

## MODULE 4

### PARTICIPATORY STAKEHOLDER ENGAGEMENT

#### SYLLABUS:

1. Participatory stakeholder engagement
2. Importance of disaster communication.
3. Disaster communication- methods, barriers.
4. Crisis counselling
5. Introduction to Capacity Building. Concept – Structural Measures, Non-structural Measures.
6. Introduction to Capacity Assessment, Capacity Assessment; Strengthening Capacity for Reducing Risk.

#### **1. PARTICIPATORY STAKEHOLDER ENGAGEMENT**

- Stakeholder ‘**participation**’, stakeholder ‘**engagement**’ is the interactions between two or more stakeholders in policy making, development projects, organisational management and decision making in disaster risk reduction (DRR) education.
- In brief, ‘stakeholder participation’ is the involvement of interest groups in a planning or decision-making process.
- Participatory development is defined as a process in which people are proactively and significantly involved in all decision-making processes that affect their lives.

#### ➤ **TYPES OR FORMS OF STAKEHOLDER PARTICIPATION (imp)**

The three basic forms of stakeholders are:

- 1) Primary stakeholder
- 2) Secondary stakeholder
- 3) Key stakeholder

#### **1) PRIMARY STAKEHOLDER:**

- Beneficiaries of a development intervention.
- People who are directly affected by a disaster.
- In disaster risk reduction, these stakeholders include: homeowners, renters, homeless persons and community-based small-scale businesses.

## 2) SECONDARY STAKEHOLDER

- Refer to those who indirectly influence a development intervention.
- They include the government, line ministry and project staff, implementing agencies, local governments, civil society based organisations, private sector firms, and other development agencies.

## 3) KEY STAKEHOLDER

- This group can significantly or directly influence a development intervention
- These groups are important to the success of the project through financial resources or power.
- E.g.: National Disaster Management Organisation (NADMO)  
Ministry of Local Government and Rural Development (MLGRD),

## **1.1 EFFECTIVE WAYS OF PROMOTING STAKEHOLDER PARTICIPATION IN DRR (imp)**

- In stakeholder participation initiatives some groups - such as the very poor, women, nomadic groups or ethnic minorities – may lack the organisational, social or financial means to make their voices heard and participate effectively.
- These are often the exact stakeholders whose needs and interests are critical to the success and sustainability of development interventions.
- Special efforts are needed to address the disequilibrium of power, knowledge and influence among stakeholder groups and to allow weaker, less organised groups to interact effectively with stronger, more established stakeholders. These include:
  1. Capacity building
  2. Mandated Representation.
  3. Separate Events
  4. Levelling Techniques.
  5. Use of Intermediaries.

## 1. CAPACITY BUILDING

- Providing training, coaching, funds or other resources to marginalised groups to assist them in organising, mobilising support, identifying and articulating their interests;

## 2. MANDATED REPRESENTATION

Where there is a danger of exclusion, it may be useful to establish targets of representation, for example, agreeing that all village committees will include an established number of women or that all ethnic groups in a given community will be represented on a decision-making body;

## 3. SEPERATE EVENTS:

In some cases, it may be valuable to meet with specific population groups separately, for example, to hold a separate women's meeting to discuss their particular concerns;

## 4. LEVELLING TECHNIQUES:

- Power differentials between stakeholders can be reduced through the use of participatory methods.
- A skilled facilitator can use a number of techniques to ensure that all participants have equal opportunity to make their voices heard.
- Negotiating systems may need to be developed for handling conflicting interests between different groups of local stakeholders;

## 5. USE OF INTERMEDIARIES

- In circumstances where the direct participation of marginalised individuals themselves is not feasible, intermediaries or surrogates may be identified to represent their views and defend their interests.
- For example, if it is not possible for women farmers from isolated areas to participate directly in a national forum on agricultural development, female extension workers might be selected to represent their interests

## ➤ BENEFITS OF STAKEHOLDER PARTICIPATION IN DRR (IMP)

- Improved programme/project design by drawing on local knowledge and expertise to ensure that designs accurately reflect stakeholder priorities and needs;
- Strengthened stakeholder commitment to, and ownership of, policies and projects, leading to increased uptake of project services and greater willingness to share costs;
- Enhanced sustainability as a result of increased stakeholder ownership;
- Opportunity to foresee and/or resolve potential obstacles, constraints and conflicts;
- Emphasised means to identify and address potential negative social and environmental impacts;

- Opportunity to generate social learning and innovations based on field experience;
- Capacity to analyse problems and initiate other development activities
- Improved means of ensuring that project benefits are distributed equitably
- Strengthened working relations between stakeholders, government and civil society organisations and development partners.

#### ➤ COST & RISK OF STAKEHOLDER PARTICIPATION IN DRR (IMP)

Each progressive level of stakeholder participation brings with it different costs and risks.

The principal cost is the absence of stakeholder participation in programmes and projects.

Lack of stakeholder participation can lead to:

- Danger of undertaking poorly planned or merely token participatory activities due to limited time, capacity, commitment or resources;
- Lack of political will on the part of governments to allow wide stakeholder participation because they fear loss of power or influence;
- Difficulty in reaching out to marginalised groups and ensuring that the true priorities and needs of poor and vulnerable groups are represented;
- Difficulty in identifying genuine representative non-governmental organisations (NGOs) and civil society organisations (CSOs);
- Co-optation of the stakeholder participation process by more powerful or articulate stakeholders, and the exclusion of the poor and disadvantaged;

### **1.2 BASIC STEPS IN PARTICIPATORY STAKEHOLDER ENGAGEMENT (IMP)**

The most fundamental steps in stakeholder analysis can be enumerated as follows:

**Step 1:** Identify key stakeholders;

**Step 2:** Assess stakeholder interest and project impacts

**Step 3:** Stakeholder prioritisation

**Step 4:** Outline a stakeholder participation strategy.

#### **STEP1: IDENTIFY KEY STAKEHOLDERS:**

The first step of stakeholder analysis is to identify relevant stakeholder groups. Key questions to ask in addressing this issue are:

- 1) Who are the programme or project targeted beneficiaries?
- 2) Who might be adversely impacted?

- 3) Who are the projects main supporters and opponents?
- 4) Who is responsible for carrying out planned activities?
- 5) Who can contribute financial and technical resources?

- An initial list of stakeholders can be drawn up on the basis of a desk review of secondary data (publications and documents) and existing staff knowledge of the project, sector and country.
- This preliminary list must then be verified, modified and enhanced through the use of the questions discussed above.

### STEP 2: ASSESS STAKEHOLDER INTERESTS AND PROJECT IMPACTS:

Once relevant stakeholder groups have been identified, the next step is to analyse their interests (overt and hidden) and to assess the potential impact of the proposed project on their interests.

Key questions for participants to answer include:

- 1) How does each group of stakeholders perceive the problem at hand and proposed solutions?
- 2) What are their key concerns and interests with respect to the project?
- 3) What are stakeholders' expectations of the project?

These questions are best answered by stakeholders themselves in the context of a stakeholder workshop. Such a workshop requires careful preparation and could require a full day

### STEP 3: STAKEHOLDER PRIORITISATION

The analysis of stakeholder interests and project impacts should allow the project team to categorise different groups of stakeholders and to determine the relative priority that the project should give to each stakeholder group's interest.

Key questions to engage the attention of participants are:

1. Who are the project's targeted primary beneficiaries?
2. What is the importance of each stakeholder group to the success of the project?
3. What is the degree of influence of each stakeholder group over the project?
4. Are special measures needed to protect the interests of primary stakeholder groups that are weak or vulnerable?

#### STEP 4: OUTLINE A STAKEHOLDER PARTICIPATION STRATEGY

- This involves development of a stakeholder action plan that outlines the specific activities to be carried out by each stakeholder group.
- Some stakeholder groups will have active and continuous roles to play, while others may only need to be kept informed of progress or be involved at certain key moments of planning or implementation.

#### ➤ *Stakeholder Analysis Matrices (imp 3 or 7 marks)*

- Stakeholder matrix is a tabular representation which shows the framework for recording and organising the information generated by a stakeholder analysis in the context of DRR

The three variables used to construct the matrices are listed below:

- **Interests:** the priority concerns of the stakeholder group (or what is 'at stake' for them);
- **Influence:** the degree to which the stakeholder group has power and control over the endeavour and can thus facilitate or hinder its implementation; and
- **Importance:** the degree to which the achievement of programme or project objectives depends on the active involvement of a given stakeholder group

Stakeholder groups	Interest(s) at stake in relation to program	Effect of project on interest(s)	Degree of influence of stakeholder over project	Importance of stakeholder for success of project
+ (positive)		U= unknown 0 = neutral - = (negative)	U= unknown 1=little/no importance 2=some importance 3=moderate importance 4=very important 5=critical importance	1=little /no influence 2=some influence 3=moderate influence 4=significant influence 5=very influential

### **1.3 METHODS AND TOOLS FOR PARTICIPATORY STAKEHOLDER ENGAGEMENT**

#### **1. Participatory meetings and workshops:**

It can be done through the following ways:

##### **a) Panel discussions:**

- Panellists build off each other's answers to elicit different opinions and deepen the discussion.
- The discussion can start with an overview presentation and brief comments from each panellist to frame the discussion and provide the audience with an understanding of the experience and viewpoint each panellist brings.
- Discussion is richest when the panel members represent different key constituencies, expertise or points of view related to the topic and when advanced preparation clarifies each panel member's role and how one relates to the other panel.

##### **b) Pyramid Schemes**

- Participants are given a question or problem to think through on their own for a few minutes.
- They are then asked to join with a neighbour to discuss the topic in twos, then in a subsequent round in groups of four or six, then in groups of eight or twelve.
- Growing the groups larger provides the opportunity for friendly challenging of ideas and cross-fertilising the best of answers across groups.

##### **c) Debates**

- Speakers present opposing sides of an issue.
- This format can liven up a discussion topic that lends itself to debating pros and cons, multiple views, or conflicting opinions around an issue.
- As a variation, groups of participants can be assigned opposing sides of an issue and asked to formulate the key debate points as a group.

##### **d) Round Table**

- Participants form groups around a specific topic area in order to share experiences and discuss ideas.
- This format provides an informal setting for starting dialogue, sharing and discussion.

- Depending on the purpose, formal questions could be posed to the group to guide their discussion or the topic could remain open for the group to determine the direction of their conversation.

## **2. Participatory Research/Data Collection**

Participatory Rural Appraisal (PRA) is one participatory research approach that offers a 'basket of techniques' from which those most appropriate for the project context can be selected. The basic principles of PRA tools are:

- **Participation:** local people serve as partners in data collection and analysis;
- **Flexibility:** not a standardised methodology, depends on purpose, resources, skills, and time;
- **Teamwork:** outsiders and insiders, men and women, mix of disciplines, etc..
- **Optimisation:** optimal cost and time efficient, but ample opportunity for ignorance, analysis and planning, etc.;
- **Systematic:** for validity and reliability, partly stratified sampling, crosschecking

## **2. DISASTER COMMUNICATION**

- Communication is the act of transmitting information verbally or non-verbally.
- Communication is more than exchanging information; it's about understanding the emotions and intentions behind information.

### ➤ **BASIC STEPS IN COMMUNICATION (IMP):**

1. Forming of communicative intent
2. Message composition
3. Message encoding
4. Transmission of signals
5. Reception of signals
6. Message decoding
7. Interpretation

### ➤ **IMPORTANCE OF COMMUNICATION IN DRR (IMP)**

1. Communication promote preparedness for disasters
2. Communications provide early warnings signals of disasters
3. Communication facilitates proper response to disasters



## **2.1 EFFECTIVE COMMUNICATION:**

- Effective communication includes non-verbal communication, engaged listening, managing stress in the moment, the ability to communicate assertively, and the capacity to recognise and understand your own emotions and those of the person you are communicating with.
- **STEPS TO EFFECTIVE COMMUNICATION (IMP):**
  1. Use standard terminologies when communicating-risks, disaster, coping,resilience, vulnerable, etc.
  2. Request and provide clarifications when needed- allow/encourage the beneficiaries to respond to issues they are not sure of.
  3. The communicator should also be well informed about the situation of things within the community where the information is to be disseminated.
  4. Ensure statements are direct and unambiguous.
  5. Inform appropriate individuals when the mission or the plan changes.
  6. Communicate all information needed by those individual or teams external to the team.
  7. Use non-verbal communication appropriately.
- **BARRIERS TO EFFECTIVE COMMUNICATION:**
  1. Non-Focus on the issue at hand, not being attentive
  2. Avoid interruption, show interest in what is being said
  3. Avoid being judgemental but make provision for feedbacks
  4. Pay attention to non-verbal communication
  5. Be conscious of individual differences
  6. Keep stress in check but be assertive

## **2.2 DIFFERENCE BETWEEN RISK COMMUNICATION AND CRISIS COMMUNICATION (UNIV QSTN)**

RISK COMMUNICATION	CRISIS COMMUNICATION
Process of exchanging information among the people about nature, magnitude and control of risk	Process of exchanging information among the people during the crisis stage of a disaster.
It is done during or before the disaster stage	It is done after the disaster stage.

Risk is often more nebulous and evolves over time.	A crisis is a specific incident with a short time frame.
Principles for risk communication include, developing and conveying the messages about the risks during and prior to a disaster.	Principles for crisis communication include, being there first, giving right information, being credible, express empathy, promote action to calm the victims and show respect.
Risk communication tends to utilise messages from experts and scientists	Crisis communication typically utilises messages from authoritative sources.

### **3. CRISIS COUSSELLING:**

#### *Definition of Crisis*

- ❖ A crisis is as an acute disruption of psychological homeostasis in which one's usual coping mechanisms fail and there exists evidence of distress and functional impairment (Robert, 2005).
- ❖ Any serious interruption in the steady state or equilibrium of a person, family, or group. A temporary disruption of psychological balance wherein usual coping

#### *Types of Crisis*

- ❖ According to Stone (1993), the two basic kinds of crisis are *developmental* and *situational*.
- ❖ Other types of crises include Existential, and Ecosystemtic.

Counselling is a personal, face to face, relationship between two people in which the counsellor, by means of the relationship and his special competencies, provides a learning situation in which the counselee, a normal sort of person, is helped to know himself and his present and possible future situations so that he can make use of characteristics and potentialities in a way that is both satisfying to himself and beneficial to society, and further, can learn how to solve future problems and meet future needs (Tolbert, 1972).

➤ CRISIS COUNSELLING:

- Process of eliminating the emotional and psychological disturbances of people, affected by a disaster
  - It can be carried out by psycho educational counselling classes.
  - It is a crucial part of recovery and reconstruction.
  - It enables people to take right decisions.
- **Crisis counselling occurs when a client who is destabilised engages the services of a counsellor.**
- The person is unable to cope with events in his/her life and, consequently, may be wracked by destructive feelings of self-doubt, anxiety, or guilt and may be engaging in hurtful behaviours.
- This crisis needs immediate attention otherwise there is the risk of further personality or behavioural deterioration.

**3.1 GOALS OF CRISIS COUNSELLING**

- Help the person return to his usual level of functioning; decrease anxiety;
- Help people who are in crisis recognise and correct behaviours and cognitive distortions.
- Teach crisis-solving techniques;
- Give more assistance after immediate help is received.
- **Safety:** ensures the individual is safe, any risk has been reduced and resources, if available, have been provided.
- **Stability:** ensures the individual is stable and has a short-term plan which includes mastery of self and the emergency or disaster situation.
- **Connection:** helps connect the individual to formal and informal resources and support.

### **3.2 CHARACTERISTICS OF EFFECTIVE CRISIS COUNSELLOR**

#### *Some Characteristics of Effective Crisis Counsellors*

Effective crisis counsellors should possess characteristics such as:

- ❖ *Self-Awareness*: knows him/her self and empathise with clients without becoming personally involved or emotional when people who have gone through personal experiences come to them.
- ❖ *Non-judgemental*: willing to listen all through to the client without casting judgement on those in crisis.
- ❖ *Non-Reactive*: does not react to client's outbursts or threats but be completely supportive when client shows strong emotions.
- ❖ *High Tolerance*: remain calm when placed in tense and stressful situations
- ❖ *Specific Training*: receive specific skills and techniques in crisis counselling that are quite different from normal counselling.

### **3.3 STRENGTH & LIMITATIONS OF CRISIS COUNSELLING:**

#### *Strengths of Crisis Counselling*

- ❖ It is brief and direct
- ❖ It has modest and objective goals
- ❖ It is more intense than regular counselling
- ❖ It is transitional in nature

#### *Limitations of Crisis Counselling*

- ❖ It is used immediately in situations only
  - ❖ It does not go very deep with resolution
  - ❖ It is time-limited
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### **3.4 STEPS IN CRISIS COUNSELLING (IMP)**

#### **1. FIRST CONTACT:**

- In the first contact, it is useful to get personal information of the client and not be subjected to a lengthy intake evaluation.
- The counsellor should try to set the person at ease, clarify the task and invite him/her to talk.
- A good crisis counsellor is a good listener and more active.
- The crisis counsellor clarifies, reassures, educates, and offers advice on anxiety, depression, agitation or sleeplessness since they are at levels that severely impair functioning or make the crisis intervention impossible.

#### **2. SHORT AND LONG TERM GOALS:**

- **Short Term Goals** include calming down, trying to come to terms with their intense fear, talking about what has just happened to them, getting shelter for the night, having something to eat, etc.
- **Long Term Goals** include getting into a long-term and normal counselling, looking for a job, finding permanent housing, etc. The crisis counsellor needs to be very active and directive in helping the person sort out these two types of goals and then in attending, in a very practical way, to achieving the short term goals and making a plan to attend to the long-term goals.

#### **3. MAKING A PLAN:**

- People in crisis have trouble concentrating, thinking straight, using good judgment, and setting priorities. It is often helpful for the counsellor to take notes while talking to the client to keep track of all the information and to have a list of topics to remind him/her (counsellor) to cover during the interview.
- At the end of the session, it is often very useful to actually write up a plan for the person to follow and send him/her away with the plan in their hand. It is best to prepare the plan with the person's collaboration to number each of the points and to format it so that it is easy to read.

#### **4. TERMINATION:**

- Crisis counselling is, by its nature, very brief.
- It is important to conduct the session as a single session treatment.
- The crisis intervention should end with a concrete plan for the person to follow.
- The plan should be written and given to the person and make follow ups.

### **3.5 THE SAFER-R MODEL (imp)**

- The SAFER-R Model is a much-used model of intervention.
- The model approaches crisis intervention as an instrument to help the client to achieve his or her baseline level of functioning from the state of crisis.
- This intervention model for responding to individuals in crisis consists of 5+1 stages.
- This model is presented in format as follows:

Stabilise	Acknowledge	Facilitate understanding	Encourage adaptive coping	Restore functioning or,	Refer
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### **4. CONCEPT OF CAPACITY BUILDING**

- Capacity building is an ongoing process that equips officials, stakeholders and the community to perform their functions in a better manner during a crisis/disaster.
- In the process of capacity building, we must include elements of human resource development, i.e., individual training, organizational development such as improving the functioning of groups and organizations and institutional development.
- At the national level, The National Institute of Disaster Management (NIDM) is the capacity building arm.
- The States have disaster management cells in the State Administrative Training Institutes performs the function of capacity building for effective and efficient disaster management.

#### **➤ NEED FOR CAPACITY BUILDING:**

1. Comprehensive formulation of objectives
2. Conduct training needs analysis
3. Preparation of knowledge skill and attitude
4. Administration of face to face training programme.

➤ **VARIOUS ELEMENTS OF CAPACITY BUILDING:**

1. Education on disaster prevention and response.
2. Training to vulnerable communities
3. Collaboration with relief agencies
4. Mock drill
5. First aid preparedness.

**5. STRUCTURAL AND NON- STRUCTURAL MEASURES: (IMP)**

- **Structural measures** are any physical construction to reduce or avoid possible impacts of hazards.
- It is the application of engineering techniques or technology to achieve hazard resistance and resilience in structures or systems.
- Common structural measures for disaster risk reduction include dams, flood levies, ocean wave barriers, earthquake-resistant construction and evacuation shelters.
- **Non-structural measures** are measures not involving physical construction which use knowledge, practice or agreement to reduce disaster risks and impacts, in particular through policies and laws, public awareness raising, training and education.
- Common non-structural measures include building codes, land-use planning laws and their enforcement, research and assessment, information resources and public awareness programmes.

➤ **SOME STRUCTURAL MEASURES:**

1) **RESISTANCE CONSTRUCTION:**

- Clearly the best way to maximize a chance that a structure is able to resist the forces inflicted by various hazards is to ensure that it is designed in such a way prior to construction to do just that.
- Designing hazard resistance into the structure from the start is the most cost-effective option.
- Construction styles may incorporate hazard resistant design. This is often seen in areas with annual flooding, where houses are built on stilts.
- An example of a culturally adjusted hazard resistant construction style is the houses built by the Banni in India, which resist the shaking induced by earthquakes.

2) **BUILDING CODES AND RESISTANCE MEASURES: (IS1893,IS 13920)**

- With sufficient knowledge about the hazards likely to affect a region or a country, engineers can develop building codes that guide builders to ensure that their designs are able to resist the forces of the relevant hazards.

- Though simple in theory, inherent problems with codes and regulations can drastically reduce the effectiveness.
- When properly applied building codes offer a great deal of protection from a wide range of hazards.

### 3) CONSTRUCTION OF BARRIER, DEFLECTION, OR RETENTION SYSTEMS

- **Barriers** are designed to stop a physical force dead and its tracks.
- Their job is to absorb the impact of whatever force is being exerted. They are, in other words, blocking devices.
- Barrier walls can be made of natural materials, such as trees, bushes, or ever existing soil or they can be constructed of foreign materials, such as stone, concrete, wood, or metal.
- Depending upon the hazard type, barriers may be built on just on side of a structure, or may completely surround it.
- E.g.: Seawalls Floodwalls Natural or synthetic wind and particle movement barriers etc..
- **Deflection systems** are designed to divert the physical forces of a hazard, allowing it to change course so that a structure situated in its original path escapes harm.
- Deflection systems may be constructed from a full range of materials, both natural and manmade. Examples of deflection systems and the hazards they are designed to protect against include: Avalanche bridge ,Chutes ,Lava flow channels (volcanic lava) Diversion trenches, Channels, canals, and spillway (floods)
- **Retention systems** are designed to contain a hazard, thereby preventing its destructive forces from ever being released.
- These structures generally seek to increase the threshold to which hazards are physically maintained.
- Examples include: Dams (drought, floods) Levees and Flood walls (Floods)

### ➤ SOME NON STRUCTURAL MEASURES:

#### 1) REGULATORY MEASURES:

- Regulatory measures limit hazard risk by legally dictating human actions.
- Regulations can be applied to several facets of societal and individual life, and are when it is determined that such action is required for the common good of the society.
- Though the use of regulatory measures is perspective, compliance is a widespread problem because the cost of enforcement can be prohibitive and inspectors may be untrained, ineffective, or susceptible to bribes.
- Eg: Land Zoning Regulations, Open space Preservation.



## 2. COMMUNITY AWARENESS AND EDUCATION PROGRAMMES:

- The public is most able to protect themselves from the effects of a hazard if they are first informed that the hazard exists, and then educated about what they can do to limit their risk.
- An informed public that applied appropriate measures to reduce their risk before a disaster occurs
- Warning systems inform the public that hazard risk which has reached a threshold required certain protective actions

## **6. CAPACITY ASSESSMENT (IMP)**

- capacity is defined as the combination of all the strengths, attributes and resources that enables a community, society or organization to reduce damage and losses from a disaster.
- It includes infrastructure and physical resources, institutions, societal coping abilities, as well as human knowledge, skills and collective attributes such as social relationships, leadership and management.
- TYPES OF CAPACITY:



➤ **CAPACITY ASSESSMENT: (UQ)**

- Capacity assessment is a process by which the capacity of a group is reviewed against desired goals, and the capacity gaps are identified for further action.
- In other words, it is an analysis of desired capacities against existing capacities, with the end goal of generating an understanding of capacity assets and needs, which should then inform not only the formulation of appropriate capacity development response but more importantly the development of a comprehensive DRRM plan.

➤ RELEVANCE OF CAPACITY ASSESSMENT: (UQ)

1. Providing a starting point for formulating a capacity development response;
2. Acting as a catalyst for action;
3. Confirming priorities for action;
4. Offering a platform for dialogue among stakeholders;
5. Provide insight into operational hurdles in order to unblock a program or project

➤ STEPS IN CAPACITY ASSESSMENT (imp)

The capacity assessment consist of 3 fundamental steps:

Step 1: Mobilize actors and design the capacity assessment;

Step 2: Conduct the actual capacity assessment; and

Step 3: Summarize and assess the results of the capacity assessment.

**STEP 1:**

- The participation of stakeholders throughout the process is paramount to foster local ownership and ensure that the different dimensions of capacity
- Doing so guarantees that the existing capacities of the community's various elements at risk are properly identified, documented and built upon.

**STEP 2:**

- Conduct of capacity assessment for DRRM should involve the students, faculty, staff and community members residing in or around the area.
- The role of NGOs and other external actors, if any, should also be looked into as they could provide invaluable contributions at any point in the disaster cycle

**STEP 3:**

- The outputs of the capacity assessment should inform the identification of DRR capacity gaps and formulation of appropriate interventions before, during and after a disaster.

## **6.2 METHODS OF ASSESSING CAPACITY (UQ)**

### ***a) Capacity assessment as part of pre-disaster risk assessment:***

- It focus on the identification of resources, coping mechanisms and overall capacity of a community in the face of specific hazards in the area.
- It has 2 objectives: first, to understand people's coping mechanisms in dealing with previous hazards, and second, to capture available resources that the community can tap to mitigate the impacts of disaster.
- Participatory tools are often employed in community-based capacity assessment exercises. These include focus group discussions, transect walks, disaster timelines, and hazard and resource mapping

### ***b) Capacity assessment as part of post-disaster recovery:***

- Capacity assessment can also be conducted in the aftermath of a disaster.
- In such a case, the objective is not just to evaluate how the community's capacities have fared in a particular disruptive event, but also to identify capacity gaps in order to guide early and long-term recovery.
- The VCA tool is often employed for this purpose
- Vulnerabilities and capacities are categorized into physical/material, organizational/social, and attitudinal/motivational.
- Physical capacity would refer to the ability of the university to have access to materials or resources needed to re-establish its functions and rebuild its facilities.
- Social capacity would be indicative of how organized the university is in its response, rehabilitation and reconstruction efforts.
- Attitudinal capacity, on other hand, could refer to the behaviour and mind set of the different members of the community, especially the leaders, with respect to coping with the impacts of the disaster.

### ***c) Capacity assessment as part of capacity development programming:***

- Capacity assessment may also be undertaken as a requisite step in capacity development programming.
- Here, the purpose is not just to identify capacities and vulnerabilities, but more importantly, to develop a program that would holistically address the capacity needs of the community.
- This approach is usually done at the national level
- This can be done through the use of participatory approaches such as workshops and focused group discussions.

- It will provide needed political and administrative support not only in the execution of the actual assessment but also in the dissemination of results and agreements to the general public.

## **7. STRENGTHENING CAPACITY FOR REDUCING RISK:**

- **Strengthening capacity** for reducing risk is the process of augmenting the capacity of stakeholders and institutions. The activities will include:
  - Strengthening capacity building by its institutional and organizational structure, staffing, and resources and funding of training programs and regular drills for the emergency operations centre staff and Disaster Management Officers at various levels;
  - strengthening the Disaster Response Force;
  - Setting up a Decision Support System (DSS) and Emergency Operation Centers to integrate and analyze information from multiple sources in an integrated geo-spatial system.
- Strengthening capacity also includes the Technical support for risk reduction and response preparedness to finance activities such as:
  - Preparation of a Hydro-meteorological Resilience Action Plan focusing on extreme weather events to develop resilience solutions/recommendations and a robust, fail-safe EWS in the region including optimum use of strengthened networks and facilities;
  - River Morphology Study for some key rivers impacted by the disaster and to analyze and identify critical protective infrastructure works needed for river bank strengthening;
  - Urban vulnerability assessment study with specific focus on seismic risk mitigation to undertake detailed urban vulnerability analysis and model various risks for effective mitigation planning and disaster response preparedness;
  - Upgrading design guidelines and material specification for construction in seismic zones in order to carry out an update of current construction design standards and material specifications to align them with national and international best practices;
  - Disaster Risk Financing and Insurance (DRFI) to work out options to increase the resilience of the PIE's financial response capacity to secure cost-effective access to adequate funding for emergency response, reconstruction, and recovery.