the girl children up to adolescence, all children below 6 years of age, and pregnant and lactating mothers. The gender promotion of the girl child by trying to bring her at par with the male child is a key component of the scheme.

7. ***Sarv Shikhsha Abhiyan (SSA)***
   SSA aims at the universalisation of elementary education in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory education to children of ages 6–14 (estimated to be 205 million in number in 2001) a fundamental right.

[10] http://arthapedia.in/index.php?title=National_Rural_Health_Mission_(NRHM)_2005-2012

SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement.

8. Mid-Day Meal Scheme

This is a multi-faceted programme that, among other things, seeks to address issues of food security, lack of nutrition and access to education on a pan nation scale. It involves provision for free lunch on working days for children in Primary and Upper Primary Classes in Government, Government Aided, Local Body, Education Guarantee Scheme (EGS) and Alternate Innovative Education (AIE) Centres, Madarsa and Maqtabs supported under Sarva Shiksha Abhiyan and National Child Labour Project (NCLP) Schools run by Ministry of Labour.

The primary objective of the scheme is to provide hot cooked meal to children of primary and upper primary classes. With other objectives of improving nutritional status of children, encouraging poor children from disadvantaged sections to attend school more regularly and help them concentrate on classroom activities, thereby increasing the enrolment, retention and attendance rates.

9. National Rural Livelihoods Mission (NRLM)

National Rural Livelihoods Mission (NRLM) was launched by the Ministry of Rural Development (MoRD), Government of India in June 2011. This scheme is focused on promoting self-employment and organization of rural poor. The basic idea behind this programme is to organize the poor into self-help groups (SHGs) and make them capable for self-employment.

NRLM has set out with an agenda to cover 7 Crore BPL households, across 600 districts, 6000 blocks, 2.5 lakh Gram Panchayats and 6 lakh villages in the country through self-managed Self Help Groups (SHGs) and federated institutions and support them for livelihoods collectives in a period of 8-10 years.

In addition, the poor would be facilitated to achieve increased access to their rights, entitlements and public services, diversified risk and better social indicators of empowerment. NRLM believes in harnessing the innate capabilities of the poor and complements them with capacities (information, knowledge, skills, tools, finance and collectivization) to participate in the growing economy of the country.[11]

Key Learning Points

1. National development programmes (NDPs) of Government of India are designed to bridge the socio-economic divide by designing interventions on education, health, employment, livelihoods, housing, sanitation, infrastructure etc.
1. The common objective of these programs is to improve the quality of life of people by enhancing their living standards and by ensuring that benefits of economic growth are widely spread out and shared by all, especially the poor and weaker sections of the society.

[11] http://aajeevika.gov.in/

Session 2.2: Role of PRIs in implementation of national development programmes (NDPs)

Duration: 90 minutes

Objectives: At the end of the session the participant will be able to:

- Describe their role in implementation of various national development programmes;
- Identify the major challenges in implementing the national development programmes;
- Describe ways of overcoming the identified challenges.

Methods:

- Group work and presentation
- Questions and Answers (Q&A)
- Discussion in the plenary
- Wrap-up presentation by the facilitator

Materials needed

Flip charts, markers

Session Plan with Facilitator Notes

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes including a briefing about the group work to follow.

Group Work (30 minutes)

The primary method for this session will be group work. Divide the participants into 4-5 groups and ask them to work on identifying and articulating the roles and functions of elected PRI members in the implementation of national development programmes at the village/panchayat level. Another part of the group work will be to identify the kind of challenges that are faced by PRIs in implementation of these programmes on the ground and the ways and means that are usually adopted or could be adopted to overcome these challenges.

Group Presentation and Discussion (30 minutes)

Ask the working groups to make their respective presentations. After all the presentations are made, throw the floor open for questions and answers followed by discussion in the plenary.

Summing Up (25 minutes)

Summarise the key learning from the session and fill the gaps in learning through a power point or flip chart based presentation. Address all the questions and doubts raised during the discussions and deliberations held earlier during the session.

Technical Notes

Introduction

National development programmes aim at making a difference in the lives of people by addressing issues such as employment, housing, health, education, water and sanitation. Over the years this understanding has developed that mere delivery of goods and services does not bring about the desired change unless people demand and value them and are actively involved in the planning and delivery of these services.

Need for direct involvement of people at the grass root level is being increasingly recognised and addressed in the programme design and delivery approaches. Keeping in view the needs and aspirations of the local people, Panchayati Raj Institutions have been involved in the programme implementation and these institutions constitute the core of decentralized development of planning and its implementations.

1. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA):

The implementation of MGNREGA largely depends on the active participation of three-tier decentralized self-governance units called Panchayat institutions. The Panchayats are required to estimate labour demand, identify works and demarcate work sites, prioritize works, prepare village/block/district level development plans in advance for the continuous and smooth planning and the execution of this wage employment programme.

The Panchayats are responsible for processing the registration of job seekers, issuance of job cards, receipts of applications for employment, allotment of jobs, identification of work sites, planning, allocation and execution of works, payment of wages and commencement of social audit, transparency and accountability check at the grass-root level.

This is one of the schemes where the Panchayats are more than instruments for implementation of the Act; they have an intrinsic value in realising the expected outcome of enhanced livelihood security for the poor. Panchayati Raj Institutions (PRIs) have been entrusted with following roles and responsibilities in the implementation of Mahatma Gandhi NREGA:

Gram Panchayat	Gram Sabha	Intermediate Panchayat	District Panchayat
• Receiving applications for registration • Verifying registration applications • Registering households • Issuing Job Cards • Receiving applications for work • Issuing dated receipts for these applications for work • Allotting work within fifteen days of submitting the application or from the date when work is sought in the case of an advance application, whichever is later, irrespective of the implementing agency • Conducting periodical surveys to assess demand for work • Identification and planning of works, developing shelf of projects including determination of the order of their priority. • This list is forwarded to Programme Officer for scrutiny and preliminary approval • Executing works that shall meet the required technical standards and measurements • Maintaining records • Maintaining account and providing utilization certificates	• It recommends works to be taken up and is the final authority to determine the order of priority in which works will be initiated under MGNREGA. • Monitor the execution of works within the Gram Panchayat. • It is the primary forum for conduct of social audits. It provides a platform to all residents to seek and obtain all relevant information from all the Implementing Agencies including Gram Panchayat in relation to Mahatma Gandhi NREGA works implemented in the Gram Panchayat area.	• Approve the Block level Plan for forwarding it to the district Panchayat at the district level for final approval; • Supervise and monitor the projects taken up at the Gram Panchayat and Block level; • Carry out such other functions as may be assigned to it by the State Council, from time to time.	• Consolidation of Annual Block Plans (within the District) into a District Plan • Adding any inter-block work that according to them will be a good source of employment • Monitoring and supervision of the MGNREG Scheme in the District • Carry out such other functions as may be assigned to it by the State Council, from time to time

in formats prescribed by Central/ State Government • Prepare annually a report containing the facts and figures and achievements relating to the implementation of the Scheme within its jurisdiction and, copy of the same to be made available to the public on demand and on payment of such fee as may be specified in the Scheme. • Awareness generation and social mobilization. • Convening the Gram Sabha for planning and social audit. • Making available all relevant documents including the Muster Rolls, bills, vouchers, measurement books, copies of sanction orders and other connected books of account and papers to the Gram Sabha for the purpose of conducting the social audit. • Monitoring implementation at the village level • Pro-actively disclosing following information: a. At worksites, details of works both completed and on-going (including wages paid and material component).			

b. At Gram Panchayat Offices and other prominent public places following information: ○ Names of persons (with Job Card numbers) who have worked, days worked and wages paid to them in the format. ○ Quantity and price of materials purchased for each project along with name of agency which supplied the material.			

2. National Rural Livelihoods Mission

In view of the eminent role of Panchayati Raj Institutions (PRIs), National Rural Livelihoods Mission advocates creation of formal mechanisms for mutually beneficial working relationship, consultations and sharing of resources between Panchayats and institutions of the poor. Under NRLM, States are required to prepare their own Action Plans for poverty reduction which, inter alia, would include the role of Local Self Government Institutions in the implementation of NRLM. Indicative activities of the involvement/engagement of Panchayati Raj Institutions (PRIs) include:

- Identifying and mobilizing Below Poverty Line (BPL) households into Self Help Groups (SHGs), with initial priority for poorest and most vulnerable amongst them;
- Facilitating Self Help Group (SHG) federation(s) at various levels and providing accommodation and other basic facilities for their effective functioning;
- Incorporating and making suitable financial allocations to the priority demands of the SHGs and their federations in the annual plans/activities of the PRIs; and
- Coordinating with different departments and agencies on behalf of the SHG network.

3. Pradhan Mantri Gram Sadak Yojana (PMGSY)

Pradhan Mantri Gram Sadak Yojana (PMGSY) envisages involving local community and Panchayati Raj Institutions (PRIs) for effective planning and implementation of rural roads. Some of the roles stipulated in the guidelines are as under:

- In order to formally involve the institution of Gram Sabha, a transect walk is to be planned which should culminate into the scheduled meeting of Gram Sabha to consider proposed alignment, land availability and to moderate any adverse social & environmental impact, eliciting necessary community participation in the programme. District Rural Road Plan (DRRP) is first prepared at the Block level and its priorities are spelt out by the District Panchayat. Based on this Plan, the Core Network for the Block is identified and then placed before Intermediate Panchayat for consideration and approval.
- The programme guidelines also provide that the State Governments may take steps to build up capacity in the District Panchayats and devolve funds and functions on these Panchayats for Zonal Maintenance of PMGSY roads after expiry of five year period of maintenance by the contractor.

Also, the State Governments have been asked to introduce a system of inviting public representatives for joint inspection of PMGSY projects. The arrangement for this purpose is as follows:-

- The Superintending Engineer concerned of the zone/region will request the Hon'ble MP and Zilla Pramukh representing that zone/region once in six months to select any PMGSY project(s) for joint inspection.
- The Executive Engineer in-charge of a division will request the MLA/Chairperson of the Intermediate Panchayat concerned once in three months for joint inspection of any PMGSY project(s) as per their choice and according to their convenience.
- Similarly, the Assistant Engineer in-charge of the sub-division will request the concerned Sarpanch of the Gram Panchayat once in two months to select any PMGSY proposal(s) for joint inspection.

4. Indira Awas Yojana

Panchayati Raj Institutions have an important role in the identification of the beneficiaries under IAY. The District Panchayat/Zilla Panchayat/District Rural Development Agencies (DRDAs) on the basis of allocations made and targets fixed shall decide the number of houses to be constructed/upgraded Panchayat-wise under IAY during a financial year.

The targets fixed shall be intimated to the Gram Panchayat concerned. Thereafter, the beneficiaries, restricting to this number, will be selected from the Permanent IAY Waitlists prepared on the basis of BPL lists in order of seniority in the list. The Gram Panchayats may draw out the shelter fewer families from the BPL list strictly in the order of ranking in the list. Selection by the Gram Sabha is final. No approval by a higher body is required. Zilla Parishads/DRDAs and Block Development Offices should, however, be sent a list of selected beneficiaries for their information. The Permanent IAY Waitlists so prepared will be displayed at a prominent place either in the Gram Panchayat office or any other suitable place in the village.

5. National Social Assistance Programme

Panchayati Raj Institutions at Panchayat and District level are involved in the implementation of the Programme. The Gram Panchayats will continue to play an active role in the identification of the beneficiaries under the Programme. Apart from the disbursal of benefits through the accounts of the beneficiary in Banks or in Post Office Savings Banks or through Postal Money Order, the assistance under the Programme may also be disbursed in public meetings such as Gram Sabha meetings in rural areas. The Panchayats are also involved in monitoring and in following up delays in sanctions and disbursement.

6. Sarva Shiksha Abhiyaan

The involvement of Panchayati Raj Institutions varies from State to State including the size, tenure as well as its pattern.

7. National Rural Health Mission[12]

The National Rural Health Mission, designed to integrate health and family welfare related interventions and address health from a holistic preventive, promotive and curative viewpoint, takes a much more significant view of PRI engagement. The fulcrum of the NRHM programme is a social activist (ASHA) at the village level, who will work with the village level resource team in providing preventive and promotive health care services. It is expected that she will be supervised and supported by the Panchayats. Thus there is opportunity for PRI involvement to address the non-technical components of health care seeking, provided all PRI representatives are exposed to a perspective building exercise on health within the framework of gender and equity.

At the village and Gram Panchayat level:

The Village Health Committee (VHC) will form the link between the Gram Panchayat and the community. The VHC would be responsible for working with the Gram Panchayat to ensure

[12] http://nrhmrajasthan.nic.in/pri&nrhm.htm

that the health plan is in harmony with the overall local plan. It is anticipated that this committee will prepare a Village Health Plan and maintain village level data, supervised by the Gram Panchayat. Engaging the Gram Sabha and other groups in planning and monitoring the Village Health Plan will presumably enforce transparency and accountability.

Under the NRHM, untied funds of Rs. 10,000 are placed with the ANM to meet unanticipated expenditures and to ensure that lack of drugs and other consumables is not an issue. An account has been opened with the Sarpanch for operationlization of the activities planned. At the sub-centre level, planning and use of these funds will be supported by the appropriate tier of the panchayat.

Block Level:

At the block level a Block Co-ordination Committee with the Block Nodal Officer /Block Panchayat President as Chairperson and the involvement of PRIs and civil society will be formed for effective functioning and convergence.

District level:

At the District level the District Health Mission will coordinate NRHM functions and are under the Zila Pramukh.

ASHA and the PRIs

The selection of ASHA is the responsibility of the Gram Panchayat where it will be finalized in a meeting of the Gram Sabha.

The success of ASHA scheme will depend on how well the scheme is implemented and monitored. It will also depend crucially on the motivational level of various functionaries and the quality of all the processes involved in implementing the scheme.

- At the village level ASHA will receive support from the women's committees (like self-help groups or women's health committees), Village Health & Sanitation Committee of the Gram Panchayat, peripheral health workers especially ANMs and Anganwadi workers, the trainers of ASHA and mainly the Panchayat members.
- At the block level, ASHA scheme will have a Block Co-ordination Committee with the Block Nodal Officer /Block Panchayat President as Chairperson and the involvement of PRIs and civil society.
- The Gram Panchayat would lead the ASHA initiative in selection of ASHA, providing regular support in undertaking many health related tasks through its statutory health committee, developing the village health plan and in the compensation incentive. All ASHAs will be in this Village Heath & Sanitation Committee of the Panchayat either as members or as special invitees

Key Learning Points

1. Panchayati Raj Institutions have a very significant role in the implementation of the national development programmes at the grass roots.
2. The national development programmes are the windows of opportunity for mainstreaming DRR in development

LEARNING UNIT 3: HAZARD RISK VULNERABILITY AND CAPACITY ASSESSMENT (HRVCA)

Objectives:

- Apply the process of participatory HRVCA in a real life situation by making the participants carry it out themselves in a village.

- Undertake the HRVCA of their local area and to develop mechanisms to update it regularly post training.

Sessions:

- HRVCA: what and why and how?
- HRVCA: in a real life situation in a village

Estimated time: 7 hours

Expected Outcome

Competence to facilitate HRVCA in a real community living with disaster and climate risk

Session 3.1: HRVCA: what and why and how?

Duration: 60 minutes

Objectives

- Define the meaning, purpose and process of HRVCA exercise
- Describe the role and importance of participatory methodology in conducting HRVCA
- Use participatory methodology for conducting HRVCA in a real village situation

Methods:

- Introductory presentation
- Group work and discussion
- Hands on HRVCA in a real life situation by working groups of participants

Materials needed

Flip charts, markers

Session Plan with Facilitator Notes

Starting the session (5 minutes)

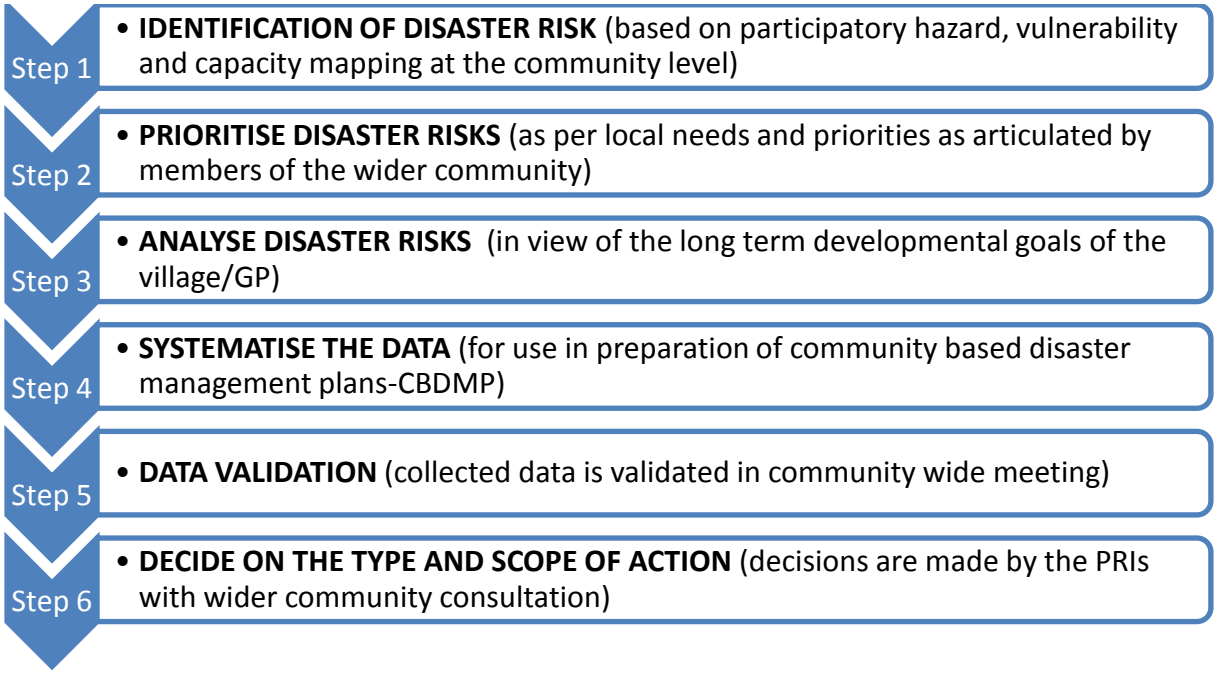
Explain the purpose of the session and its intended learning outcomes.

Introductory Presentation (10 minutes)

Provide an overview of HRVCA highlighting its aim, agenda and method. Explain how it is an integral part of DRR and CCA planning at any level and also as to how crucial it is for PRIs to use participatory approaches in order to identify the real priorities and needs of the people at the grass roots.

Discuss the various uses of HRVCA as outlined in the technical notes.

Show the major steps of the process as given in the technical notes. Go through the detailed stepwise process which is as follows:



Classroom Based Simulation Exercise (40 minutes)

This hands-on exercise will be carried out by the working groups of participants in the classroom before they leave for the field. Form 4-5 working groups of participants, ask the groups to choose one participant's village amongst their group as a case (that participant can change for each exercise).

The following three tasks could be entrusted to three different groups of participants for the simulation exercise

Task 1: Disaster History

Brief the participants of this group about the relevance and use of this tool. Now ask the participants in this group to select one participant based on whose experience the following format can be developed. They may add more information in the table shown below since it is just a suggestive format.

Disaster History: a format

Disaster	Year	Impact

Allow each team to briefly discuss the outcomes of the group work with other groups in a plenary (10 minutes)

Task 2: Hazard, Risk, Vulnerability and Capacity Assessment (HRVCA)

Explain to the participants about the relevance and use of HRVCA. Ask the participants of this group to show how they are going to carry out this exercise at the field level. Ask them to do a mock exercise within their group pretending as if they are carrying out this exercise in the real life situation in the village.

Task 3: Seasonal Calendar

Explain to the members of this group the relevance and use of a seasonal calendar. Most of the disasters that hit communities at risk at regular intervals include floods, drought, cyclone and landslides. These are seasonal and related to rainy and summer seasons. Hence, a seasonal calendar is a tool that yields the varying nature and intensity of the hazards, which are season specific.

Seasonal calendar helps systematise information on the seasonal nature of different hazards and the risk that they pose to the local communities.

Ask this working group to pool in their experiences to develop a real or imaginary seasonal calendar of hazards and risks of a real or imaginary community at risk.

Plan the field exercise (5 minutes)

When the method is finalised, the HRVCA can be conducted in the field. But in order to do advanced preparation the facilitator needs to ensure the following (all this will vary from state to state):

- Selection of the community: The selection of a community for the HRVCA exercise is based on clearly defined criteria such as:
    - The vulnerability conditions (physical, social, etc.),
    - The severity of community's risk exposure,
    - Accessibility,
    - The size of the community,
    - The frequency of disasters, etc.

Once the community is selected, it is necessary to initiate information meetings with leaders and local key players such as institution representatives to share objectives and explain the process of the HRVCA method, and to obtain their approbation, their involvement and their commitment.

A profiling of the community selected can be done beforehand by the facilitator or his team based on the secondary sources about which the participants can be briefed before they leave for the field visit.

Once the community and the method is finalised the facilitator may plan the resources and logistics based on the location of the community. The needed resources and amount of time really depends on the scope of the assessment, and the number of communities and stakeholders involved, and the amount of currently available data and information on disaster risk that can be used. Based on all the above mentioned preparation a time table can be prepared for the field work.

Technical Notes

Purpose

The purpose of Hazard, Risk, Vulnerability and Capacity Assessment (HRVCA) is to help communities at risk make risk aware choices to address vulnerabilities, mitigate hazards and prepare for response to and recovery from hazard events. This must be undertaken as an input into the preparation for the community based disaster management plan (CBDMP) at the local level.

What is HRVCA?

Hazard Risk Vulnerability and Capacity Assessment (HRVCA) is a participatory exercise to assess people's exposure to and their coping capacity to withstand the impact of natural hazards. It is an integral part of disaster preparedness and contributes to the creation of community-based disaster preparedness programmes at the rural and urban grassroots level. HRVCA helps in the following:

- identification of local priorities
- identification of appropriate action for reducing disaster risk
- inputs for the design and development of DRR and CCA sensitive development plans and programmes on the ground.

The aims of HRVCA are to:

- assess risks and hazards facing communities and the capacities they have for dealing with them;
- involve communities, local authorities and outside support organisations in the assessment of risk at the local level
- draw up action plans to prepare for and respond to the identified risks;
- identify risk reduction activities to prevent or lessen the effects of expected hazards, risks and vulnerabilities.

HRVCA is complementary to macro level risk assessment exercises carried out by national and sub-national agencies involving risk, hazard, vulnerability and capacity mapping to identify regions and zones facing different kinds of disaster and climate risks. These assessments are available in the form of Vulnerability Atlas of India and state specific vulnerability atlases as in Gujarat.

HRVCA is primarily a micro assessment exercise confined to a city, village or community. It is usually a multi-stakeholder exercise undertaken at the community level to diagnose the specific areas of risk and vulnerability and determine what action can be taken to address them. To complete the circle, what HRVCA generates at the local level can provide a valuable indication of national and sub-national vulnerabilities and capacities.

Why Use a Participatory Approach

Participation of all the key stakeholders including local governments, non-government support organisations and communities at risk is the key to effective HRVCA. Participation ensures that all the actors involved look at and engage with HRVCA as an exercise that is their own and needs to be undertaken in order to prepare sound disaster risk reduction and

climate change adaptation strategies and disaster management plans. Participation not only creates ownership, but also ensures sincere execution and use of the HRVCA exercise on the ground.

HRVCA has to be taken as a series of participatory exercises to assess the existing hazards and risks that the community is exposed to, factors making them vulnerable to those hazards and capacities within the community to deal with the identified hazards and risks. In order to do so a significant involvement of local stakeholders is required. The primary focus of the exercise is the local community at risk. In the specific context of HRVCA, local stakeholders are put at the heart of the entire disaster risk management (DRM) process and are involved at each stage of DRR planning right from assessment to design and implementation of the program in a continuum.

It is basically one of the planning tools and at the community level it emphasizes people's perception of their problems, needs and probable solutions in designing action plans. This guarantees that their real needs and resources are considered which lead to more appropriate targeting and effective reduction of vulnerability. The inclusion of local stakeholders at each stage of the process encourages ownership, acceptability and judicious use of its resources leading to higher chances of success and sustainability.

Participatory HRVCA leads to a deeper understanding of local vulnerability and to appropriate vulnerability targeting. When local stakeholders are consulted and their views considered, we aim to create a more open space for sharing information and key-decision making. This empowers and motivates them to find solutions to the problems they face and take appropriate DRR actions. They agree on what should be done to reduce their risk according to their capacities and resources, and the needed institutional or external support.

This process helps communities to:

- gather baseline information, which serves as a crucial reference for emergency needs assessments following a disaster
- better understand their environment in relation to predicted risks and hazards;
- increase awareness of their capacities to cope with risks and hazards
- reach agreement with local authorities on actions needed to prevent or reduce the potential effects of a disaster
- implement and evaluate projects in the areas of prevention, preparedness and risk reduction.

How to conduct HRVCA?

It involves an assessment of hazard, risk, vulnerability and capacity where the following main aspects to be studied are:

- Disaster risks faced and apprehended by the community,
- Capacities and resources of the community, including livelihoods systems
- Causes and consequences of the disaster risks on the livelihoods and environment,
- Adaptation and coping strategies developed by communities (preparedness, mitigation, response).

Following are the steps to undertake an HRVCA in a participatory manner

STEP 1: IDENTIFICATION OF DISASTER RISK

This process involves the following steps:

1. Focus Group Discussion

The focus group discussion (FGD) is a guided conversation in which only a few issues and questions are discussed as per a pre-decided agenda and plan. The field team defines the relevant topics first and analyses the possible relationships between these subjects and issues at stake.

Focus group discussion (FGD) can be undertaken to carry out participatory hazard, vulnerability and capacity assessment at the community level. FGDs should be conducted in small groups of 20-30 people. FGDs with women, men and children should be conducted separately to elicit varying perceptions of disaster risk across different community groups. It is important to ensure that the concerns of vulnerable groups, particularly the poor, old, sick and the challenged are adequately represented during FGDs. If required, special FGDs should be organised with the poor and disadvantaged groups separately to make the exercise of risk assessment truly inclusive.

2. Disaster History

The disaster history tool helps provide a better understanding of the most significant disaster events that have left their mark on the community's development and evolution, on the changes in their nature, intensity and behaviour. It provides a more in-depth history and community identity. It helps reveal how disasters have affected people's resources over the years and evaluate their negative effects on their lives.

Disaster History: a format

Disaster	Year	Impact

3. Hazard Mapping:

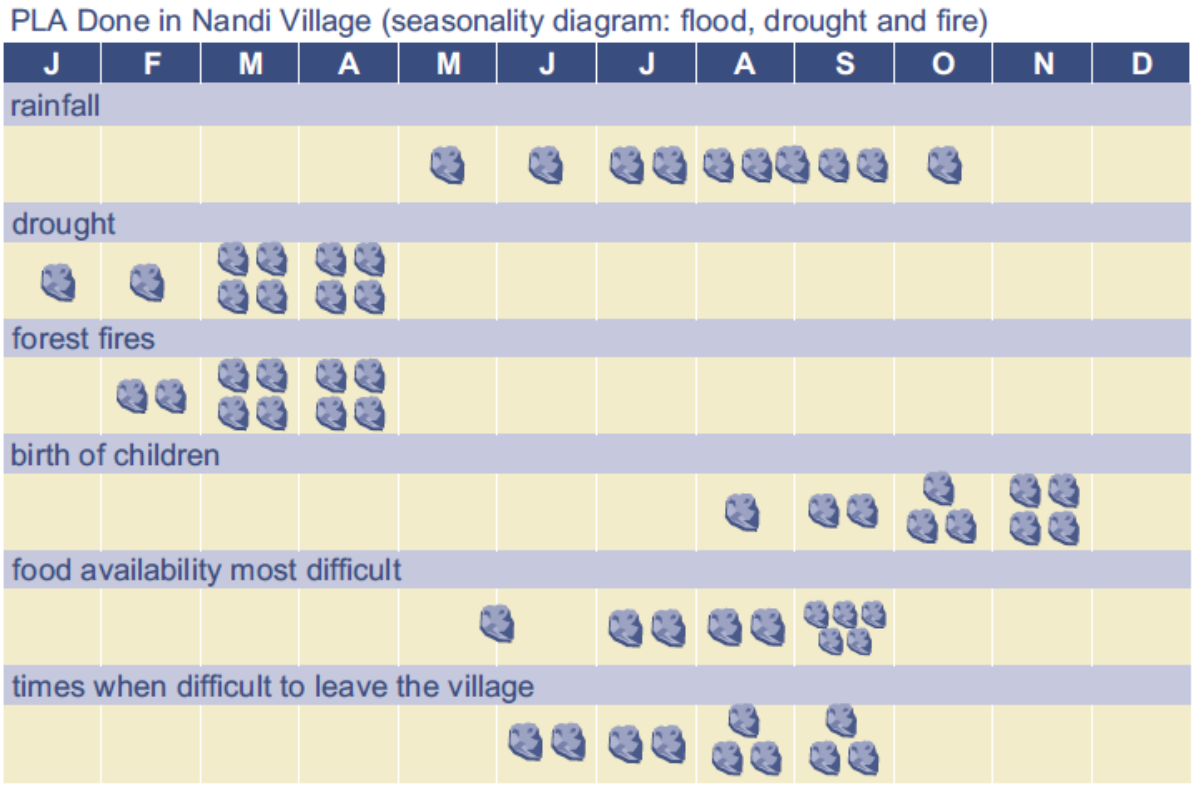
The maps are used to indicate the location of risk areas and located vulnerable groups within that. They help to understand complex relationships and allow visual comparisons of information. This tool can also provide support to identify new issues in the community such as what the community can change. Locating exposed groups facilitates the design of evacuation routes.

This shows the risks, those that pose a threat (flooding area, landslide, deforested area, submergible area by the sea, mudslide, rock fall, blocked channels, upland, etc.), those that are unpredictable or that occur after heavy rains, and those that have worsened the current situation. The risk map can also locate the most affected and the most vulnerable areas. Moreover, vulnerable sites such as homes built in the riverbed or at the bottom of a cliff need to be located.

4. Seasonal Calendar

The seasonal calendar is used to study changes in the community over a year. The seasonal calendar contains a lot of information about seasonal changes and related hazards, diseases, community events and other information related to specific months of the year. It can be used to show weather patterns such as hurricanes, floods or droughts, the social and economic conditions, public events and seasonal activities. It shows periods of stress, work, disaster, hunger, debt or vulnerability. It also identifies livelihoods and coping strategies.

Figure 4: Example of a seasonal calendar



Source: Rapid assessment conducted by Dr. Ravi Jayakaran for World vision International in Lao PDR. PRA exercise using seasonal calendar was used in Nandi village in Champasak District in Lao PDR.

STEP 2: PRIORITISE DISASTER RISKS

This process involves the following steps:

1. Disaster Risk Ranking

The aim is to know, prioritize and analyse the most significant disaster risks faced by the community, and to weigh needs and solutions for further assessment. It determines the hazards that have the most serious impact on poor people's assets, and the current coping and adaptive strategies.

2. Hazard Analysis

The aim of this process is to develop hazard specific analysis. This tool is used to support community to describe the characteristics of the major hazard that has been prioritized during the previous stage.

Suggested Format (Flood as an illustration)

The same format can be used for other hazards with some suitable modifications:

Characteristics (Flood)	**Elements**
Cause	
Warning signs	
Speed of onset	
Frequency	
Period of occurrence	

Note: This is not an exhaustive set of characteristics and more can be added depending on the area and nature of hazard

STEP 3: ANALYSE DISASTER RISKS

1. Vulnerability and Impact Analysis

It aims at defining vulnerable elements, why they are vulnerable and how they are impacted by the specific hazard.

Categories	Level of vulnerability			Underlying causes	Impact (on lives, livelihoods, property, infrastructure, basic services, assets and resources)
	High	Medium	Low		
Individual					
Community					
Infrastructure					

2. Capacity and Risk Analysis

It aims at identifying the major capacity gaps in dealing with disaster risks, particularly among vulnerable groups within the community at risk. These groups involve the poor, women and children. The needs of the old, sick and the challenged have to be mapped out and analysed separately. Capacity and risk analysis can be used to identify the disaster risk reduction (DRR) and climate change adaptation (CCA) needs at the community level, particularly in the context of the disaggregated vulnerable groups. After capacities and gaps have been listed, a risk rank is assigned to individual or households groups.

This tool also involves mapping of various resources of the community which includes health centres, schools, water points, etc. As the HRVCA goes on, the map enables the strengths and the weaknesses of the community to be visualised (resources, livelihoods, etc.).

This shows the potentialities of the community. The main features of the area are represented such as houses, fields, roads, facilities, buildings, waterways, land, forest, and other uses of space and resources of the community. A list of assets that can be mapped and be relevant for integrated programming is presented in the appendices.

	Capacities			Risk Ranking		
	Existing capacities to	Gaps	Required capacities	H	M	L

Categories	cope with hazards (before, during and after)		to cope with hazards			
Household and Individual						
Community						
Facilities and infrastructure						

3. Visioning Matrix

This exercise allows the community to envision a desired state of development, which is resistant and resilient to avoidable disaster and climate related risks. People in the community can be asked to draw a map of a disaster safe village that they would like to see. The commonly aspired situation embodying the desired change can help refine the analysis and define the potential measures that can transform weaknesses into capacities. It provides a vision of their ideally prepared and resilient community.

Risk reduction strategies	Current situation	Aspired situation (desired change)	Barriers	How to address barriers (activities)
Household/Individual				
Community				
Infrastructure/Facilities				

STEP 4: SYSTEMATISE THE DATA

1. The Key Data Record tool

It is the abstract of all information collected through the PRA tools. It is mostly based on the problem/solution tree and the HRVCA matrix. It records the main disaster risk and the appropriate measures according to the community's weaknesses and capacities. It identifies gaps in DRM strategies. It is realised by the team, and be completed and validated by the community members.

Hazard	Effects	Vulnerabilities	Capacities	Risk reduction strategies from the community

	Household/Individual			
	Community			
	Infrastructure/Facilities			

2. Venn Diagram

Objective: It provides information on the type of support that is present or that could be exploited so as to gradually expand the local capacity. It allows the stakeholders that are the most important for the community to be identified. The influential segment of the community must be included in this case. Social and organizational structures and processes create division in the community or make some groups more powerful/influential than others and their role is very crucial in implementing any intervention.

Description: The Venn diagram complements “Key data record” tool to recognise actors that may have the capacity required by the community to support the implementation of selected DRR activities. This tool helps the team identify organisations/entities that may have some significance and adequate resources that support them. Organisations may include religious institutions, schools, health centres, grassroots organizations, farmers' associations or the local authorities. Here, understanding institutional and organizational influences and recognizing issues and drivers for disaster risk are extremely important.

Suggested guiding questions:

- Which individuals, groups, organisations and institutions are involved or closely linked in addressing the type of selected disaster risk measures?
- What are their activities? What is their level of influence?
- What is their interrelationship? What are their current links with and support to the community?
- What support would they be able to provide? What is the probability of access to this support?

Facilitation tips: It is a pictorial presentation in circles. The significance of these stakeholders is reflected in the size of their circles. Trust putting a small circle very close to the community to show a relationship with the community.

STEP 5: DATA VALIDATION

Data analysis and interpretation will be comprehensive only if they are presented and validated by the larger community.

For this purpose, the collected data should be presented to the larger community for their review, reflections and decisions. This provides an opportunity to make other groups in the community aware of the views of particularly vulnerable groups. This step is crucial as it determines who can do what and when at the community level, and what cannot be done locally and what are the aspects for which communities require outside support. This should allow the community to engage itself in DRR measures according to its capacities, resources and motivations.

STEP 6: DECIDE ON THE TYPE AND SCOPE OF ACTION

Based on the data collected on the field and decision made on potential actions on DRR, community decides which DRR measures will be carried out on short-term, medium term and long term period. Information from the visioning matrix (discussed above) has to be compiled in order to have a clear DRR strategy selection matrix.

For each DRR measures selected and validated, community has to define how these activities will be implemented:

• Which resources are needed to set up activities?

• Who will be involved during the implementation?

• To what extent does the community contribute to the implementation of these measures?

• Who will be responsible to monitor and ensure the effectiveness of the activities?

1. DRR Strategy Selection Matrix

This allows the community to verify the feasibility of the selected DRR activities in order to specify what the community can and cannot do. By filling in this matrix, it is particularly important to insist on the availability of resources in the community or the need for external resources. Then the community must determine how it will use and/or acquire what it needs in terms of resources and technical support. The focus must be on measures that the community can take with little external support from the short to medium term.

Key Learning Points

1. Hazard, Risk, Vulnerability and Capacity Analysis (HRVCA) is an integral part of disaster preparedness and contributes to the creation of community-based disaster preparedness plans and programmes at the rural and urban grassroots level.

2. The purpose of HRVCA is to help a community make risk aware choices to address vulnerabilities, mitigate hazards and prepare for response to and recovery from hazard events.

3. It is one of the planning tools and at the community level it emphasizes people's perception of their problems, needs and probable solutions in designing action plans.

4. Participatory HRVCA leads to a deeper understanding of local vulnerability and to appropriate vulnerability targeting.

Session 3.2: HRVCA: in a real life situation in a village

Duration: 360 minutes (6 hours including travel to and from the village)

Objectives

- Carry out the HRVCA exercise in a real life situation with a real community in a village situation
- Have the first-hand experience of the participatory processes and challenges involved in carrying out HRVCA on the ground
- Learn as to what works and how and what does not work and why in the context of HRVCA on the ground

Methods:

- Hands on HRVCA in a real life situation by working groups of participants

Materials needed

Flip charts, markers, leaves, pebbles, seeds and cards

Field Work Plan with Facilitator Notes

It is estimated that the hands-on HRVCA exercise in a real village will take around 4 hours. Village selected should not be at a driving distance of more than an hour one way. This will help spare more time for carrying out the exercise in the selected villages.

4-6 working groups will be formed in advance before leaving for the field visit. Each working group will be given one or two tools of HRVCA such as disaster history or hazard mapping. Each group will have a team leader, observer and rapporteur, who will be selected by the group members through a consultative process.

It will be the responsibility of the team leader to make sure that all the group members work together as a team with clearly defined roles and responsibilities of each member of the group. The task of the observer cum rapporteur will be to keenly observe and record all the activities, their process and outcomes as achieved during the field exercise. This will be shared by each group in a plenary on returning from the field.

The field facilitators' main task will be to ensure that all the working groups are formed and their internal selection of the team leader, observer and others has been done with clear allocation of roles and functions within the group.

On return from the field visit, the field facilitator will also function as the main facilitator for preparation of field work reports and moderator for the presentation of these reports.

[Note: The HRVCA should be carried out keeping in mind the local context. The tools being used for assessment should be adjusted as per the state specific parameters like coast line, erosion, rain shadow zone, seismic zone and related issue etc.]

LEARNING UNIT 4: ROLE OF PRIS IN DISASTER MANAGEMENT & COMMUNITY BASED DISASTER MANAGEMENT PLANNING

Objectives

- Describe the role of PRIs during various phases of disaster management
- Explain the basic concepts, approaches and tools of community based disaster management (CBDM) planning at the village level.

Sessions

- Role of PRIs during various phases of disaster management
- Community Based Disaster Risk Management (CBDRM) Planning: What, Why and How?

Estimated time: 150 minutes

Expected Outcome

Clarity regarding PRIs' role during various phases of disaster management and competence to carry out community based disaster management planning (CBDMP).

Session 4.1: Role of PRIs during various phases of disaster management

Duration: 60 minutes

Objectives: At the end of the session participants will be able to:

- Describe the role of PRIs in various phases of disaster management.
- Conduct community based disaster management planning

Methods:

- Experience sharing by the participants
- Group work: reflection and discussion
- Summing up

Materials needed

Flip charts, markers

Session Plan with Facilitation Notes

Introduction (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes.

Experience Sharing (20 minutes)

Ask the participants to share their experience of different phases of disaster management, particularly in terms of the role of PRIs. Write out the key points from the experiences shared on the white board or flip chart. Group the points culled out from experiences shared into some key categories to highlight the key issues and challenges involved.

It is envisaged that this experience sharing will highlight a range of ideas and yield valuable insights into decentralised management of different phases of the disaster management at the village level.

Group Work (30 minutes)

Distribute one chart paper to each participant and ask each one of them to reflect on their work experience during disasters and write down their 5-10 major responsibilities that they would have undertaken during the pre-disaster, disaster and post disaster phases.

Give each participant 3-5 minutes of time to share their work with other participants.

The methodology of this group work is reflection on experience sharing. On the basis of the experiences shared by the participants during this session, identify the critical roles and functions of PRIs during different phases and stages of the disaster management cycle.

Summarise the key learning from the session. (5 minutes)

Technical Notes

Introduction

PRIs, as institutions of local self-government, are mandated to steer the process of development at the local level. Disaster risk reduction (DRR) and climate change adaptation (CCA) approaches need to be built into development planning and process at the local level. This involves varying sets of responsibilities for PRIs across different phases and stages of the disaster management cycle. Lack of adequate PRI participation from the very outset may hamper the process of effective disaster management on the ground.

In general, if the local bodies like Panchayats are not consulted for preparedness-planning, relief and rehabilitation work, it leads to absence of transparency and accountability in the mitigation efforts. The whole approach towards rehabilitation work may end up being 'top down' in nature. As the relief and restoration efforts involve substantial amount of investment in terms of time, effort and money, they need to be planned and carried out properly and efficiently at the Panchayat level.

Activities like distributing immediate relief in the form of money, food grains, medical care, cloths, tents, vessels, drinking water and other necessities, activities of restoration, rehabilitation and reconstruction efforts of damaged villages and towns can be implemented better with the involvement of local bodies

The 73rd Constitution Amendment (1992) heralded a new phase in the country's quest for a democratic decentralized set-up; more so, in matters pertaining to devolution of powers, functions, functionaries and finances. One of the objectives of Panchayati Raj (PR) is to promote popular participation through an institutional framework. The article 243(G) of the Constitution visualises Panchayats as institutions of self-government. It subjects the extent of devolution and powers and functions to the will of the state legislatures. It also outlines the role of Panchayats in respect of development planning and implementation of programs of economic development and social justice. A comprehensive list covering 29 subjects which are mostly related to development has also been provided in the Eleventh Schedule to the constitution.

An effective decentralisation initiative lies in adequate devolution of powers, functions, personnel and finances to the local bodies, which have yet to make significant progress. Disaster functions of restoration, rehabilitation and reconstruction need to be integrated within mainstream development activities. In view of this, there is a need to involve local bodies in disaster management.

There are great variations in terms of the state of development of PRI institutions across different states in India. While PRI institutions are fairly strong and well established in states like Gujarat, Himachal Pradesh, Kerala, Karnataka and West Bengal in India, they have yet to have the requisite capacity and resources in states like Andhra Pradesh, Assam, Bihar,

Jharkhand, and Odisha. Hence, different states have to have different strategies for strengthening PRIs for mainstreaming DRR and CCA in development planning on the ground.

Role of PRIs

The PRI members can play a role of leadership in disaster management across all the phases of the disaster management cycle. Right from the preparatory stage up to the handling of the long term development activities for risk reduction, PRIs can lead in several ways. A broad outline may include activities in different phases of disaster management:

PRE-DISASTER

It is one of the most crucial phases, which determines the course of action for the other phases. In a way it can be said that the amount of work done in this is inversely proportional to the volume of work done in rest of the phases and so goes true with the investment also with certain exceptions, of course. A huge number of activities fall under this phase and some of the key ones are:

- Organising awareness campaign and promoting community education on disaster preparedness.
- Articulation of community need for developing preparedness plan through community involvement and Panchayat ownership.
- Identifying the resource gaps both physical and manpower and addressing them through capacity building.
- Establishing synergy with local agencies including NGOs/ CBOs.
- Dovetailing risk reduction into various development programs of national and state governments.
- Encouraging people to insure assets and livestock.
- Establishing convergence with local institutional structures created for implementing education, health, livelihood, and social justice and so on.
- Activating the DM Plans with the participation of the community.
- Formation of task forces and their capacity building.

DURING DISASTER

- Arranging emergency communication through available resources.
- Evacuation to temporary shelter and running relief camps.
- Supplementing rescue and relief efforts in coordinating different agencies.
- Monitoring of relief distribution.
- Safe disposal of carcass and arranging safe drinking water and sanitation.

This is basically the response phase which can be divided into two parts:

Early Warning	**Post Warning**
This phase begins with early warning system. In cases where the disasters are predictable, such as drought, floods and cyclone, as soon as there is indication of the on-set of a disaster, early warning is issued to keep people alert. The warnings continue till the actual impact. The interval at which warnings are issued depends on the type of the disaster. In the case of drought, the intervals for warning could be a week to a month but for floods and cyclones, it could be just every half-an-hour. Other activities at this phase include preparation for evacuation, arrangements for food and drinking water, medical support and other basic needs and operationalizing all communication and warning systems.	This is perhaps the most crucial phase and needs high alertness. The earlier preparedness helps a lot during this phase in reducing risk and damage and taking mitigation actions. This includes activities like control room management, shelter management, inter-agency coordination, search, rescue and medical aid, public health measures, sanitation and hygiene, damage assessment, relief distribution, disposal of carcass and mobilization of resources and their optimal utilization.

POST DISASTER

- Damage assessment particularly assisting in identifying victims for compensation and its distribution.
- Formulating rehabilitation and reconstruction plan of houses and other local infrastructures.
- Enforce minimum specification for safe reconstruction.
- Supervise and monitor long term reconstruction and mitigation projects.

This phase majorly includes restoration and rehabilitation activities. Some of the specific activities are outlined below:

- Provision of temporary shelters for those who have lost their houses completely, till construction of permanent housing is completed.
- Providing minimum household utility goods for all those who lost everything.
- Provision of food and clothing.
- Making alternate arrangements for drinking water if the existing facility has been completely damaged.

- Restoration of road, transport, electricity and communication (where minor repairs are needed and temporary arrangements in the case of those need reconstruction, which takes long time).
- Salvaging the losses incurred due to damage to the crops and plantations.
- Arrangements for distribution of seeds, fertilizers and other inputs in initiating the process of agricultural activities.
- De-silting of agricultural fields, irrigation tanks, canals etc.
- Restoration of health and educational facilities, if the damage is repairable or making temporary alternative arrangements.
- Distribution of ex-gratia for the dead and compensation for the losses

Key Learning Points

1. PRIs, as institutions of local self-government, are mandated to steer the process of development at the local level.

2. The PRI members can play the lead role in disaster management across all the phases of the disaster management cycle at the community level.

3. Lack of adequate PRI participation from the very outset may hamper the process of effective disaster management on the ground.

Session 4.2: Community Based Disaster Risk Management (CBDRM) Planning: What, Why and How?

Duration: 90 minutes

Objectives:

- Describe the basic principles and processes of CBDMP
- Describe the need of community involvement in doing disaster management planning.
- CBDRM/CBDM planning on the basis of HRVCA data and results

Methods:

- Interactive lecture presentation
- Group work
- Presentation and discussion in the plenary
- Summing up

Materials needed

Flip charts, markers

Session Plan with Facilitation Notes

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes.

Interactive Lecture Presentation (20 minutes)

Begin by asking the participants if they have heard of community based disaster management or/and disaster risk management planning: and if yes, what do they know about it. Ask those who know to share. If no one has heard of this, begin with the concept of planning and how it is important that those who are supposed to be implementing the plan are engaged in the planning process as well.

As communities at risk are the first responders in a disaster situation, it is important that they have a plan of their own to reduce their disaster risk and be better prepared to handle a disaster situation if it strikes them. This underlines the need for having a community based disaster risk management plan (CBDRMP) or community based disaster management plan (CBDMP).

Both CBDRMP and CBDMP are essentially the same, though there is a slight difference in terms of focus. While the focus of CBDRMP is largely on risk management, CBDMP focuses on all stages of disaster management cycle. Basic principles and processes remain the same in both.

Make a presentation on basic principles and processes of CBDRMP/CBDMP. Follow it up with a brief question and answer session.

Group Work (30 minutes)

This group work is designed to engage the participants in hands on exercise of developing a community based disaster risk management (CBDRM)/community based disaster management (CBDM) plan. Make 4-5 groups of participants with 4-5 members in each group and ask them to develop a CBDRM/CBDM plan using the HRVCA data collected during the field work the previous day.

The plan to be prepared must include the following:

Community Based Disaster Risk Management Plan: An indicative outline

Name of the Habitation
Name of the village
Name of the GP
Name of the Block
Name of the District
Name of the State

Major hazards	1	2	3	4
Major risk	1	2	3	4
Major vulnerability	1	2	3	4
Major capacity	1	2	3	4
Mitigation measures	1	2	3	4
Action plan				
Time line				
Budget				

The items listed in the table are indicative: the participants will be free to come up with their own list of what all needs to be included in the plan and in what sequence and form.

Presentation and Discussion in the Plenary (30 minutes)

After all the groups have prepared their plans, request them to present it in the plenary. After all the plans are presented, have a discussion on the relative strengths and weaknesses of different plans presented.

Summarise the key learning from the session (5 minutes)

Technical Notes

Introduction

Disaster by its very definition is an event that is beyond the normal coping capacity of the community to handle. Disasters impact on the lives, livelihoods, infrastructure, property, assets and resources of a community adversely. Community is invariably the first responder in any disaster event. Hence, the preparedness of the community to deal with a disaster related emergency is of critical importance. But preparedness is not enough, the underlying sources of risk would need to be identified and addressed. This will require a risk reduction and mitigation approach to disaster management planning at the community level.

Risks have to be identified and community action to reduce them has to be agreed as a part of the planning process. Results of HRVCA will be a major input in the exercise. Community preparedness is basically the advance capacity of a community to respond to the consequences of an adverse event by having plans in place so that people know what to do and where to go if a warning is issued or a hazard is observed. This result can be achieved through the development of community based disaster management or disaster risk management plans, in which communities establish plans, enhance communications, and heighten awareness of the entire community both about risk mitigation and improved preparedness. This can increase resilience to a range of hazards including earthquakes, cyclones, landslides, floods and drought.

Community based disaster risk management (CBDRM) and Community based disaster management planning (CBDMP) approach is people and development oriented. It views disasters as a question of people's vulnerability and capacity. It empowers people to address the root causes of vulnerabilities by transforming social, economic and political structures that generate inequality and underdevelopment (Shaw and Kenji 2004). CBDRM and CBDMP approach covers prevention and mitigation, preparedness, emergency response and recovery.

Need for Community Involvement

Active community involvement is the key to finding long term sustainable solutions. Reasons for making the planning for disaster management community based are as follow:

- Communities are in the best position to identify their own risks and their sources.
- Active community involvement results in ownership of the plans and processes
- Ownership ensures long term sustainability of processes and their outcomes.

Unless the disaster risk management efforts are sustainable at individual and community level, it would be difficult to reduce the aggregate vulnerability and losses of a community at risk. It is therefore important to involve people in decision making on policies and strategies that should be followed for their development in the community.

While it is not possible to reach every individual to develop his/ her capacity to counter the disasters, it is possible to approach the groups, formal or informal, to achieve the task of creating awareness and developing minimum capacity to withstand the disaster related risk

and actual damage and losses when the disaster strikes. In other words, the community based disaster management has to start at community level through the groups of people to reach out to each individual and household in the community. The first response to the natural hazards comes from immediate neighbourhood and spreads into many settlements in the community; while the government and other organizations take some time to reach them.

All communities and villages have some vitally important assets to deal with disasters. These may include knowledge of disaster warning signs, locally safe and vulnerable areas, experience of past disasters, methods of survival and social relations that are often vitally important in coping with crisis.

The PRIs through the institution of Gram Sabha and Village Committee on Disaster Management, CBOs and other players in the field can establish active links with the community on disaster management related matters and facilitate and regulate the activities of the community based disaster preparedness. The PRIs can act as catalyst to social mobilization process and tap the traditional wisdom of the local communities to complement the modern practices in disaster mitigation efforts. There could be committees on disaster management activities at various levels of PRIs. The District Planning Committee and the Disaster Management Committee of the district can integrate the development plan with the Disaster Management plan.

The process of preparation of CBDM plans through a participatory process, institutionalisation of risk management as well as linking it to the overall developmental planning process could be ensured only with capacity enhancement of the stakeholders.

Simultaneously, there is a need to create large- scale awareness about various options of development processes, which reduces risks. These cannot be a one-time activity. In order to ensure ownership by the community and to ensure reflection of local conditions and sensitiveness, preparation of CBDRM/CBDMP will have to be through a participatory approach. Community based organizations and the NGOs who have been working with communities are to be identified to facilitate a PRA exercise. The process of community based disaster management planning has following major steps:

- Awareness Campaign
- Training of Gram Panchayat / Block Members
- Identification of Village Volunteers and Training
- Training of PRl Members
- Sensitization Meetings at Village and Community Level
- Specialized Training of DMTs
- Women’s Participation in Community Based Disaster Preparedness

Community Based Disaster Management Planning: How?

This stage is linked with the HRVCA session in the previous Learning Unit as the data collected through participatory techniques for HRVCA forms the basis for this planning.

Based on that data decisions are made on potential actions on DRR, also the community decides which DRR measures will be carried out over short-term, medium term and long term planning. Information from the various exercises has to be compiled in order to have a clear DRR strategy.

In order to develop a sound DRR strategy, the following questions need to be answered:

- What are the major disaster and climate risk factors identified?
- What needs to be done to mitigate the identified disaster and climate risks?
- What are the resources required to undertake agreed activities?
- Who will be the key actors involved in the implementation process?
- To what extent will the community contribute to the implementation of these measures?
- Who will be responsible to monitor and ensure the effective implementation of the activities?

DM Strategy Selection Matrix

The community should verify the feasibility of the selected DRR activities in order to specify what the community can and cannot do.

This exercise can be done in a matrix form where it is particularly important to insist on the availability of resources in the community or the need for external resources. Then the community must determine how it will use and/or acquire what it needs in terms of resources and technical support. The focus must be on measures that the community can take with little external support over short to medium term.

Community Action Plan (CAP)

The community action plan will be the disaster management statement of the community and the proposed action in need for support to improve this statement.

This will include the following key components:

- Clear objectives and strategies
- Clear link to reducing the risk of a priority hazard
- Wide-ranging community benefits
- Substantial and broad community participation
- Precise input of local knowledge and resources
- Clear community project leadership and management
- A commitment to account, monitor and evaluate, and report on the project

- Outcomes that will be sustained after the end of the project
- Indicators for success
- A clear implementation plan
- A realistic budget and resource list that includes the community's input

Community Action Plan anticipates the sequence of roles and activities so as to facilitate the monitoring of the activities.

Monitoring and Evaluation of the Plan

The plan should be reviewed and updated every three or six months so as to measure the progress on agreed action, the engagement of stakeholders, the changes in the environment and the evolution of disaster risks, vulnerabilities and coping strategies. The community itself shall monitor the plan.

A participatory approach to monitoring and evaluation of the plan will help to compare the initial situation and the current situation, identify problems and corrective measures when necessary, prioritize allocation of resources, analyse the factors of successes and failures, inform high level authorities or other concerned agencies and demonstrate accountability.

The monitoring and evaluation will help the community answer the following questions:

- Are we making satisfactory progress towards our goal (reducing risk, building resilience)?
- Should we change our strategy or our activities?
- Should we reassess our objectives?

Key Learning Points

- Active community involvement is the key to finding long term sustainable solutions
- All communities and villages have some vitally important assets to deal with disasters.
- The PRIs can act as catalyst to social mobilization process and tap the traditional wisdom of the local communities to complement the modern practices in disaster mitigation efforts.
- The process of preparation of CBDM plans through a participatory process, institutionalisation of risk management as well as linking it to the overall developmental planning process could be ensured only with capacity enhancement of the stakeholders.

LEARNING UNIT 5: FORMULATION OF DRAFT ACTION PLAN FOR MAINSTREAMING DRR/CCA INTO IMPLEMENTATION OF DEVELOPMENT PROGRAMMES AT THE GP LEVEL

Objective:

- Formulate an action plan for mainstreaming DRR into implementation of development programmes at the GP level.

Session:

- Formulation of draft action plan for mainstreaming DRR/CCA into development programmes at the GP level

Estimated time: 90 minutes

Expected Outcome

Draft Action Plans for mainstreaming DRR/CCA into implementation of development programmes at the GP level are prepared.

Session 5.1: Formulation of Draft Action Plan for Mainstreaming DRR/CCA in Development Programmes at the GP level

Duration: 90 minutes

Objectives:

- Formulate action plan for mainstreaming DRR in various development programs being implemented at the GP level with active community involvement using participatory approaches

Methods:

- Group work
- Presentation and discussion in the plenary
- Closing remarks

Materials needed

Flip charts, markers

Session Plan with Facilitation Notes

Introduction (5 minutes)

Explain the purpose and process of the session and its intended learning outcome including a briefing about the group work to follow.

Group Work (40 minutes)

This group exercise is intended to help participants formulate an action plan for mainstreaming DRR/CCA in the implementation of development programmes at the community level. Learning Units on hazard, risk, vulnerability and capacity (HRVCA) and community based disaster risk management (CBDRM) planning have already been covered where participants have carried out HRVCA in a real life community situation on the ground.

The purpose of this exercise is to identify specific instruments and incentives for mainstreaming DRR/CCA in the implementation of development programmes on the ground and to build them into some kind of a generic action plan, which with suitable modifications, could be adapted to a specific community context.

Action plan must contain the following:

- activities to be undertaken and their timeline
- roles and responsibilities of different stakeholders such as PRIs, disaster management task forces, if formed, and community groups such as SHGs
- budget for the activities proposed and their sources

It will be desirable to have some monitoring indicators for tracking the progress of the mainstreaming program proposed within the implementation strategy.

Presentation and Discussion in the Plenary (30 minutes)

Prepared action plans are presented by the working groups in the plenary. This is followed up by a question and answer session and discussion in the plenary.

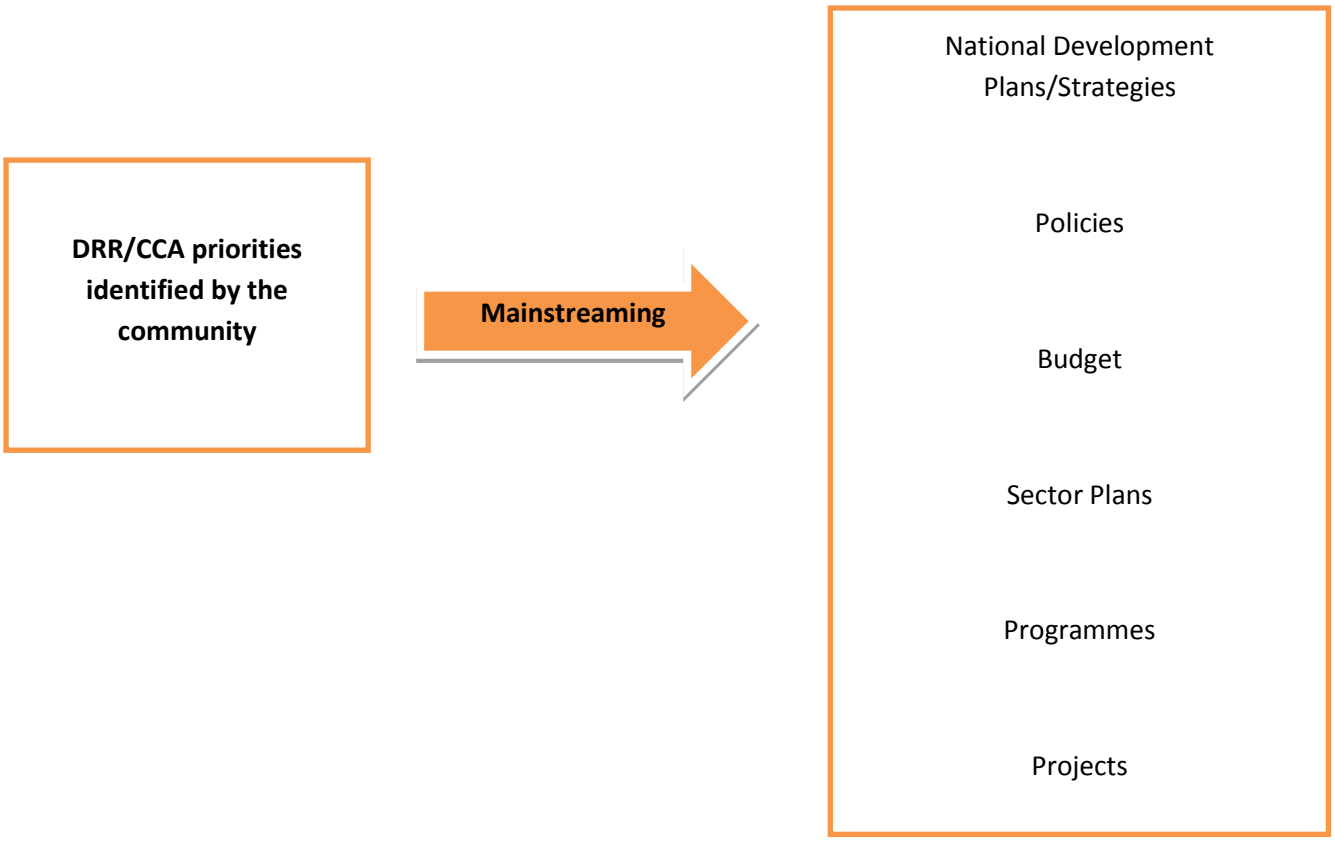
Closing Remarks (15 minutes)

As this would be the last session of the base sub- module, the facilitator would need to sum up the key learning of the base sub-module and its subsequent use and application by the trained master resource persons. As this will also be the precursor to the training of trainer (TOT) sub-module of this module, the issue of adapting the base sub-module for further training would also need to be covered in the closing remarks.

Technical Notes

Introduction

Planning for mainstreaming is complex and challenging, as it involves multiple sectors, stakeholders and actors. DRR and CCA priorities as identified by the communities would need to be appropriately built into the action plan prepared. These identified priorities would need to be mainstreamed into policies, plans, programs and budget allocations therein.



Steps for Mainstreaming

1. Awareness generation: It is the first and foremost step to the mainstreaming process as it brings all the stakeholders on the same page. It amplifies the interest of the key stakeholders involved and makes them the participants of the process rather than just audience.

However, awareness-raising must be tackled via the development of a solid, rigorous body of evidence on:

- Hazard mapping and physical exposure.
- Disaster damage and losses.
- Socio-economic impact of disasters at national and community levels and their relevance to the sustainable development agenda.
- Scope for enhanced resilience.

2. Analysing risk in the plan/program context

Planning process and adopted implementation strategies must reflect an informed understanding of the identified risks and their mitigation measures. Risk assessment results and the available risk information and awareness have to be effectively integrated into the execution of development plans and programs.

People at risk have to be involved in the planning and implementation processes as disaster managers and not as recipients of development aid and benefits. PRIs and their elected members have to anchor the responsibility of mainstreaming DRR into development planning and administration at the local level.

While addressing the issue of disaster risk reduction, one key consideration is to look at how the disaster risks impact on the socio-economic vulnerabilities of the areas or elements at risk, or how the risks affect specific vulnerable sectors and population groups (e.g., the poor, the elderly, women and children).

3. Identifying DRR Measures

The next step is to identify the corresponding DRR measures or intervention approach or option in order to treat or control the disaster risks.

It has to be noted that DRR is wide-ranging, and there is potential of mainstreaming it in every development sector. Depending on the types of risks, one can provide for a range of options to respond to such risks. The choice of DRR measure or approach to adopt will depend on the decision-making process of the region. The selected DRR measure or approach shall be the result of a participative process involving all stakeholders particularly the communities and people that are affected by the risks and are going to contribute to the eventual implementation of the DRR measure.

LEARNING UNIT 6: SYSTEMATIC APPROACH TO TRAINING (SAT)

Objective (s)

The objective of this Learning Unit is to equip the participants with basic knowledge and skills about the key issues to be addressed in the course of designing a training intervention/programme

This Learning Unit has four sessions:

- Session 1: Systematic Approach to Training (SAT) and Assessing Training Needs
- Session 2: Defining Training Aim and Objectives
- Session 3: Deciding the content, methodology and resource persons
- Session 4: Deciding the monitoring and evaluation indicators and processes

Estimated time: 6 hours

Expected Outcome

Participants are able to effectively adapt the base sub module of this training module for training resource persons or organising direct training programmes.

Session 6.1: Systematic Approach to Training (SAT) and Assessing Training Needs

Duration: 90 minutes (1.5 minutes)

Objectives

At the end of the session participants will be able to:

- Explain the systematic approach to training (SAT)
- Articulate the relevance of training needs assessment
- Undertake training needs assessment exercise

Methods

- Brainstorming
- Group work
- Presentation and discussion in the plenary

Materials needed

Flip charts, markers, hand outs

Handouts:

Handout 6: Systematic Approach to training

Handout 7: Capacity Needs and Training Needs Assessment

Session Plan and Facilitator Notes

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes including a brief overview of the overall flow of the session.

Brainstorming (40 minutes)

Initiate a quick brainstorming on capacity needs in general and training needs in particular. Ask them to give some examples of both capacity and training needs.

Make a free list of all the examples shared by the participants by recording them on a flip chart with the help of volunteers from among the participants. Get all the points grouped in three categories of knowledge, skills and attitude.

Conclude the brainstorming by highlighting the notion of gap in current and desired levels of knowledge, skills and attitude to undertake a task and achieve a pre-specified goal. It is important to underline that training gaps and needs are a sub-set of larger capacity gaps that a target group may be having.

Group work (40 minutes)

Distribute cards to all the participants and request them to write about their experience and learning related to assessing training needs, if any, or their ideas about training needs assessment as a trainer. Ask them to write it out in bullet points than sentences. Give 10 minutes for this individual exercise.

After the card exercise is done by the participants, ask them to share it in the plenary. Wrap this up in 10 minutes by inviting those who want to share. Ask each of the willing ones to share ideas which are not shared by others. If more people want to share than can be accommodated in 10 minutes, ask them to paste all the cards on the wall for everyone to see and discuss. Cards will have to be placed in knowledge, skills and attitude (KSA) categories as would have emerged during initial few sharings.

Summing up (5 minutes)

Summarise the key learning points from the session.

Technical Notes

Training needs are a sub-set of larger capacity needs. Training needs are essentially learning needs that can be addressed through a training intervention. Training works on knowledge, skills and attitude of people that form a part of the human capacity. Other dimensions of capacity include infrastructure, policy, institutions, strategy, structure and culture, which often call for non-training solutions to capacity gaps related to these dimensions.

It is universally agreed that an effective training intervention has to be based on identified training needs. It is also recognised that participatory assessment involving active participation of those whose needs are being identified is crucial to a fair assessment of the training needs. As training is a time and cost intensive activity, identified needs have to be prioritised in order to make sure that training targets only most important and relevant needs so as to achieve maximum focus and impact.

Moreover, training needs have to be identified and articulated in view of the assigned roles and responsibilities of the functionaries whose needs are being identified. It is quite likely that roles of some functionaries are not clearly defined and communicated and what they do in their work situation is largely determined by established norms, conventions and practices. In a situation like this these norms and practices have to be mapped out in order to identify the capacity gap areas in general and training needs in particular.

As training needs relate to knowledge, skills and attitude, identified training needs have to be grouped in these three categories. This helps in firming up the overall orientation of the training program. While there are usually inputs related to all the three categories of knowledge, skills and attitude in a training program, one of them or a couple of them could constitute the focus of the training to be imparted.

Training needs often help determine the training objectives, but the reverse could also be true in certain cases. It is possible that training objectives are defined in advance and needs assessment exercise is carried out in view of certain pre-agreed objectives.

Training needs could be prioritised in the following manner:

Table 4: Format for Prioritisation of Training Needs

Capacity Need	Training Need	Knowledge	Skill	Attitude
Example: Lack of informed participatory planning	How to facilitate participatory planning	Basic principles and processes of participatory planning	How to use available methods and tools to engage in participatory planning	Making the planning process participatory and community led

Key Learning Points

1. Training needs are a sub-set of larger capacity needs.
2. Effective training intervention has to be based on identified training needs.
3. Training needs have to be identified and articulated in view of the assigned roles and responsibilities of the functionaries whose needs are being identified.
4. Training needs often help determine the training objectives

Session 6.2: Defining Training Aim and Objectives

Duration: 90 minutes

Objectives: At the end of the session participants will be able to:

- Articulate the role and relevance of defining training aim and objectives
- Define training aim and objectives of the adapted base sub module for resource persons and direct training programmes.

Methods:

- Individual exercise
- Group work
- Interactive Lecture Presentation and discussion in the plenary
- Summing up

Materials needed

Flip charts, markers, hand outs

Handouts:

Handout 8: Training/Behavioural Objectives: Verbs to Describe Complexity Of Behaviour

Session Plan with Facilitator Notes

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes.

Individual exercise (20 minutes)

Distribute flash cards to all the participants and ask them to write out the aim and objectives of the base sub module that they attended over last four days. Ask them to read it out to the entire group and post the written cards on the space provided for the purpose.

Group work (30 minutes)

Ask the working groups of the needs assessment exercise to define the training aim and objectives in the light of identified training needs in the previous sessions. Underline that aim and objectives have to be SMART meaning: specific, measurable, attainable, realistic and time bound

Share the design of the base sub module of this training module and ask them to critically examine the aim and objectives of the base sub module that they have received over last 4 days in the light of their own immediate experience as a participant. Ask them to share their ideas and insights in the plenary.

Presentation and discussion in the plenary (30 minutes)

Ask all the working groups to make their respective presentations in the plenary. Follow it up with an open house discussion on the subject.

Summarise the key learning (5 minutes)

Technical Notes

Defining training aim and objectives is the key to a sound training design and its subsequent delivery strategy. Aim refers to the overall goal that a training intervention seeks to achieve. Objectives are more specific outputs and outcomes that are sought to be achieved through a training exercise. Clarity in objectives helps in doing a smart and sharp training design. Objectives have to be SMART; meaning specific, measurable, attainable, realistic and time bound.

Training needs identified in terms of specific gaps in knowledge, skills and attitude form the basis for different types of training objectives. Objectives have to be written in terms of expected action outcomes that a training intervention is intended to lead to. Thus, training objectives are often written in terms of what the trained person would be able to do at the end of the training program.

In the process of finalising the aim and objectives of a training programme, the following three types of objectives have to be defined:

Training objectives (TOs): TOs refer to the immediate outcomes of a training programme that can be ascertained at the end of the programme evaluation using structured or semi-structured questionnaire and feedback forms.

Performance objectives (POs): POs refer to the visible change in the work behaviour of the trained personnel in her/his real work environment, following training. This can be found out through qualitative investigation methods such as interviews and discussions after some lapse of time post training, preferably during a period of 6-12 months after training.

Enabling objectives (EOs): EOs refer to the specific expected outcomes of different sessions across different modules, learning units or events. These can be verified through formal or informal feedback sessions at the end of each session. Feedback forms could also be used to assess whether enabling objectives of a particular session are achieved.

It is important to understand that defining different kinds of objectives at the very outset can help the trainers and facilitators maintain the focus and orientation of the training programme in the right direction. This is also of great help in selecting the right resource persons for different sessions and in choosing the appropriate training method for different topics and themes.

Key Learning Points

1. Defining training aim and objectives is the key to a sound training design and its subsequent delivery strategy.

2. Objectives have to be written in terms of expected action outcomes that a training intervention is intended to lead to.

3. Defining the different kinds of objectives at the very outset can help the trainers and facilitators maintain the focus and orientation of the training programme

Session6.3: Deciding the content, methodology and resource persons

Duration: 90 minutes (1.5 hours)

Objectives: At the end of the session participants will be able to

- Decide the content, methodology and resource persons for the training programs

` **Methods:**

- Group work
- Presentation and discussion in the plenary
- Summing up

Materials needed

Flip charts, markers,

Session Plan with Facilitation Notes

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes.

Group work (40 minutes)

Ask the working groups to re-assemble to decide on the content, methodology and resource persons. Based on the training needs identified and the aim and objectives of the training programme agreed, the working groups will be required to list out the topics and themes that are proposed to be covered during the training programme.

Methods have to be decided on the basis of the principles of adult learning as applied to specific themes and contexts. Methods such as brainstorming, experience sharing, group work, presentation and discussion, case studies and good and best practices provide a lot of room for participatory and interactive learning.

Selection of resource persons should be not on the basis of who is available, but on the basis of the experience and expertise required to do justice to the chosen topics and themes in terms of inducing the desired learning.

Presentation and discussion in the plenary (40 minutes)

Ask the working groups to make their respective presentations in the plenary. Follow it up with an open house discussion to sharpen the understanding on the ways to decide on the contents, methods and resource persons.

Summing up (5 minutes)

Summarise the key learning from the session.

Technical Notes

Agreed objectives of the training dictate the content and methodology to be adopted to deliver the content. Content is basically the themes and topics related to the chosen subject matter.

As adults learn more from experience, content has to be delivered using methods of experiential learning. This could involve brainstorming, experience sharing, exploratory discussions, case studies, and role plays.

Resource persons need to be selected on the basis of two key criteria: one, their domain knowledge and expertise; two, their training and facilitation skills.

Key Learning Points

1. Methodology of the training should be decided on the basis of the principles of adult learning as applied to specific themes and contexts.

2. Selection of resource persons should be not on the basis of who is available, but on the basis of the experience and expertise required to do justice to the chosen topics and themes in terms of inducing the desired learning.

Session 6.4: Deciding the monitoring and evaluation indicators and processes

Duration: 90 minutes

Session Objectives: At the end of the session participants will be able to:

- Articulate the relevance of developing monitoring and evaluation indicators
- Develop monitoring and evaluation indicators on their own.

Methods:

- Interactive Lecture Presentation
- Group work
- Presentation and discussion in the plenary
- Summing up

Materials needed

Flip charts, markers

Session Plan

Starting the Session (5 min)

Explain the purpose and process of the session and its intended learning outcomes.

Interactive Lecture Presentation (25 min)

One way to begin this is to initiate a discussion on the role of monitoring and evaluation indicators in assessing the efficacy of the training interventions designed and delivered.

Indicators, as objectively verifiable measures of change, can tell about the changes taking place as a result of the training imparted. Sharper the indicator, sharper will be the understanding of the changes taking place.

A good indicator is the one that can capture a lot of qualitative information and feedback within a single measurable change. For example, 'the number of participants that have been able to successfully adapt and deliver the base sub module for training resource persons' contains the following qualitative information:

- Capacity of the participants in terms of their knowledge and skills to design and deliver training programme has increased.
- Understanding of the participants on DRR/CCA mainstreaming issues and challenges is of an advanced level.
- Participants are keen to volunteer their time and effort to organise downstream training programmes as proposed and planned

Differences between monitoring and learning indicators have to be highlighted and explained.

Group work (30 min)

Ask the working groups to develop a set of monitoring and learning indicators for the adapted base sub module.

Presentation and discussion in the plenary (25 min)

Ask the working groups to make their respective presentations in the plenary. Follow it up with an open house discussion to sharpen the understanding of the key points involved.

Summing up (5 min)

Summarise the key learning from the session

Technical Notes

Monitoring and evaluation are often the weakest links in most of the training interventions. It is generally hard to know the outcomes of a training program other than the ones focussed on some specific skill building involving motor skills such as cooking and driving.

It is important to have a robust monitoring and evaluation system in place in order to track the efficacy of the training intervention being designed and delivered. This helps ensure the effectiveness of the training both in terms of the quality of process and outcomes achieved.

Indicators are objectively verifiable measures of change. These indicators are generally related to processes, inputs, outputs, outcomes, and impact. Monitoring as a concurrent exercise in learning during the life cycle of an intervention is generally about process, input and output indicators. Evaluation which is a periodic (mid-term, end term and post intervention) exercise in learning about an intervention requires outcome and impact indicators.

Indicators have to be SMART meaning: specific, measurable, attainable, realistic and time bound

Identification of these indicators in advance and their use and application to generate the required data has to be built in into the training design and delivery.

Key Learning Points

1. Monitoring and evaluation need to be built into training intervention in order to make them more effective.
2. Indicators for monitoring and evaluation are objectively verifiable measures of change
3. Indicators may relate to processes, inputs, outputs, outcomes and impact.
4. Indicators have to be specific, measurable, attainable, realistic and time bound.

LEARNING UNIT 7: LEARNING AND FACILITATION SKILLS

Objectives

The objective of this Learning Unit is to equip the participants with basic learning and facilitation skills that help the trainers conduct training/learning sessions with efficiency and effectiveness.

Sessions

- Art of facilitation I
- Art of facilitation II
- Sharing, Listening and Learning
- Learning to listen and listening to learn

Estimated time: 5 hours

Expected outcome

Participants are able to practice learning and facilitation skills effectively.

Session 7.1: Art of Facilitation I

Duration: 90 minutes (1.5 hours)

Objectives:

- Articulate the importance of understanding self and others for effective facilitation
- Articulate ways to promote trust and sharing between the participants and the facilitator
- Use active listening as a key facilitation strategy

Methods:

- Individual exercise
- Group work
- Presentation and discussion in the plenary
- Summing up

Materials needed

Flip charts, markers, hand outs

Handouts:

Handout 9: Johari Window

Handout 10: Stephen Covey's seven habits of highly effective people

Session Plan with Facilitation Skills

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes.

Individual exercise (20 minutes)

The individual exercise is designed to trigger experiential learning about the concepts of self, self-image and self-esteem. Distribute cards to participants and ask each participant to write one sentence about herself/himself (that s/he thinks describes her/him the best) on the card provided for the purpose. Invite those willing to share with others in the plenary.

What they share would mostly be about what they think who they are. Idea and description of who they are is their self-image. How they feel about themselves constitutes their self-esteem. High self-esteem means that the person generally feels good about oneself and others. Low self-esteem means that the person generally does not feel so good about oneself and others. Having high self-esteem is a primary pre-condition for being an effective trainer and facilitator. A person with low self-esteem is bound to be a poor facilitator.

After this individual exercise, as a part of the summing up, the facilitator should present the Johari Window to explain the ways to understand oneself and develop a critical awareness about oneself as a person and facilitator.

Group work (30 minutes)

The group work is designed to promote an experiential learning about the ways to work on sharpening one's facilitation skills. Ask people to engage in a group discussion within their respective groups about the skills and attitude of an effective trainer and facilitator for presentations in the plenary.

Presentations and Discussion in the plenary (30 minutes)

Ask the working groups to make their respective presentations in the plenary. Follow it up with an open house discussion.

Summing up (5 minutes)

Summarise the key learning from the session and present the key points from Stephen Covey's seven habits of highly effective people, which can help enhance the facilitation orientation and skills of the participants.

Technical Notes

Having an intuitive and fair understanding of self and others is the key to the art of facilitation. Understanding self involves an awareness of one's own strengths and weaknesses, hopes and fears, and values, assumptions, needs and interests (VANI). Understanding others is being aware of their values, attitudes, needs and expectations (VANE).

Johari Window and Seven Habits of Highly Effective People will constitute the core of this session and will aim at creating an enhanced awareness of one's self and others among the participants.

An improved understanding of the self and others forms the basis for a relationship of trust and sharing between the facilitator and the learner.

Listening is the basic skill required for understanding self and others on the one hand and for promoting trust and sharing on the other. Listening has to be active and empathetic and not passive and sympathetic. Active listening means listening with an active interest in learning and empathetic listening means listening from the point of view of the speaker and not the listener's. Active listening includes sympathetic learning, but is not limited to it, as it goes beyond it in terms of its focus on active learning.

Key Learning Points

1. Knowing self and others is the key to being an effective facilitator.
2. An improved understanding of the self and others forms the basis for a relationship of trust and sharing between the facilitator and the learner.
3. Listening is the basic skill required for understanding self and others on the one hand for promoting trust and sharing on the other.
4. 'Learning to listen and listening to learn' is the hallmark of an effective facilitator

Session 7.2: Art of Facilitation II

Duration: 90 minutes

Objectives:

- Handle questions
- manage expectations
- manage conflicts
- nurture the eco-system of learning

Methods:

- Interactive Lecture Presentation
- Role Play

Materials needed

Flip charts, markers

Session Plan

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes.

Interactive Lecture Presentation (20 minutes)

Begin the presentation with a set of key questions by way of illustration**.** Illustrative questions should be able to demonstrate how questions are the key to learning. Hence, raising and handling questions is the most critical activity in the process of learning and facilitation of learning.

After the art of asking and answering questions is covered, the facilitator should move on to the knowledge and skills related to managing expectations and conflicts.

The presentation should end with pointers for nurturing the eco-system of learning as a part of the art of facilitation.

Role Play (60 minutes)

This role play aims at promoting experiential learning on the art of handling questions, and managing expectations and conflicts. In order to ensure maximum participation, this could be organised as two or more different role plays.

Divide the group of participants into facilitators, learners, observes. Ask the facilitator group of 2-3 members to plan a session on a theme of their choice. Brief the group of learners to ask difficult questions, express high expectations from the session and voice conflicting opinions and views on the theme chosen. Group observers are briefed about observing the entire process carefully and document it without any bias and with total objectivity and fairness.

At the end of the role play/s, ask the observer group to share their observations in the plenary. Ask the other groups to respond, ask questions and offer clarifications.

Summing up (5 minutes)

Summarise the key learning from the session.

Technical Notes

Questions are the key to learning. They are the basic tools of inquiry to generate learning in any field. Hence, it is important to encourage the participants to ask questions and respond to those questions with honesty and understanding. Questions are generally of the following four types:

- Questions for seeking information or/and clarification
- Questions for showing that one knows more than others
- Questions for simply asking questions, in other words for registering one's presence
- Questions for making a serious inquiry and learning

Handling questions in a manner that maximises learning for all is a key facilitation skill. This involves appreciating the true nature and intent of the question being asked to begin with. Questions can be answered immediately or later at the end of the session as decided by the facilitator with or without consultation with the participants as required.

All questions need not be answered by the facilitator. It is a good strategy to ask other participants if they would like to respond to the questions posed by someone from amongst them. Many a time the questions will satisfactorily get answered by someone from among the participants themselves. This not only promotes participation and interactive learning, but provides more opportunity to the facilitator to understand the gaps in learning and address them effectively without being didactic.

Managing expectations is an aspect that is often missed out by the facilitators. Expectations need to be managed in time and well, as unmet expectations can hamper and block learning. Hence, it is important to identify and address expectations of the participant's right at the outset of the training program. Expectations of the participants could be vast and varied and it may not be possible to meet all the expectations given the scope and design of the training program. It is good to tell the participants upfront about what part of their expectations are going to be addressed during the program and how and what part of the expectations are not going to be addressed and why not.

Conflicts of ideas, views and interests are bound to crop up during different training sessions, especially when the participants are coming from a diverse background with diverse needs and interests. Managing conflicts well and in time is crucial to creating a healthy eco-system of learning. Conflicts in themselves are not necessarily unhealthy. They are often opportunities for new and unintended learning, as they help surface varying perceptions, perspectives, ideas, views and opinions on theme/s under discussion. Hence, conflicts can also be seen and approached as opportunities for learning and change.

All the preceding topics related to handling questions and managing expectations and conflicts will logically lead to the closing topic of nurturing the eco-system of learning. Major success of the trainer/facilitator lies in creating a favourable climate for learning for all the participants. This can be achieved only by making everyone feel that they are active participants in and contributors to the process of learning.

Key Learning Points

1. Questions are the key to learning. They are the basic tools of inquiry to generate learning in any field. Hence, it is important to encourage the participants to ask questions and respond to those questions with honesty and understanding.

2. Handling questions in a manner that maximises learning for all is a key facilitation skill. This involves appreciating the true nature and intent of the question being asked to begin with.

3. Managing expectations is an aspect that is often missed out by the facilitators. Expectations need to be managed in time and well, as unmet expectations can hamper and block learning.

4. Managing conflicts well and in time is crucial to creating a healthy eco-system of learning.

5. Major success of the trainer/facilitator lies in creating a favourable climate for learning for all the participants.

Session 7.3: Sharing, Listening and Learning

Duration: 60 minutes (1 hour)

Objective(s):

- create a learning event and environment open to sharing, listening and learning

Methods:

- Experience sharing
- Group exercise
- Summing up
- Interactive Lecture presentation

Materials needed

Flip charts, markers

Session Plan with Facilitation Notes

Starting the Session (5 minutes)

Explain the purpose and process of the session and its intended learning outcomes.

Experience sharing (20 minutes)

Ask the working groups to share their experiences as a trainer and facilitator in the past including what they learnt from those experiences and how they applied that learning in their subsequent training and facilitation work.

Draw the major learning from these experiences and highlight the amount and quality of learning that have taken place as a result of this sharing.

Discuss the role of listening in this sharing and learning and highlight the role of active listening as the most significant facilitation skill.

Group exercise (20 minutes)

Ask for 5 volunteers from among the participants. Ask 4 of the 5 volunteers to go out of the training hall and wait for their names to be called. After they have left the hall, tell a message of 3-4 sentences to the only remaining volunteer in the training hall.

This could be as follows: 'Tomorrow there is a solar eclipse. All of you are requested to assemble in the parade ground to witness this rare phenomenon. In case it rains, we will meet in the auditorium where an eminent scientist will give us a lecture presentation on the subject.'

Invite one of the 4 volunteers into the hall and ask the first one to tell him the message that you have told her/him. In the next round, the second volunteer will pass on the received message to the third volunteer. This will go on till the 5th volunteer has shared the received message with the entire group.

This group exercise invariably results in the last message delivered to be very different from the original message shared. This results in experiential learning about how we all listen selectively and establishes the need to work on learning so as to engage in active and maximum listening.

Interactive Lecture Presentation (15 minutes)

Present the role of sharing in learning and the role of active listening in learning as a key feature of the art of facilitation. Summarise the key learning from the session

Technical Notes

Training professionals entails a situation of adult learning. Adults learn through experience and their learning is determined by the nature of their values, attitudes, needs and interests (VANI). Experience sharing offers an opportunity for the participants to look at and examine their experience with the intention to learn from it. A structured and well facilitated experience sharing session can result in a lot of significant and practical learning.

Listening without judging and interpreting promotes learning. It is important for the facilitator and learner to recognise that it is in their mutual benefit not to judge each other and be open to learning from each other's experiences.

Experience sharing and learning accompanied with critical reflection is expected to result in learning about new ideas and insights that can help achieve not only the enabling objectives of different sessions during the training program but also the training and performance objectives of different Learning Units and the overall training program.

Major responsibility of the facilitator is to create a learning event and environment. Each session has to be designed and delivered as a veritable learning event for all concerned. A learning environment is an essential attribute of a learning event and refers to an environment where everyone is willing to share their experiences, engage in a critical reflection in the light of new information, ideas and insights and learn from each other in an atmosphere of mutual trust, respect and understanding. Creating this kind of an environment at the very outset and maintaining it throughout the duration of the training event is essential for the success of the training program.

Key Learning Points

- Adults learn through experience and their learning is determined by the nature of their values, attitudes, needs and interests (VANI).
- Listening without judging and interpreting promotes learning. It is important for the facilitator and learner to recognise that it is in their mutual benefit not to judge each other and be open to learning from each other's experiences.
- Experience sharing and learning accompanied with critical reflection is expected to result in learning about new ideas and insights that can help achieve not only the enabling objectives of different sessions during the training program but also the training and performance objectives of different Learning Units and the overall training program.
- Major responsibility of the facilitator is to create a learning event and environment. A learning environment is an essential attribute of a learning event and refers to an environment where everyone is willing to share their experiences, engage in a critical reflection in the light of new information, ideas and insights and learn from each other in an atmosphere of mutual trust, respect and understanding.

Session 7.4: Learning to listen and listening to learn

Duration: 60 minutes **(**1 hour)

Objectives:

- Articulate the importance of receiving and giving feedback; consolidating learning;

Methods:

- Interactive Learning Presentation
- Role play
- Summing up

Materials needed

Flip charts, markers

Session Plan with Facilitator Notes

Introduction (5 minutes)

Explain the purpose and process of this session and its intended learning outcomes.

Interactive Lecture Presentation (15 minutes)

The facilitator should present the conceptual framework underlying different learning styles of adults and their relative merits and limitations. It will be good to administer individual and group exercises that can bring this out at an experiential level in the following session.

As adults learn through observation, reflection and action and are trained to talk more than listen, this often comes as a handicap in the process of effective facilitation. Encourage the participants to ask questions and share their experiences related to gaps in listening leading to disruption or/and distortion in inter-personal communication.

Role play (20 minutes)

Ask a couple of volunteers from among the participants to organise impromptu sessions on training themes of her/his choice. Keep the session by the volunteers of not more than 10 minutes with additional 5 minutes for preparation.

After the session by the volunteers, ask other participants to share what they listened to and what they have learnt from the session.

Consolidation of learning (20 minutes)

This will be the final wrap-up session organised at the end of the TOT sub module, which also happens to be the end of the training module. This must summarise all the key learning from the entire module.

Technical Notes

Listening is caring and learning to listen is learning to care. Listening takes place not only at the level of words, but also and more so at the level of feelings and emotions. Values, attitudes, needs and expectations (VANE) of participants with varied and diverse backgrounds is also a major determinant in how one listens and with what effect.

Learning is expanding the boundaries of knowledge and understanding. Listening to learn is to look for information, ideas and insights that can help expand the boundaries of knowledge and understanding. This requires appropriate orientation and training.

Most of the conventional training on communication focuses on talking than listening. This session seeks to underline the seminal significance of listening in communication and learning.

Receiving and giving feedback is an important site and occasion for listening and learning. Everyone likes good feedback and dislikes bad feedback. This is a part of human nature. People like to hear good and not bad things about themselves. But those who want to learn for making improvements in their work behaviour have to learn the art of receiving and giving feedback.

While giving feedback is a lot easier, receiving feedback calls for openness and a willingness to learn about one's own gaps and weaknesses. The best way to give feedback is to share good and encouraging feedback first. Feedback that points to gaps and shortcomings should be presented in the form of suggestions for improvement in order to make them less offensive and relatively more user friendly. Receiving both positive and negative feedback calls for a lot of trust, understanding, and courage. While it is important to receive positive feedback with humility, it is all the more important to receive negative feedback with openness and willingness to learn from others about one's own weaknesses in order to make efforts to remove them for improved performance and results.

It is the primary responsibility of the facilitator to consolidate learning at the end of each specific session, Learning Unit and event in order to make sure that all the agreed enabling, training and performance objectives are being achieved as intended.

Key Learning Points

1. Listening is caring and learning to listen is learning to care.
2. Learning is expanding the boundaries of knowledge and understanding. Listening to learn is to look for information, ideas and insights that can help expand the boundaries of knowledge and understanding.
3. Receiving and giving feedback is an important site and occasion for listening and learning.

Annexure 1: Evaluation Forms

Evaluation Form for Sessions:

Please indicate your level of agreement with the statements listed below:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
The Objectives of the session were clearly defined.				
Topics covered were relevant to me.				
The content was organized and easy.				
The materials distributed were helpful.				
Instructions were clear and understandable.				
The presentation was effective.				

1. What did you learn during this session that you anticipate using in your work?

2. Was there anything you did not understand during this session? Please provide specific examples.

3. Please provide feedback for the trainer.

Evaluation Form for Module:

Please indicate your level of agreement with the statements listed below:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I was personally interested in taking this training.				
I had the necessary prerequisite knowledge for completing this training.				
Training was relevant to my needs.				
The time allotted for each session and whole training was sufficient.				

1) How will this training benefit you at your workplace?

2) Things that you learned from this training are

3) How do you rate the training overall?

- Excellent
- Good
- Average
- Poor

4) What aspects of the training could be improved?

Annexure 2: Handouts

Handout 1: Basic terms of disaster risk reduction (DRR), UNISDR (2009)

Acceptable risk: The level of potential losses that a society or community considers acceptable given existing social, economic, political, cultural, technical and environmental conditions.

Adaptation: The adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.

Biological hazard: Process or phenomenon of organic origin or conveyed by biological vectors, including exposure to pathogenic micro-organisms, toxins and bioactive substances that may cause loss of life, injury, illness or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Building code: A set of ordinances or regulations and associated standards intended to control aspects of the design, construction, materials, alteration and occupancy of structures that are necessary to ensure human safety and welfare, including resistance to collapse and damage.

Capacity: The combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals.

Capacity Development: The process by which people, organizations and society systematically stimulate and develop their capacities over time to achieve social and economic goals, including through improvement of knowledge, skills, systems, and institutions.

Climate change: (a) The Inter-governmental Panel on Climate Change (IPCC) defines climate change as: —a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties, and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forcing or to persistent anthropogenic changes in the composition of the atmosphere or in land use‖.

(b) The United Nations Framework Convention on Climate Change (UNFCCC) defines climate change as —a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.

Contingency planning: A management process that analyses specific potential events or emerging situations that might threaten society or the environment and establishes

arrangements in advance to enable timely, effective and appropriate responses to such events and situations.

Coping capacity: The ability of people, organizations and systems, using available skills and resources, to face and manage adverse conditions, emergencies or disasters.

Critical facilities: The primary physical structures, technical facilities and systems which are socially, economically or operationally essential to the functioning of a society or community, both in routine circumstances and in the extreme circumstances of an emergency.

Disaster A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

Disaster risk: The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period.

Disaster risk management: The systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster.

Disaster risk reduction: The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

Early warning system: The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss.

Ecosystem services: The benefits that people and communities obtain from ecosystems.

El Niño-Southern Oscillation phenomenon: A complex interaction of the tropical Pacific Ocean and the global atmosphere that results in irregularly occurring episodes of changed ocean and weather patterns in many parts of the world, often with significant impacts over many months, such as altered marine habitats, rainfall changes, floods, droughts, and changes in storm patterns.

Emergency management: The organization and management of resources and responsibilities for addressing all aspects of emergencies, in particular preparedness, response and initial recovery steps.

Emergency services: The set of specialized agencies that have specific responsibilities and objectives in serving and protecting people and property in emergency situations.

Environmental degradation: The reduction of the capacity of the environment to meet social and ecological objectives and needs.

Environmental impact assessment: Process by which the environmental consequences of a proposed project or programme are evaluated, undertaken as an integral part of planning and decision-making processes with a view to limiting or reducing the adverse impacts of the project or programme.

Exposure People, property, systems, or other elements present in hazard zones that are thereby subject to potential losses.

Forecast Definite statement or statistical estimate of the likely occurrence of a future event or conditions for a specific area.

Geological hazard: Geological process or phenomenon that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Greenhouse gases: Gaseous constituents of the atmosphere, both natural and anthropogenic, that absorb and emit radiation of thermal infrared radiation emitted by the Earth‘s surface, the atmosphere itself, and by clouds.

Hazard: A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Hydro meteorological hazard: Process or phenomenon of atmospheric, hydrological or oceanographic nature that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Land-use planning: The process undertaken by public authorities to identify, evaluate and decide on different options for the use of land, including consideration of long term economic, social and environmental objectives and the implications for different communities and interest groups, and the subsequent formulation and promulgation of plans that describe the permitted or acceptable uses.

Mitigation: The lessening or limitation of the adverse impacts of hazards and related disasters.

National platform for disaster risk reduction: A generic term for national mechanisms for coordination and policy guidance on disaster risk reduction that are multi-sectoral and inter-

disciplinary in nature, with public, private and civil society participation involving all concerned entities within a country.

Natural hazard: Natural process or phenomenon that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Preparedness: The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.

Prevention The outright avoidance of adverse impacts of hazards and related disasters.

Public awareness The extent of common knowledge about disaster risks, the factors that lead to disasters and the actions that can be taken individually and collectively to reduce exposure and vulnerability to hazards.

Recovery: The restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.

Residual risk: The risk that remains in unmanaged form, even when effective disaster risk reduction measures are in place, and for which emergency response and recovery capacities must be maintained.

Resilience: The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

Response: The provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduces health impacts, ensures public safety and meet the basic subsistence needs of the people affected.

Retrofitting: Reinforcement or upgrading of existing structures to become more resistant and resilient to the damaging effects of hazards.

Risk: The combination of the probability of an event and its negative consequences.

Risk assessment: A methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend.

Risk management The systematic approach and practice of managing uncertainty to minimize

potential harm and loss.

Risk transfer The process of formally or informally shifting the financial consequences of particular risks from one party to another whereby a household, community, enterprise or state authority will obtain resources from the other party after a disaster occurs, in exchange for ongoing or compensatory social or financial benefits provided to that other party.

Socio-natural hazard: The phenomenon of increased occurrence of certain geophysical and hydro meteorological hazard events, such as landslides, flooding, land subsidence and drought that arise from the interaction of natural hazards with overexploited or degraded land and environmental resources.

Structural measures: Any physical construction to reduce or avoid possible impacts of hazards, or application of engineering techniques to achieve hazard-resistance and resilience in structures or systems;

Non-structural measures: Any measure not involving physical construction that uses knowledge, practice or agreement to reduce risks and impacts, in particular through policies and laws, public awareness raising, training and education.

Sustainable development: Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Technological hazard: A hazard originating from technological or industrial conditions, including
accidents, dangerous procedures, infrastructure failures or specific human activities, that may cause loss of life, injury, illness or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Vulnerability: The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

Handout 2: Hyogo Framework for Action

Hyogo Framework for Action

The Hyogo Framework for Action has five priorities for action:

1. Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation.
2. Identify, assess and monitor disaster risks and enhance early warning.
3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels.
4. Reduce the underlying risk factors.

5. Strengthen disaster preparedness for effective response at all levels.

Source: UNISDR (2005) Hyogo Framework for Action 2005-2015: Building the Resilience Of Nations and Communities to Disasters.

Handout 3: DRR and CCA: Differences and Signs of Convergence

Differences		Signs of Convergence
DRR	**CCA**	
Relevant to all hazard Types	Relevant to climate-related Hazards	N/A
Origin and culture in humanitarian assistance following a disaster event.	Origin and culture in scientific theory	CCA specialists now being recruited from engineering, watsan, agriculture. Health and DRR sectors
Most concerned with the present – i.e. addressing existing risks	Most concerned with the future – i.e. addressing uncertainty/new risks	DRR increasingly forward-looking. Existing climate variability is an entry point for CCA
Historical perspective	Future perspective	As above
Traditional/indigenous knowledge at community level is a basis for resilience.	Traditional/indigenous knowledge at community level may be insufficient for resilience against types and scales of risk yet to be experienced.	Examples where integration of scientific knowledge and traditional knowledge for DRR provides learning opportunities.
Structural measures designed for safety levels modelled on current and historical evidence.	Structural measures designed for safety levels modelled on current and historical evidence and predicted changes	DRR increasingly forward-looking.
Traditional focus on vulnerability reduction	Traditional focus on physical exposure	N/A
Community-based process stemming from experience	Community-based process stemming from policy agenda	N/A
Practical application at local level	Theoretical application at local level	CCA gaining experience through practical local application
Full range of established and developing tools	Limited range of tools under development	None, except increasing recognition that more adaptation tools are needed
Incremental development	New and emerging agenda	N/A
Political and widespread recognition often quite	Political and widespread recognition increasingly	Political and widespread recognition increasingly

weak	strong	strong
Funding streams ad hoc and insufficient	Funding streams sizeable and increasing	DRR community engaging in CCA funding mechanisms.

Source: http://web.mit.edu/jcarmin/Public/For%20Nina/Mercer-DRR-CC-Reinventing%20the%20Wheel.pdf

Handout 4: Community Led Disaster Management in Nepal

Community led disaster management in Nepal

The village of Kathar in the Chitwan district of Nepal has experienced devastating flash floods in recent years. These recurring floods are largely as a result of degradation of the surrounding forest area combined with the overgrazing of cattle. As part of a pilot project launched in 2001, to try and link disasters to development in Nepal, a mitigation strategy was formed which focused on biological management strategies.

These strategies included large scale vegetation plantation, protection of degraded forest and proper drainage of excess run-off water. The community experienced significant success in the following flood events, during which the hamlets below the well protected forest were completely safe from flood waters whereas, the hamlets below the degraded forest where destroyed.

This inspired the villagers' to undertake fencing. Plantation increased as well as a zero grazing policy was enforced to protect the plantation. Within six months the forest had good vegetation cover, so much so that the community decided to sell amounts of the abundant grasses and used the money to buy animals for milk production. In this case increased resources helped the community to purchase more milk animals, and generate enough milk to sell it to the local dairy outlets.

Development continues within the community with plans to install bio-gas plants in every house for cooking meals, a process that would reduce the workload for women and improve their respiratory health. Community has also constructed picnic areas in the protected forest which is flourishing and attracting people. Picnic areas are spots of tourist attraction where people come to spend their weekend holidays. Further income has been generated because people have to pay a fee to use the created facility.

(Thapa 2002)

Handout 5: List of National Development Programmes (NDPs)

1. ***Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)***
   This is a rural wage employment programme in India. It provides for a legal guarantee of at least 100 days of unskilled wage employment in a financial year to rural households whose adult members are willing to engage in unskilled manual work at a pre-determined minimum wage rate. The objectives of the scheme are:
   a. To enhance the livelihood security of the rural poor by generating wage employment opportunities; and
   b. To create a rural asset base which would enhance productive ways of employment, augment and sustain rural household income.

2. Indira Awas Yojana (IAY)

a. It is one of the major flagship programs of the Rural Development Ministry to construct houses for BPL households in the villages. Under the scheme, financial assistance worth Rs.70,000/- in plain areas and Rs.75,000/- in difficult areas (high land area) is provided for construction of houses. The houses are allotted in the name of the woman of the household or jointly between husband and wife. The construction of the houses is the sole responsibility of the beneficiary and engagement of contractors is strictly prohibited.

3. Nirmal Bharat Abhiyan (NBA)

a. Nirmal Bharat Abhiyan (NBA) is a revamped version of Government of India's Total Sanitation Campaign (TSC) launched in 1999. TSC had the objective of achieving an open defecation free (ODF) rural India by 2012 by ensuring 100% sanitation coverage and usage in the rural areas of the country. While in 2011 Government of India's online monitoring system indicated around 68% of rural sanitation coverage in the country, but Census of India 2011 data released in the same year reported less than 30% sanitation coverage in the villages of India. NBA seeks to make rural India open defecation free and fully sanitised by 2022

4. Prime Minister's Gram Sadak Yojana (PMGSY)

a. Pradhan Mantri Gram Sadak Yojana (PMGSY) is a centrally sponsored scheme to provide road connectivity in rural areas of the country. The programme envisages connecting all habitations with a population of 500 persons and above in plain areas and 250 persons and above in Hill States, Tribal (Schedule V) areas, the Desert Areas (as identified in Desert Development Programme) and in the Left Wing Extremism affected (LWE)/ Integrated Action Plan (IAP) districts as identified by the Ministry of Home Affairs/Planning Commission.

5. National Rural Health Mission (NRHM)

a. National Rural Health Mission was launched by the Ministry of Health and Family Welfare, Government of India in 2005 to provide universal health care through a well- functioning health system throughout the country with special focus on eighteen states which have unsatisfactory health indicators and/or weak public health infrastructure. The NRHM aims to provide accessible, affordable, equitable and qualitative health care to rural population by rejuvenating the health delivery system.[13]

b. One of the key components of the Mission is the female health activist known as Accredited Social Health Activist (ASHA). She is the interface between the community and the health facility and is the first line of

[13] http://arthapedia.in/index.php?title=National_Rural_Health_Mission_(NRHM)_2005-2012

assistance for any health related demand. There shall be one ASHA for every village.

c. Her work includes creating awareness among the community on health and its social determinants, providing primary medical care for minor ailments and first aid for minor injuries, mobilizing the community towards local health planning, motivating women to give birth in hospitals, bringing children for immunization, assisting the Gram Panchayat in preparation of comprehensive village health plan, etc. She is paid on the basis of performance (incentive) for the task she undertakes. The success of NRHM, to a large extent, depends on the performance of ASHA

6. Integrated Child Development Services Scheme (ICDS)

a. ICDS is Government of India's primary social welfare scheme to tackle malnutrition and health problems in children below 6 years of age and their mothers. The target group of the programme are the girl children up to adolescence, all children below 6 years of age, and pregnant and lactating mothers. The gender promotion of the girl child by trying to bring her at par with the male child is a key component of the scheme.

7. Sarv Shikhsha Abhiyan (SSA)

a. SSA aims at the universalisation of elementary education in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory education to children of ages 6–14 (estimated to be 205 million in number in 2001) a fundamental right.
b. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement.

8. Mid-Day Meal Scheme

a. This is a multi-faceted programme that, among other things, seeks to address issues of food security, lack of nutrition and access to education on a pan nation scale. It involves provision for free lunch on working days for children in Primary and Upper Primary Classes in Government, Government Aided, Local Body, Education Guarantee Scheme (EGS) and Alternate Innovative Education (AIE) Centres, Madarsa and Maqtabs supported under Sarva Shiksha Abhiyan and National Child Labour Project (NCLP) Schools run by Ministry of Labour.
b. The primary objective of the scheme is to provide hot cooked meal to children of primary and upper primary classes. With other objectives of improving nutritional status of children, encouraging poor children from

disadvantaged sections to attend school more regularly and help them concentrate on classroom activities, thereby increasing the enrolment, retention and attendance rates.

9. **National Rural Livelihoods Mission (NRLM)**
    a. National Rural Livelihoods Mission (NRLM) was launched by the Ministry of Rural Development (MoRD), Government of India in June 2011. This scheme is focused on promoting self-employment and organization of rural poor. The basic idea behind this programme is to organize the poor into self-help groups (SHGs) and make them capable for self-employment.
    b. NRLM has set out with an agenda to cover 7 Crore BPL households, across 600 districts, 6000 blocks, 2.5 lakh Gram Panchayats and 6 lakh villages in the country through self-managed Self Help Groups (SHGs) and federated institutions and support them for livelihoods collectives in a period of 8-10 years.
    c. In addition, the poor would be facilitated to achieve increased access to their rights, entitlements and public services, diversified risk and better social indicators of empowerment. NRLM believes in harnessing the innate capabilities of the poor and complements them with capacities (information, knowledge, skills, tools, finance and collectivization) to participate in the growing economy of the country.[14]

Handout 6: Systematic Approach to Training (SAT)15

The fact that current DM and DRR related training practices are largely ad hoc and not based on clear identification of training needs call for a systematic approach to training. There seems to be a global consensus that training in order to be effective has to be based on a systematic approach.

A systematic approach to training (SAT) pre-supposes the following:

- Training is based on identified training needs and is in response to real and not imagined needs of the functionaries involved
- Participants are selected on the basis of training needs and not on other factors including their easy availability for training.
- Impact of training is evaluated and learning used to improve the training design and delivery further for better results.

[14] http://aajeevika.gov.in/
[15] Strategic Framework for Implementation of Training(pg 26-28), Deliverable 6, Preparing Long Term Training and Capacity building Strategy, NCRMP

The first and last related to training needs and impact evaluation happen to be the blind spots of training in the development sector in general and in the field of disaster management in particular. Even the performance of the second one related to selection of participants for training is suspect and skewed in many cases as revealed by the study.

The following figures present the suggested framework for implementation of training, which is based on the larger capacity development framework of the study, but targets only training for the purpose of this framework.

Figure 1: Strategic Framework for Implementation of Training (SFIT)

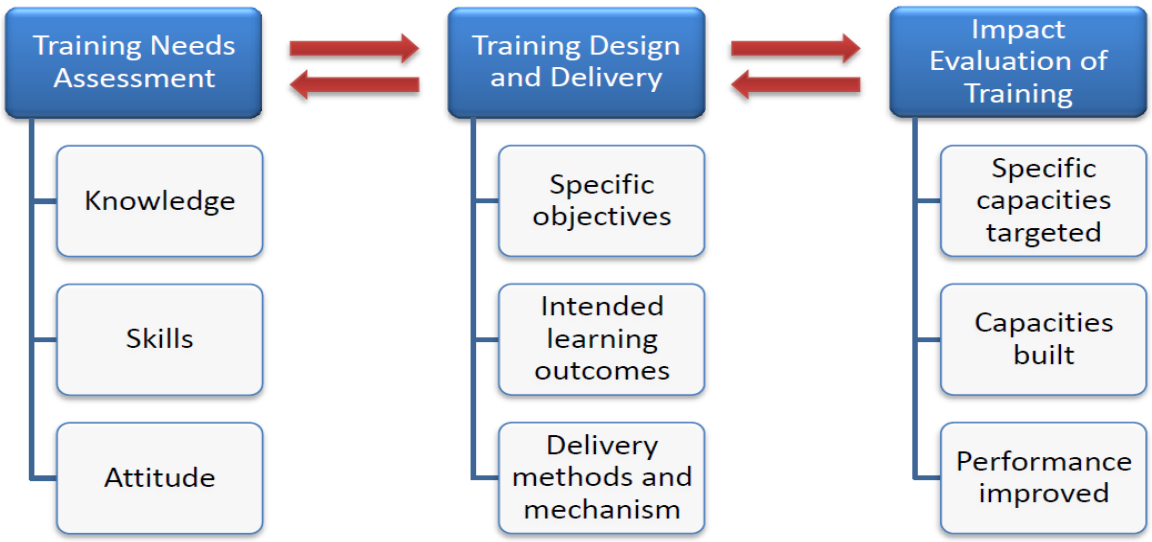
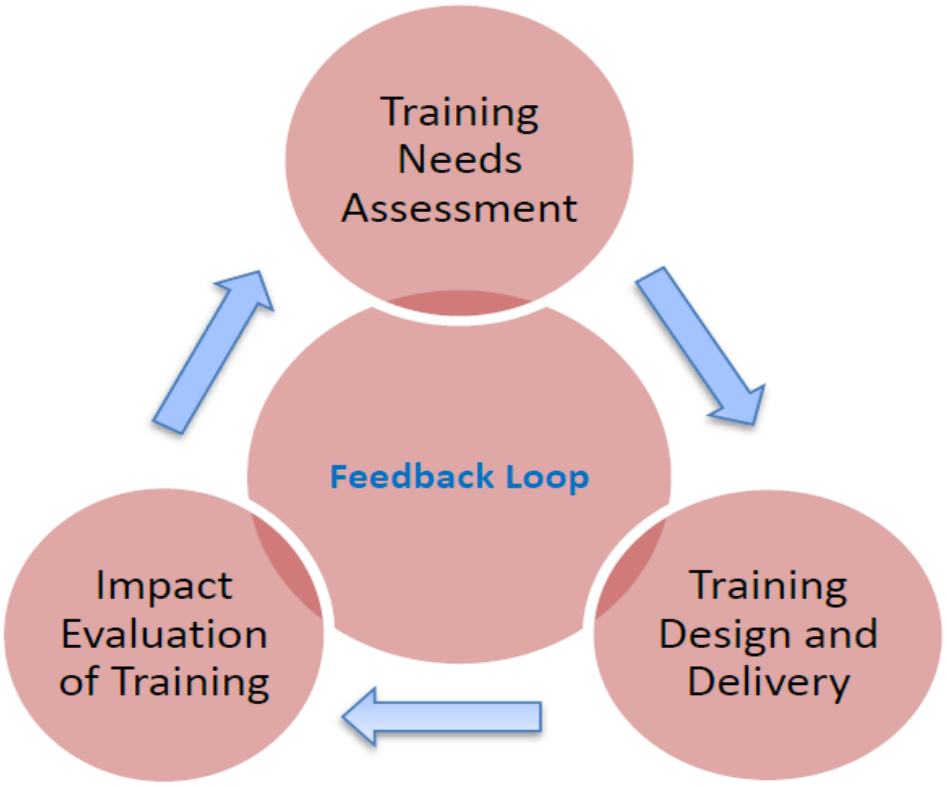


Figure 2: Feedback Loop



The current training practices are in general limited mainly to training design and delivery component of the suggested framework. This is generally not preceded by any systematic training needs assessment and is usually not followed up by any kind of impact evaluation. This is practically like shooting in the dark: one of course is hitting some target, but is never sure what and with what consequences.

This framework can be used to streamline the training functions in a manner that leads to targeted capacity development for disaster management and disaster risk reduction across sectors.

Handout 7: Capacity Needs and Training Needs Assessment

Capacity, Capacity Needs and Training Needs[16]

Capacity for the purpose of this framework is defined as the overall capability of an actor (individual or institution) to perform and produce results. Capacity is a relative term and can be defined only in relation to the roles and responsibilities of the concerned actors as stakeholders. In case of functionaries at work, capacity is defined in terms of knowledge, skills and attitude that they possess to carry out a given task and achieve a certain intended result. In the case of organisations, capacity is defined in terms of overall organizational capability to plan and implement schemes, programmes and projects to achieve a given set of objectives on scale.

Capacity Needs

Training as a tool to build capacity seeks to upgrade knowledge, skills and attitude (KSA) of the people being trained. Organisational re-engineering and development including re-designing the business processes and work protocols are the means to enhance organizational capacity to function and deliver the required goods and services to achieve the agreed objectives. This may entail re-defining the functional goals of the organization and developing strategic action plans, besides mobilizing resources and upgrading the existing infrastructure to increase the organizational capacity.

[16] Strategic Framework for Implementation of Training(pg 20-21), Deliverable 6, Preparing Long Term Training and Capacity building Strategy, NCRMP

As this framework relates to training, a look at the current training scenario with specific reference to DM and DRR functions would be in order. Training is of various types differentiated by factors such as length/duration of training, content of training, training methods and tools. There are different types of training categorized by their nature, location, level, duration, purpose and methodology. These include: general and specialized training; induction, in service and follow up training; on site and off site training; training of trainers.

Conventional notion of training carries the image primarily of a class room activity based on a vertical relationship between the trainer and trainees: this is characterized by a top down relationship between the trainer as teacher and the participant as the learner. This is now universally recognised to be outmoded and of limited use, as the retention and use of learning received through one way top down method (mainly lectures) by an expert is very low, as it does not fit in with adult modes of learning. But class room training sessions are still the most widely used training methodology both at NIDM and state level Disaster Management Centres (DMCs). Most of the class room training is theoretical and of a general nature. Practical training aimed at building specific knowledge and skills of specific groups of people is very limited and has yet to be undertaken in a systematic manner and on scale.

There are other innovative modes of training that have been used in varying degrees in recent years. These include online training, blended learning, satellite training etc. These have been used by NIDM, Indian Institute of Remote Sensing, Vigyan Prasar and state level agencies such as in Karnataka. But the specific ways in which these modes help have yet to be ascertained and fully appreciated.

Handout 8: Training/Behavioural Objectives: Verbs to Describe Complexity of Behaviour

1.00 **Knowledge:** The recall of information.

define	name	order
describe	recite	recognize
label	recall	record
list	relate	reproduce
match	repeat	state
arrange		underline

2.00 **Comprehension:** The translation, interpretation or extrapolation of knowledge.

arrange	explain	interpret
classify	express	locate
describe	indentify	report
discuss	indicate	restate
sort	translate	extrapolate

3.00 **Application:** The application of knowledge to a new situation.

apply	practice	solve
Choose	prepare	use

Illustrate	schedule	demonstrate
Operate	sketch	measure

4.00 **Analysis:** To break down knowledge into parts and show relationships among the parts.

analyze	diagram	question
appraise	discriminate	test
calculate	distinguish	differentiate
categories	examine	compare
contrast	experiment	inventory
criticize		

5.00 **Synthesis:** Bringing together parts (elements, components) of knowledge to form a whole and build relationships for new situations.

arrange	design	prepare
assemble	formulate	propose
collect	manage	set up
compose	organize	synthesize
create	plan	write
construct	modify	conduct

6.00 **Evaluation:** Judgments about the value of material and methods for given purposes.

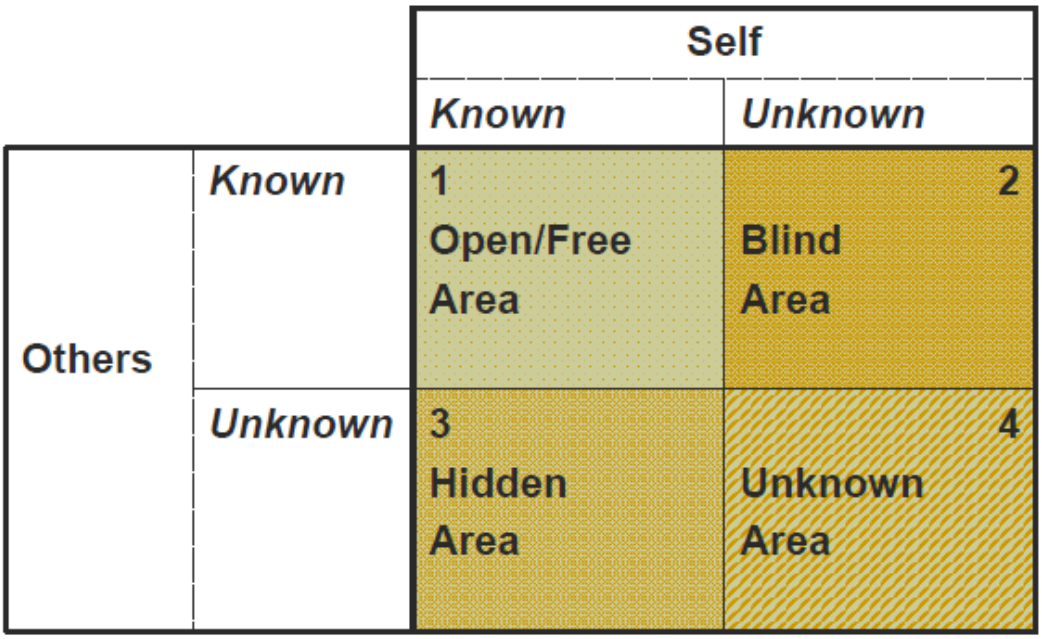
appraise	estimate	select
argue	evaluate	support
assess	judge	value
attack	predict	score
compare	rate	defend

Handout 9: Johari Window[17]

It is a simple and useful tool for understanding and training self-awareness, personal development, improving communications, interpersonal relationships, group dynamics, team development and intergroup relationships.

It is also referred to as a 'disclosure/feedback model of self-awareness', and an 'information processing tool'. It represents information - feelings, experience, views, attitudes, skills, intentions, motivation, etc - within or about a person - in relation to their team, from four perspectives.

Standard Representation



The four Johari Window perspectives:

Called 'regions' or 'areas' or 'quadrants' each contains and represents the information - feelings, motivation, etc – in terms of whether the information is known or unknown by the person, and whether the information is known or unknown by others in the team.

The four regions, areas, quadrants, or perspectives are as follows, showing the quadrant numbers and commonly used names:

1. Open area, open self, free area, free self, or 'the arena': what is known by the person about him/herself and is also known by others.
2. Blind area, blind self, or 'blindspot': what is unknown by the person about him/herself but which others know.

[17] http://www.usc.edu/hsc/ebnet/Cc/awareness/Johari%20windowexplain.pdf

3. Hidden area, hidden self, avoided area, avoided self or 'façade': what the person knows about him/herself that others do not know
4. Unknown area or unknown self: what is unknown by the person about him/herself and is also unknown by others

Handout 10: Stephen Covey's seven habits of highly effective people

Stephen Covey's Seven Habits of Highly Effective People[18]

Habit 1 - be proactive

This is the ability to control one's environment, rather than have it control you, as is so often the case. Self-determination, choice, and the power to decide response to stimulus, conditions and circumstances

Habit 2 - begin with the end in mind

Covey calls this the habit of personal leadership - leading oneself that is, towards what you consider your aims. By developing the habit of concentrating on relevant activities you will build a platform to avoid distractions and become more productive and successful.

Habit 3 - put first things first

Covey calls this the habit of personal management. This is about organising and implementing activities in line with the aims established in habit 2. Covey says that habit 2 is the first, or mental creation; habit 3 is the second, or physical creation.

Habit 4 - think win-win

Covey calls this the habit of interpersonal leadership, necessary because achievements are largely dependent on co-operative efforts with others. He says that win-win is based on the assumption that there is plenty for everyone, and that success follows a co-operative approach more naturally than the confrontation of win-or-lose.

Habit 5 - seek first to understand and then to be understood

One of the great maxims of the modern age. This is Covey's habit of communication, and it's extremely powerful. Covey helps to explain this in his simple analogy 'diagnose before you prescribe'. Simple and effective, and essential for developing and maintaining positive relationships in all aspects of life.

Habit 6 - synergize

Covey says this is the habit of creative co-operation - the principle that the whole is greater than the sum of its parts, which implicitly lays down the challenge to see the good and potential in the other person's contribution.

Habit 7 - sharpen the saw

This is the habit of self renewal, says Covey, and it necessarily surrounds all the other habits, enabling and encouraging them to happen and grow. Covey interprets the self into four parts: the spiritual, mental, physical and the social/emotional, which all need feeding and developing.

[18] http://www.businessballs.com/sevenhabitsstevencovey.htm

Annexure 3: Design Brief

CLIENT

The National Disaster Management Authority (NDMA) and the National Institute of Disaster Management (NIDM) of India.

WHY THIS TRAINING COURSE?

Performance Problem

Panchayati Raj Institutions (PRIs)[19], as institutions of local self-governance, are responsible for implementation of development programmes at the village and city level in India: some of the prominent national flagship programmes implemented at this level include National Rural Health Mission(NRHM), National Rural Livelihoods Mission (NRLM), MGNREGA, Sarva Shiskha Abhiyan (SSA), and Indira Awas Yojana (IAY).

There is a growing global consensus that disaster risk reduction (DRR) can be effectively achieved by mainstreaming it into regular development programmes. In view of the general policy focus on democratic decentralisation including decentralised provision of basic services to people in India, PRIs have to be the key institution in driving disaster risk reduction agenda at the local level. Because of their central role in implementation of development programmes and their ability to engage with people whom they represent, PRIs are also well positioned to ensure that preparedness and mitigation activities are built into development programmes with the help of people locally.

However, this has yet to happen in practice on the ground despite almost 20 years of the 73rd and the 74th constitutional amendments mandating PRIs as the vehicle for effective implementation of development programmes at the local level including provision of basic services to people in a decentralised fashion.

The field study data revealed that only in 6% of the Gram Panchayats(GP) PRI members identified their role in disaster management. This underlines an obvious training and capacity development gap that needs to be addressed in order to create the desired awareness and role clarity regarding disaster management and the integration of DRR into development planning and administration among the PRI members.

In view of the above, it is desirable to have a training intervention that seeks to strengthen PRIs for mainstreaming DRR in development. This training should do the following: one, orient the PRI members about their roles and responsibilities in implementation of development programmes and; two, upgrade their knowledge and skills about the processes and mechanisms for mainstreaming DRR into development.

Benefits

PRIs will be able to take care of DRR and CCA concerns within the implementation of national flagship development programs.

[19] PRIs are institutions of local self-governance, where elected representatives of people run the local government: these elected representatives are members of Gram Panchayats (GPs) at the village level and of Urban Local Bodies (ULBs) in the urban areas. The PRI is a statutory body elected by the local people through a well-defined democratic process with specific responsibilities and duties. The elected members are accountable to the people of the ward, rural community, and block and the district.

AIM

To train 192 master resource persons to help them design and organise direct training programmes for strengthening PRIs for mainstreaming disaster risk reduction into implementation of national flagship programmes at the GP level.

Trained master resource persons are supposed to train 9,400 resource persons who will be organizing direct training programs at district and sub district levels to train 2,818,018 elected members across different districts in the country over a span of 5 years.

WHO IS INVOLVED?

Trainee Profile

It is recommended to select the participants for the training programme for training master resource persons at the national and state levels on a set of criteria that includes the following:

- prior background and experience (preferably 5 years and above) in design and delivery of training
- have attended one or more of the following programmes: Design of Training (DOT); Direct Training Skills (DTS); Management of Training (MOT)
- have domain knowledge of DRR, CCA and development
- have expressed willingness to contribute their time as a trainer after being trained

Overall Numbers of Trainees in the PRI Sector

It is estimated that for training of 2,818,018 elected members in a period of five years, around 1,12,720 training programs are required to be organized.

Summary of the quantification exercise on which this proposal is based is as follows:

No. of elected members to be trained	2,818,018
Training programme to be organised in five years	1,12,720
No. of annual training programmes	22,544
No. of trainers	9,400
Total no. of TOT's	313
No. of training modules (one for each state)	35
No. of master resource persons	192
No. of refresher trainings	45,088

**This training module (Base and TOT) aims at training 192 master resource persons*

Source: Preparing Long Term Training and Capacity Building Strategy for Disaster Risk Mitigation under NCRMP: SWOT Analysis

Duration

This training module is designed as a set of two sub modules to be run over a period of 5 days:

1. A base sub module of 3 days;
2. A TOT sub module of 2 days;

Number of trainees per course

The training module will be conducted in a batch of 24 participants.

Resource Persons

Identified training experts from leading training institutes including: NIDM, NDMA, IIPA, SIRD and others.

Constraints

1. The major constraint identified is the range of variations in terms of vulnerability profile, developmental scenario, demographics and language of different states that the participants are going to be drawn from.
#Solution: The methods and the content for the trainings are to be suitably modified and contextualized.

BASE Sub-MODULE

Aim

The training aims at strengthening PRIs for doing effective disaster risk reduction at the local level by mainstreaming it in regular developmental initiatives. This will be sought to be done by creating a critical mass of trained master resource persons and trainers at the national and state levels for the roll out of the training at district and sub-district/block levels.

Objectives

PERFORMANCE OBJECTIVES	TRAINING OBJECTIVES	ENABLING OBJECTIVES
In their jobs, the trainees will:	*After the training course, the trainees will be able to:*	*During the training, the trainees will learn to:*
1. Mainstream DRR in various development programs; 2. Facilitate participatory hazard, risk, vulnerability and capacity (HRVC) assessment in a real village context;	1. Formulate an action plan for mainstreaming DRR into national flagship programmes at the GP level;	1. Examine the critical inter-linkages across climate change, disasters and development; 2. Identify the key disaster related risks, issues and challenges in their respective local contexts; 3. Identify the ways in which DRR can be mainstreamed into the implementation of the national flagship programmes at the GP level;

Training Needs

This sub module seeks to address the following training needs identified during the study:

- Basic Orientation about disaster management, disaster risk reduction , DM Act and policies, institutional set-up, techno legal framework with special focus on rights, roles and responsibilities of PRI's and community in DRR and their statutory and legal status.
- Knowledge about instruments and incentives that facilitate mainstreaming DRR into development planning and the need for mainstreaming DRR
- Preparation and implementation of DDMAP, TDMAP, BDMAP and VDMAP with special focus on integrating DRR and CCA concerns into developmental plans and initiatives on ground.

- Climate Change with special focus on CCA related to Agriculture, Livelihoods, WATSAN and Public Health.
- Participatory Planning and Action (PLA)and Community Managed DRR/CBDM/CMDRR

Duration

The base sub module will be run over a period of 3 days.

Trainee Profile

The primary participants of the training are the elected representative at the GP level. However, this base sub module will be particularly useful for the entire block and district level functionaries who are in-charge of implementation of national flagship programmes at the block and district levels.

Entry behaviour

It is quite likely that most of the participants would have never participated in any training programme related to disaster management and would not have heard of disaster risk reduction (DRR) and its mainstreaming in development.
In cases such as in the villages that would have participated in joint GOI-UNDP Disaster Risk Management (DRM) programme, PRI members may be aware of the disaster management task forces at the village level. Some of the PRI members, who would have attended an orientation training at the block level may also know about their roles and functions as PRI members.

Block and district level functionaries are likely to know about the national flagship programmes but they may not be familiar with the issues and challenges of mainstreaming DRR into implementation of development programmes. However, some of them may have prior experience of taking part in post-disaster response activities including search, rescue, and shelter management and relief distribution.

Detailed Training Outline and Learning Units of the Base Sub- Module

The sub-module will attempt to kick-start the thinking process and generate discussion, rather than prescribe rigid solutions as people will have to adapt these fundamentals to varying situations on the ground.

Learning Units	OBJECTIVES	Session(s)	METHOD	MEDIA / PERFORMANCE AIDS	ASSESSMENT MEASURES	TIME
PART 1: INTRODUCTION						
	Welcome Know each other and about the workshop	By course organisers By trainees: Introductions, educational/work background and expectations from training By resource person: Introduction and brief explanation of what to expect over the course of the training. Address the 'WHY'!	Welcome address Individual and Group Exercises Games Power point presentation (PPT) Discussion	Black/white board/PPT slide on sub module outline/ expected schedule		60 min
Learning Unit 1: Disaster, Development and Climate Change						
	Examine critical linkages between disasters, development and climate change.	• Disaster Risk Reduction (DRR): a conceptual overview • DRR and climate change adaptation (CCA) • Planning for DRR and CCA integration • Mainstreaming DRR/CCA in development	• Interactive lecture presentation • Questions and Answers • Discussion • Group work	• Handouts on disaster terminology and core concepts • Power points • Flip Charts	Internal validation	6 hours
Learning Unit 2: Role of PRIs in Implementation of Development Programmes						
	Enable PRI members to identify their specific roles and functions related to implementation of development programmes at the GP level, as also the related challenges and ways of	• Overview of key national development programmes (NDPs) • Role of PRIs in implementation of NDPs	• Group work and presentation • Discussion	• Handouts • Power point • Flip Charts	Internal validation	2.5 hours

	overcoming identified challenges. Describe the concepts, components and issues related to implementation of specific development programmes					
Learning Unit 3: Hazard Risk Vulnerability and Capacity Assessment (HRVCA)						
	Apply the process of participatory HRVCA in a real life situation by making the participants carry it out themselves in a village. Undertake the HRVCA of their local area and to develop mechanisms to update it regularly post training.	• HRVCA: what and why and how? • HRVCA: in a real life situation in a village	• Introductory presentation • Group work and discussion • Field work	• Power point • Flip chart	Internal validation	7 hours
Learning Unit 4: Role of PRIs in Disaster Management & Community Based Disaster Management Planning						
	Describe the role of PRIs during various phases of disaster management Explain the basic concepts, approaches and tools of community based disaster management (CBDM) planning at the village level.	• Role of PRIs during various phases of disaster management • Community Based Disaster Risk Management (CBDRM) Planning: What, Why and How?	• Experience sharing by the participants • Group work: reflection and discussion • Summing up • Interactive lecture presentation	• Power point • Flip chart	Internal validation	2.5 hours
Learning Unit 5: Formulation of Draft Action Plan for Mainstreaming DRR/CCA into implementation of development programmes at the GP level						

	Formulate an action plan for mainstreaming DRR into implementation of development programmes at the GP level.	• Formulation of draft action plan for mainstreaming DRR/CCA into development programmes at the GP level	• Group work • Presentation and discussion in the plenary • Closing remarks	• Power point • Flip chart	Internal validation	1.5 hours
EVALUATION AND FEEDBACK						
	Evaluation Gather feedback		• Presentations of assignments • Discussion	Checklist to evaluate Feedback form	Internal validation	45 min

TOT SUB-Module

Aim

The aim of this sub-module is to introduce the participants to the basic knowledge and skills related to design and delivery of training.

PERFORMANCE OBJECTIVE	TRAINING OBJECTIVES	ENABLING OBJECTIVES*
In their jobs, the resource persons will: 1. Design and develop training module 2.Facilitate training programs/workshops	*After the training course, the trainees will be able to:* 1. The participants will be able to adapt the base sub module to specific local contexts in which further training programmes are to be organised and organise it with effectiveness.	*During the training, the trainees will learn to:* • Conduct training need assessment • Design a training program • Evaluate and monitor the training program • Acquire facilitation skills for training

Objectives

Duration

The TOT sub module will run over 2 days.

De tailed training outline and learning units of the TOT sub module

This sub module is intended to be a refresher crash course in training design and delivery for those who already have sufficient background and experience in training trainers from different development sectors and at various levels.

Learning Units	OBJECTIVES	CONTENT / CONTENT DELIVERY	METHOD	MEDIA / PERFORMANCE AIDS	ASSESSMENT MEASURES	TIME
Learning unit 6: Systematic Approach to Training (SAT)						
	The objective of this sub-module is to equip the participants with basic knowledge about the key issues to be addressed in the course of designing a training intervention/ programme	1. Systematic Approach to Training and Assessing training needs 2. Define training aim and objectives 3. Decide the content, methodology, and resource persons 4. Decide monitoring and evaluation indicators and processes	• Brainstorming • Group work • Presentation and discussion in the plenary	• Handouts • Power point	Internal validation	6 hours
Learning Unit 7: Learning and Facilitation Skills (LFS)						
	The objective of this sub-module is to equip the participants with basic facilitation skills that help the trainers conduct training/learning sessions with efficiency and effectiveness.	• Art of facilitation I • Art of facilitation II • Sharing, Listening and Learning • Learning to listen and listening to learn	• Individual Exercises • Group work • Discussion • Simulation/ Role play	• Handouts • Flip Charts • Power point	Internal validation	5 hours
PART 6: EVALUATION OF FINAL ASSIGNMENTS AND FEEDBACK						
	Appraise final assignment Gather feedback		Discussion	Facilitator's note Note on guidelines for appraisal of final assignment.		1 hour

Assessment

- The initial assessment of the knowledge and level of understanding of use of knowledge will be undertaken through a pre training assessment based on quiz. Findings of the assessment will be used to make suitable modifications in the content and delivery strategy of different learning units.
- Each learning unit will also be assessed separately;
- A post training assessment will be carried out to assess the enhancement in the knowledge and skill levels of the participants.

Validation measures

Internal Validation:

- The immediate feedback on the effectiveness of the training methods and learning outcomes would be undertaken at the end of sub modules.
- The feedback from the participants on the handouts and performance aids would also be taken.
- The efforts would be made to improve the handouts and performance aids based on participants' feedback to ensure their effectiveness.

External Validation: The external validation is proposed by the respective state officials and disaster management authorities to assess the application of learning at the performance level.

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