

COMMUNITY-BASED DISASTER RISK MANAGEMENT



Adventist Development
and Relief Agency.

DISASTER AWARENESS

Training Guide

Introduction:

This guide is a step by step process to guide ADRA PNG officers and community volunteers to conduct disaster awareness training at the community level. The guide was developed from previous community-based disaster risk reduction project to improve and strengthen advocacy in the community and hence improving the implementation of community disaster risk reduction project.

Disaster risk reduction is an emerging issue even-though it has been part of the community's building block for many generations. Traditional early warning system and response mechanisms exists in our communal societies for many generations, the *wantok system* is a system where by the community come together to help those that are in need. This practice is what has bonded the community together. However over the years this practice has come under criticism and abused due to urbanization, increasing the free hand-out mentality and therefore has a negative impact on most societies.

Furthermore wantok system has the potential of having a positive impact on disaster risk management intervention. Community resilience can be strengthened by emphasizing the wantok system practice to benefit the community as they become the first respondents to a small to catastrophic event in the community.

Community mobilization:

What is Community Mobilization?

Community mobilization refers to a community's action plan to address a problem that affects its normal functioning in a society. According to Dr. C. Krishna Mohan Rao's PowerPoint presentation Community Mobilization is a process that involves a group of people being aware of a shared concern or common need and takes action to solve their community's problem or concern resulting in shared benefits (Rao, n.d.). It involves communication, education and organization which together lead to community action and development.

Some of the Key tasks involved in Community Mobilization include:

1. Developing an an-going dialogue between community members
2. Creating or strengthening community organizations
3. Creating an environment in which individuals can empower themselves to address their own and their community's needs
4. Promoting community members' participation

Community mobilization also include implementation and constant monitoring, assessing the results, revising the strategy wherever necessary and scaling up. Community mobilization is like a cycle that follows these steps and repeats itself.

Role in community mobilization

You will be working for the people and with the people. Hence, your role will be merely be a Facilitator. You will help the community to collectively identify, analyze and solve a problem that would have a shared benefits at the end. You will be guiding them through in implementing their community actions.

Your role will basically be a community mobilizer in getting things moving in the community which includes bringing people together, building trust, encouraging participation, facilitating discussions and decision making, helping things to run smoothly and facilitating in the community mobilization process.

Some of the skills needed for a good community mobilizer include having good attitudes, skills and knowledge.

Some of the good attitudes of a community mobilizer include;

- a) A willingness to examine and challenge their own assumptions, opinions and beliefs
- b) A genuine respect for all community members

Some of the skills include;

- a) Good communication skills, especially listening
- b) Good facilitation skills to enable communities to conduct their own analysis of their lives and situations

Some of the knowledge include;

- a) Community mobilization process

b) Principles of community mobilization

A community mobilizer will also be a mediator in which he/she should be able to solve conflicts and restore peace. A conflict managed constructively should be able to bring positive impacts which may lead to clear understanding, bringing ideas, effectiveness and commitment of the community action.

Disaster awareness:

Disaster awareness training helps to increase advocacy and strengthen community resilience and preparedness. Awareness is a key tool in increasing community knowledge, by increasing community knowledge, they are able to plan and address disaster at the community level and this can be achieved by developing disaster response plan.

1.1: Introduction to disaster risk management:

Before commencing on the awareness activities, it is important to understand the disaster risk management concept and equation in order to better understand and address disaster risk management.

Communities may have different understanding of what disaster risk management is all about, hence have a different perception. Therefore it is important to break down the perceptions they have.

i. Defining humanitarian terminologies

Identifying community's knowledge and understanding

- In this exercise you will need sticky pad and 6 plain white butcher paper.
- On each of the butcher papers write the questions:

- What is disaster?**
- What is hazard?**
- What is Vulnerability?**
- What is Capacity?**
- What is mitigation?**
- What is preparedness?**

- Ask participants, in their own understanding write their definition on the sticky pad and paste under each question. Participants should have six definitions each on six sticky pads.
- Using pictures help participants understand the meaning of the word by explaining each picture to them.



- Ask participants to revisit the butcher paper with the questions and their definitions
- Participants should now be able to define the words. Any confusion at this stage should be cleared before moving on to the next topic

Important note:

To achieve maximum output, this activity should be conducted in small groups. It is advisable to group participants when there is a large number of attendees. Example: total of 10 attendees should have two groups.

ii. Disaster risk management cycle

Communities have different perceptions on disaster risk management. These perceptions should be narrowed down to one common understanding.

- In this exercise you will need marking pen, butcher paper, card paper, scissors, glue and sticky tape
- Highlight the disaster management cycle as follows (*written on hard paper*);



- Two components of the cycle: **Post-disaster and pre-disaster**
- Five segments of the cycle: **Individual response, Response/relief, rehabilitation and reconstruction, mitigation, preparedness**

- Define the components of the cycle
- Define the segments of the cycle
- At the end of this exercise you would have developed the cycle on the butcher paper

Important note:

Participation is the key to not only completing this exercise but also understanding the cycle. When completing the cycle a copy is kept in the community for future reference.

iii. Disaster risk equation

During this session participants have completed and understood the disaster management cycle. They are able to clearly understand the risk equation and weigh out the potential risks and vulnerabilities.

- In this exercise you will need marking pen, butcher paper, glue, hard paper, sticky tape and scissors
- Define risk
- Define how risk is increased
- Re-emphasis using the risk equation
- Identify **hazards, vulnerability** and **capacity**
- List hazard, vulnerability and capacity down on hard paper and paste accordingly on the equation



Important note:

Participation is the key to not only completing this exercise but also understanding the equation. It is encouraged to work in small groups. When completing the equation a copy is kept in the community for future reference.

1.2: Conducting hazard, vulnerability, capacity assessment

The previous session would have set the foundation for conducting HVC assessments. In this session participants are asked to conduct a brief risk assessment.

i. Risk assessment

- In this session you will need marking pen, butcher paper, sticky tape, blu-tak and ruler
- Group participants accordingly, if possible focused groups
- Participants are asked to discuss and list potential damaging event, phenomena or human activity that may cause harm to community or society (Listing hazards) in the community
- Participants are asked to discuss and list conditions determined by physical, social, economic and environmental factors and processes which increases community susceptibility (listing vulnerability)
- Participants are asked to discuss and list all resources available in the community that can be used to reduce the level of risk (Listing capacity that is both hard and soft)
- Conduct demographic survey

Important note:

Participation is the key and participants are encouraged to work in groups. It can be focused groups depending on the attendees. If possible a walk through the community is encouraged

ii. Time-frame/history of occurrence

- In this exercise you will need marking pen, butcher paper, ruler and color pen
- Mark a time for the last 10 years till present example; **2005-2015**
- List the common hazards identified in the previous session
- Mark on the time-line the occurrence of each hazards
- Narrow the time-line to the last five years example; **2010-2015**
- Mark on the time-line the occurrence of each hazards
- Develop a time for one year and mark the occurrence of the hazard

Important note:

Time-line should be detailed starting with the most common hazard in the area, there may-be a sequential occurrence of hazards should also be captured. Participants should be encouraged to have group discussion

iii. Risk areas and infrastructures

- In this exercise you will need the hazard list from the previous session, marking pen, butcher paper, sticky tape, blu-tak and ruler
- Divide the butcher paper into three columns; ***Hazard, risk areas and infrastructure at risk***

- Participants are asked to discuss in their groups
- Identify and list the area/s and infrastructure/s that is at risk from the potential hazards listed

Important note:

Community participation is encouraged, participants can work in groups for discussions.

iv. Magnitude or scale of risk

After identifying which areas and infrastructures are at risk by different hazards, the community should be able to give a scale of 1-3 (Most often, Medium, Rare) of occurrence and a scale of 1-3 (High, medium, low) of magnitude

- In this session you will need risk areas and infrastructure list, marking pen, ruler, butcher paper, blu-tak, and sticky tape crediting
- Divide the butcher paper into three columns for **Hazards, areas at risk, infrastructures at risk, occurrence and magnitude**
- Participants are asked to discuss and fill in the columns appropriately

Hazard	Area at risk	Infrastructure at risk	Occurrence	Magnitude
Flood	River bank gardens	School	Most often	1

Important note:

This exercise may only include the common hazards that is seen as a potential threat to the community.

v. Community capacity – what is needed

Participants are aware of the potential risks in the community and can be able to identify the capacities they lack.

- In this exercise you will need butcher paper, marking pen, ruler, blu-tak and sticky tape
- Re-cap on all the sessions; give a brief on each of the session starting from defining terminologies
- In small focused groups ask participants to discuss and identify existing capacity
- Divide the butcher paper into four columns; **Soft capacity (any skilled service person), hard capacity (physical resources, materials and equipment's), ownership and comments**
- Participants are asked to discuss in their groups and identify the following **capacity that are available** and write in the appropriate column.

Soft capacity	Hard Capacity	Ownership/status	Comment
Nursing office		For soft capacity state if it is current, valid or operational	Any notable comments
	Dingy	For physical capacity or	Any notable comments (cost, durability)

		equipment state its ownership	
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- After listing what is available participants will list down the **capacity that is needed** in the community on the second butcher paper

Important note:

In this session it is important to give community enough time to identify capacity that is available and what is needed.

1.3: Community planning

Community planning is important, for this session participants have already identified the problem and need to address the problem. In order to address this problem a plan needs to be developed, the plan should be time-bound, realistic and measurable. (**Note:** the information in this session will be used to develop VHC map and Community disaster response plan)

i. Identify responsibilities

- You will need butcher paper, marking pen, sticky tape, blu-tak and ruler
- Identify key persons in the community, this can be retired public servants ward members etc.
- Divide participants evenly into groups depending on the number of key individuals (**option:** form four groups comprising of male and female with evenly distributed key individuals, that is provincial group, District group, LLG group and Community Group)
- Divide the butcher paper into four columns with the title **Provincial Level, District Level, LLG Level and Community level** (Option: One group per governing authority)
- Ask participant to discuss in their small groups the different roles each level would assume to address disaster risk management and climate change
- At each level write down the different responsibility each level would assume regarding disaster risk management and climate change

Important note:

To achieve maximum contribution it is important to identify the key individuals who know the structure of the governing system.

ii. Identifying mitigation initiative

- You will need butcher paper, marking pen, ruler, sticky tape and blu-tak
- Group participants into focused groups
- Introduce why it is important to have a mitigation plan
- Ask Participants to list down the common and potential hazards that exists in the community (referring to the HVC session)
- For each of the hazards, identify the different mitigation initiatives that can be adapted at each of the levels from community, ward to LLG also identifying the different responsibilities for each of these levels in terms of mitigation.
- The butcher paper should be divided into three columns with the heading **Hazard, Mitigation, and Responsibility.** (You can have one butcher paper for each of the levels if preferred)

iii. Identifying safe location

- You will need butcher paper, marking pen, ruler, sticky tape and blu-tak

- Group participants into focused group (can be same as previous)
- Introduce why it is important to have safe haven in the community and how this areas can be made safe and accessible for all
- Facilitate the identification of safe haven (safe location) in the community. List potential location in the community
- Ask participants to present the location identified. These areas should consider accessibility, safe, and is free from all forms of hazard.
- Participants will than identify two or three locations from the list provided
- Safe haven are identified by names (*can use the current name if there is one*).

iv. Identifying suitable early warning system

After conducting research on indigenous early warning system you will be able to facilitate this session

- 1. You will need butcher paper, marking pen, sticky tape and ruler
- Facilitate by first introducing the topic to participant and the purpose of the session (early warning system)
- 1. Ask participants to list traditional signs for each of the common hazards
- Divide the butcher paper into two column one for hazards and the other for the signs (*list many signs as possible*)
- 2. Ask participants to identify which of the signs are currently being used and which are effective
- 3. Ask participants to identify suitable early warning system that should be used for the following hazards and the level of responsibility that will ensure the effectiveness of the EWS
- Divide the butcher paper into three columns i. hazard, ii. Early warning & iii. Responsibility (*at the community level*)

Important note:

Identify early warning markers, early warning system that is local and easily acceptable.

v. Demographic surveillance

- You will need butcher paper, marking pen and ruler
- Explain the purpose of this session why is it important to have demographic surveillance

Importance of demographic surveillance

- 1. Explain to participants what should be included in the surveillance
- Household, male & female population, children population, old age population, lactating mothers, people living with disability

Age distribution

- 2. Ask participants to identify the current population – considering age and gender distribution, household and persons per household

Community mapping

2.1: Ground map

Find a clear spot on the ground and introduce the mapping exercise to the participants. The purpose of the mapping exercise is to get full community participation to map out the community. The facilitator should be creative and innovative to make the session inclusive as possible.

1. Draw the map of the community

- 1.1: Starting with the road of the community
- 1.2: Indicate land marks on the map (river etc)
- 1.3: Indicate on the map your current location

2. Indicate resources in the community

- 2.1: Indicate houses accordingly on the map
- 2.2: Indicate school/s, health facility/s, community hall, church/s
- 2.3: Indicate trade stores, livestock, agriculture plot, plantations
- 2.4: Indicate lands (forest, agricultural, grazing etc)
- 2.5: Indicate tube wells, well, water points, mountain streams for drinking water etc
- 2.6: Indicate grain banks, boasts
- 2.7: Raised platforms, high lands, high raised roads/area etc
- 2.8: Common building /houses in high raised areas
- 2.9: Open space/ground etc

3. Indicate on the map risk areas and infrastructure/vulnerabilities

- 3.1: Indicate the areas that are at risk and the potential hazards (livestock of the community, vulnerable embankments, livelihood assets like nets, boat, agriculture tools, tractors, etc)
- 3.2: Indicate the infrastructure that maybe at risk and the potential hazards (vulnerable houses such as partially broken/weak houses, thatched houses etc)
- 3.3: People at risk of the community like old age people, pregnant women, lactating mothers, children below 5 years of age, people with chronic illnesses, PLWD etc

4. Indicate the social map by denoting at least the following:

- 4.1: Habitation in the village (number of houses in each hamlet)
- 4.2: Clear indication of type of houses
- 4.3: Roads
- 4.4: Embankments
- 4.5: Bridges (concrete/temporary)

4.6: Water sources (ponds, wells, tube wells, lift irrigation points, water tap, supply connection, rivers, canals, etc)

4.7: Community infrastructure (religious places, club houses, schools, emergency shelter, community hall, hospital, primary health centers, post offices etc)

4.8: Any other points of the community/village

5. Hazard mapping

5.1: Cyclone areas

5.2: Flood areas, rivers, canals, dams, sea etc

5.3: Volcanoes

5.4: Landslide prone areas

5.5: Ring of fire areas

5.6: Possible threat of war/conflict areas (which may have a potential of damaging lives, property and may influence the normal life)

6. Opportunities/safe/alternate/evacuation route mapping

6.1: Cyclone shelters, high raised houses, high lands, raised platforms, mounds, schools, community centers, high embankments etc

6.2: Houses on high lands

6.3: All the alternative route systems (roadways/waterways)

6.4: Existing health, medical & sanitation facilities that can be used and strengthened at the time of disaster

Monitoring

Monitoring is the regular checking of the activities planned for the Community Action. The regular checking of the activities determines the progress of the action or the project that is being implemented. There can be several monitoring activities taking place in which there usually a baseline, midterm and an end of project monitoring timeframes. Consequently, all monitoring would then lead to evaluations of the overall action or project. This in turn allows for either scaling up or organizing the community again for improvements in the community action plan.

Reference

RAO, C. K. M. (n.d.). *Community action for development* [PowerPoint slides]. Unknown: Unknown. Available at: unknown. Unknown. < apard.gov.in/KEYCAP/ppts/community%20mobilization.ppt > (accessed 14 June, 2013).