COMMUNITY RISK ASSESSMENT TRAINING MODULE

September 2009

CONCERN WORLDWIDE MALAWI

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Overview

1. Introduction

The purpose of this manual is to guide Concern Worldwide Malawi team and its partners to help Concern Malawi staff to understand concepts on Disaster Risk Reduction and changes from Climate Change and mainstream them in different programmes such as Livelihoods, Education, Health and Nutrition, etc. Concern Worldwide Global Strategic Plan (2006-2010) calls for mainstreaming risk reduction in all Concern's programming. The strategic plan suggest requirement of the adoption of a risk reduction perspective in the contextual analysis and programme planning – i.e. undertaking a risk assessment that identifies the probability of a hazard occurring and its likely impacts on a given community, and the development of strategies to address the potential impact of those hazards. This manual helps staff to understand how to adopt risk reduction perspective in contextual analysis and planning.

The manual has been developed on the basis of training programme organised for Concern Malawi staff and partners in July 2009 and incorporates all feedback and experiences from the theoretical session and fieldwork.

1.1 Objectives of the Community Risk Assessment

The objective of this exercise is to:

a) Understand concepts on Disaster Risk Reduction
b) To understand how to do risk analysis at community level (i.e. community risk assessments) and impacts of climate change, by doing it;
c) To reflect on the work accomplished in the field work and develop appropriate risk reduction for different programmes in each area programme

1.2 What is Community Risk Assessment?

Community Risk Assessment (CRA) is a process of participatory investigation designed to assess and address major risks affecting communities of each programme and help in designing appropriate risk reduction measures. The CRA process aims to help staff to determine people's vulnerability to those risks, and their capacity to cope and recover from a disaster. CRA helps programme teams to work with vulnerable communities by:

(a) helping them to understand the hazards they face;
(b) assist them in taking the necessary measures to improve the situation, based on their own skills, knowledge and initiatives.

In its basic form, CRA also enables people to prepare for hazards and prevent them from turning into disasters. It helps communities to:

- gather baseline information, which serves as a crucial reference for emergency needs assessments following a disaster;
- Community has the central role in disaster risk reduction
- better understand their environment in relation to predicted risks and hazards;
- Recognition of the link between disaster risk reduction and the development process
- Recognition that different people have different perceptions and impacts of risk and community members and groups in the community have different vulnerabilities and capacities
- 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;

1.3 Participants

The participants of this workshop included the Area Programme Managers (APM), Sectoral Programme Managers, HIV and AIDS Mainstreaming Coordinator, Partnership Support Officers and partner staff.

1.4 Module

The module combines two distinct but complementary training methodologies, both aimed at familiarizing programme staff in the use of CRA: (1) classroom training and (2) 'learning-by-doing'.

1.4.1 Class room training

This methodology aims to orient participants on key concepts of DRR and Climate Change adaptation. It follows principles of adult learning where the teaching strategy is task-based and participatory in nature. In practical terms, this involves using the following techniques:

a) group work in problem-solving;
b) practice in the use of CRA tools and on-going data analysis;
c) facilitation for presenting specific content in non-lecture format;
d) anecdote, story and experience-sharing by facilitators and participants, to highlight learning;
e) games, energisers and drawing sessions;
f) practice and demonstration of communication and facilitation methods;
g) 'reflective learning' – including the use of notes , and other means which encourage participants to think about what they have learned, and the ways in which they are learning.

1.4.2 'Learning by doing' in the field

'Learning by doing' methodology aims to support staff in developing their skills in the field, whilst maintaining the standards of the community risk assessment process. It takes into consideration real time constraints which may exist when working with people, on a day to day basis. In this way, a community risk assessment can be undertaken over a period of four days, whilst building in a degree of flexibility (i.e. over a week or at intervals suited to individual community needs and capacities). Such a flexible model of community risk assessment implementation recognizes that communities may have limited periods of time to offer, or that they are not necessarily fully engaged from the beginning. In addition, 'learning by- doing' enables staff to be mindful of the dynamic and ever-changing environment of community living.

Undertaking CRA is a step-step process and hence module is divided into four parts which are as followings:

Module 1: Introducing key concepts on hazards, vulnerability and risk reduction
Module 2: Preparations before the field work
Module 3: Conducting field work
Module 4: Data analysis and preparing action plans based on the field findings. Action plans identified for each area programmes are attached as Annex 1.

The timeframe of all these modules is 4 days and details of each day are given below:

Table 1: Timeframe of the training

Days	Details
Day 1 (1/2 day)	Module 1 covers: – Global trends in Disasters and importance of risk reduction – International framework on disaster risk reduction (like Hyogo Framework of Action) and UN framework on Climate Change – DRR concepts, hazard and vulnerability analysis – Livelihoods Framework and Disaster Risk Reduction – DRR measures-preparedness, mitigation and advocacy and climate change adaptation measures – Synergies and dissimilarities between DRR and Climate Change Adaptation
Day 1 (1/2 day)	Module 2 covers: – Community Risk Assessment in the field – Overview of the tools to be used – Target groups – List of team members
Day 2 and Day 3	Module 3 covers tools used in the field work – Community meetings

	– Social Mapping – Transect Walk – Seasonal Calendar – Focus Group Discussions – Interviews with key informants
Day 4	Module 4 covers: – Analysis of findings from different tools – Main hazards – Vulnerability across six capitals of livelihoods framework – DRR action plans

The details of all modules are presented in next pages.

Module1

2. Disasters and Climate Change

2.1 Global Overview of Disaster Risk Reduction and Climate Change

Aim
The purpose of the session is to give an overview to the participants on the global scenario of disasters and climate change and its implication

Time: 30 minutes (15 minutes presentation + 15 minutes discussion)

Procedure:
In this session, the participants are presented history of disasters in the region and country, international frameworks such as Hyogo Framework of Action, UN ISDR, and other international strategies and agreements. The participants are also made aware of linkages between disasters and poverty, what is climate change, evidences of climate change and programming synergies.

Details
The presentation should include following:

- Global patterns of disasters and its impact on developing countries and developed countries
- Disasters and poverty and viscous cycle between them. Especially how disasters are affecting poverty where Concern's programme are operational with examples.
- Recent momentum in DRR, UNISDR and Hyogo Framework of Action and five priorities of action (for detail please refer www.unisdr.org)
- Intensive global hot spots defined by the UNISDR
- Disasters in Malawi- major hazards trends, history, frequency, intensity, etc.
- What are Climate Change and Inter governmental Panel on Climate Change and recent reports? Implications for the region and country and national climate change reports.
- Evidences of climate change in countries of operation and programme areas
- Synergies between climate change and DRR

After the presentation, ask participants on their observations and experiences on disasters and climate change in their areas

- ➲ What is their experience on disasters and poverty? What happens to extreme poor people when disasters affect them? What is the impact on men and women?
- ➲ Are there any evidences of change in weather patterns in your areas of operation and how is this affecting livelihood of the extreme poor people and overall poverty?
- ➲ Are they aware that their national government has signed Hyogo Framework of Action? What are the specific actions taken by the national government?

2.2 Key Concepts in Disaster Risk Reduction

2.2.1 Defining Hazard, Vulnerability and Disaster Risk Reduction

Purpose:
The purpose of the session is for participants to gain an understanding of the key concepts used in Disaster Risk Reduction.

Time: 30 minutes (20 minutes presentation+10 minutes discussion)

Procedure
In this session, global perspective of disasters, international strategies and key theoretical understanding of the hazards, vulnerability and risk are presented to the participants and is followed by open discussions.

Definitions of Key Concepts

Hazard: These are the "potentially damaging physical events, phenomena or human activities which cause loss of life, injury, physical damage, environmental degradation and social and economic disruption" (Approaches to DRR). Concern has adopted a broad understanding of what constitutes a hazard. The following are the examples of hazards.

- Geological e.g. Earthquakes, Volcanoes
- Hydro meteorological e.g. Floods, Storms, Drought, etc.
- Biological e.g. HIV, Malaria, pests, livestock disease, etc.
- PIPs (policies, institutions and processes)
- (Poor governance)
- Conflict
- Technological e.g. Chernobyl

Vulnerability: The conditions determined by physical, social, economic, political, institutional and environmental factors or processes, which increases susceptibility of a community to the impact of hazards.[1]

The level of vulnerability depends on "the characteristics of a person or group in terms of their capacity to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard."[2] And vulnerability is a condition that makes a community weak and susceptible to the impacts of a hazard.

Vulnerability can be looked at under a number of different headings that include:

- *Economic* including levels of savings debt, and access to credit and insurance
- *Physical* including location and standards of infrastructure
- *Social* including lack of security, education levels, access to good governance, social equity, degree of respect for human rights, traditional values, knowledge, customs and membership or not of social organisations; ethnic, tribal, religious or political groupings; female headed households, unaccompanied children and women, the very young and the elderly, health, nutritional, and HIV status, and physical disablement.

Disasters: A hazard only becomes a disaster when an individual, household or community's ability to cope is overwhelmed. They are unable to function normally without outside assistance. Their ability to cope is largely influenced by vulnerability.

Risk: The probability of harmful consequences or expected losses resulting from interactions between natural and/or human-induced hazards and vulnerable conditions. [3] Risk is defined as the probability of being exposed to a hazard(s), and the magnitude of impact on people's assets and livelihoods when these hazards occur. The impact is directly related to people's vulnerability to the hazard(s) in question and therefore risk is comprised of Hazard & Vulnerability (functions).

Disaster Risk Reduction: The systematic development and application of policies, strategies and practices to minimise vulnerabilities, hazards and the unfolding of disaster impacts throughout a society, in the broad context of sustainable development. [4]

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[1] Inter-Agency Secretariat of the International Strategy for Disaster Reduction (UN/ISDR). 2004. "Annex 1: Terminology: Basic Terms of Disaster Risk Reduction" *Living with Risk: A Global Review of Disaster Reduction Initiatives.* Geneva: United Nations Publications. p. 7

[2] International Federation of Red Cross and Red Crescent Societies. 1999. *Vulnerability and capacity assessment. An International Federation Guide.* Switzerland: IFRC. p. 33.

[3] Inter-Agency Secretariat of the International Strategy for Disaster Reduction (UN/ISDR). 2004. "Annex 1: Terminology: Basic Terms of Disaster Risk Reduction" *Living with Risk: A Global Review of Disaster Reduction Initiatives.* Geneva: United Nations Publications. p. 6.

[4] Inter-Agency Secretariat of the International Strategy for Disaster Reduction (UN/ISDR). 2004. "Annex 1: Terminology: Basic Terms of Disaster Risk Reduction" *Living with Risk: A Global Review of Disaster Reduction Initiatives.* Geneva: United Nations Publications. p. 3.

Climate variability: is the normal variation in climate– for example, it rains more in some years and less in others.

Climate Change: Climate change is the trend in climate caused by greenhouse gas emissions (principally) from burning fossil fuels – for example, the world's temperature has risen by nearly 0.8ºC since the 1960s, causing sea level rise, melting of glaciers in the Himalayas and Andes, increased intensity of hurricanes, decreased rain in some areas, and more in others. This is also known as 'global warming' by experts.

Climate Change Adaptation: is the changes in human behaviour that reduce the harm of, or take opportunities from climate change.

Give a list of basic terms used in DRR after the presentation. List is attached as Annex 2. After the presentation ask participants, if they are clear on all concepts and proceed to give a handout as shown in Table 2.

2.2.2 Hazard Assessment

Purpose:
The aim is to learn and identify the key characteristics of a hazard and what main elements/ assets are at risk from each hazard.

Time: 45 minutes (15 minutes group work and 30 minutes presentation and discussions)

Procedure
In this session participants are divided in teams of people and each team choose a community/ programme they are familiar with as a reference point. They brainstorm the hazards affecting the community, pick the most prominent ones and fill out the Hazard Assessment Matrix, which they present to the group.
Note: More often than not, several hazards may a source of alarm of disaster-prone communities. Prioritise the main ones that affecting community.

Details
Introduce the exercise by explaining that it is aimed at helping the participants to understand a hazard's nature and behaviour, and consider how to carry out this assessment in a participatory way at the community level.

Ask each team to choose an actual community that they are familiar with (or at least some of the members are familiar with). The teams should list the different hazards affecting that community. They should choose the two or three hazards they consider have the most severe impact and assess their respective potential. The results of their findings should be incorporated in the following Hazard Assessment Matrix (see table 2).

The facilitator should highlight that a possible limitation may be that some information is not available. The participants should list the information gaps and consider solutions.
Each team has 5 minutes to present their hazard assessment matrix.

- Ask follow-up questions:
- What information is missing?
- Where can they get this information?
- Which PRA/PLA tool could assist in generating the relevant data?

To sum-up refer back to the definition of a hazard (which can be presented in a flip chart from basix definitions) and hazard assessment as the identification, study and monitoring of any hazard to determine its potential, origin, characteristics and behaviour. Assessing the main Hazards goes beyond making a list.

Emphasize that secondary information from other sources should be consulted when facilitating community risk assessment. This is particularly important for data on climate change predictions for

the given context. The facilitators will need to analyse climate change information, understand how this might particularly affect a given geographical area and identify the key messages to provide during discussions at the local level. It is advisable to request guidance from internal and/or external expertise to ensure these messages are appropriate.

Table 2: Hazard Matrix

Hazard Type:		
Origin and Force	**Warning Signs**	**Forewarning and Speed of Onset**
Origin: The factor(s) which create or result in a hazard (Wind, Water, Fire, Seismic, Man-made). **Force:** The "strength" of the hazard. (A cyclone may have both strong winds that destroy structures and assets as well as heavy rain that result in flooding. These two forces should be considered in the assessment.)	Scientific and indigenous indicators that a hazard is likely to happen. What information is available to the community to predict the arrival of a hazard?	**Forewarning:** The amount of time between warning signs and the impact of the hazard. **Speed of Onset:** Rapidity of arrival and impact. (Flash floods or slow rising water)
Frequency	**Seasonality**	**Duration and Scope of Impact**
Yearly, every ten years?	Is there any particular time in the year when the hazard hits the community?	**Duration:** The duration of the hazard (not the duration of the impact). Hours, Days, Weeks? **Scope of Impact:** How large an area could be affected?

2.2.3 Element and Assets at Risk

Purpose:
This session aims at deepening the understanding of hazard assessment by focusing on its impact on different elements at risk in a community.

Time: 45 minutes (15 minutes group work and 30 minutes presentation and discussions)

Procedure
This session is a group/ team exercise. Participants review their completed hazard assessments and describe scenarios on 'who' and 'what' elements in a community are most likely to be affected by the hazards they assessed. Finally the facilitator reviews the key ideas behind the hazard assessment

Details

This is a group exercise where participants are asked do the following

- Each programme team should review their complete hazard assessment matrix.
- Distribute table 3 as hand out and ask teams to fill them. One table for each hazard and at maximum 3 hazards can be considered.

Table 3: Assets/ Elements at risk

Name of Hazard?	Answers
Who and what elements in a community are most likely to be affected by the hazard?	
How will it affect different groups of people?	
How will it affect livelihoods?	
How will it affect Property and other infrastructure?	
How will it affect Infrastructure?	
How will it affect services?	
How will the impacts differ between men and women?	
How will the impacts differ between young and elderly?	
How will the impacts differ between those with and without HIV/AIDS?	

Give each group 5-10 minutes to present and allow 1-3 questions per group. Once all the groups have presented, review the results and ask the participants the following questions:

- What was easy and what was difficult in assessing the elements at risk?
- What information did they lack?
- How and where will they get this information?
- What are the key learning from the exercise of combining hazard assessment and identifying elements at risk?

2.3.4 DRR and Livelihoods Framework

Purpose

The aim is to understand how Livelihoods Framework and capital assets are related to shocks and what should be done to strengthen these assets to reduce the impact of shocks/ stresses

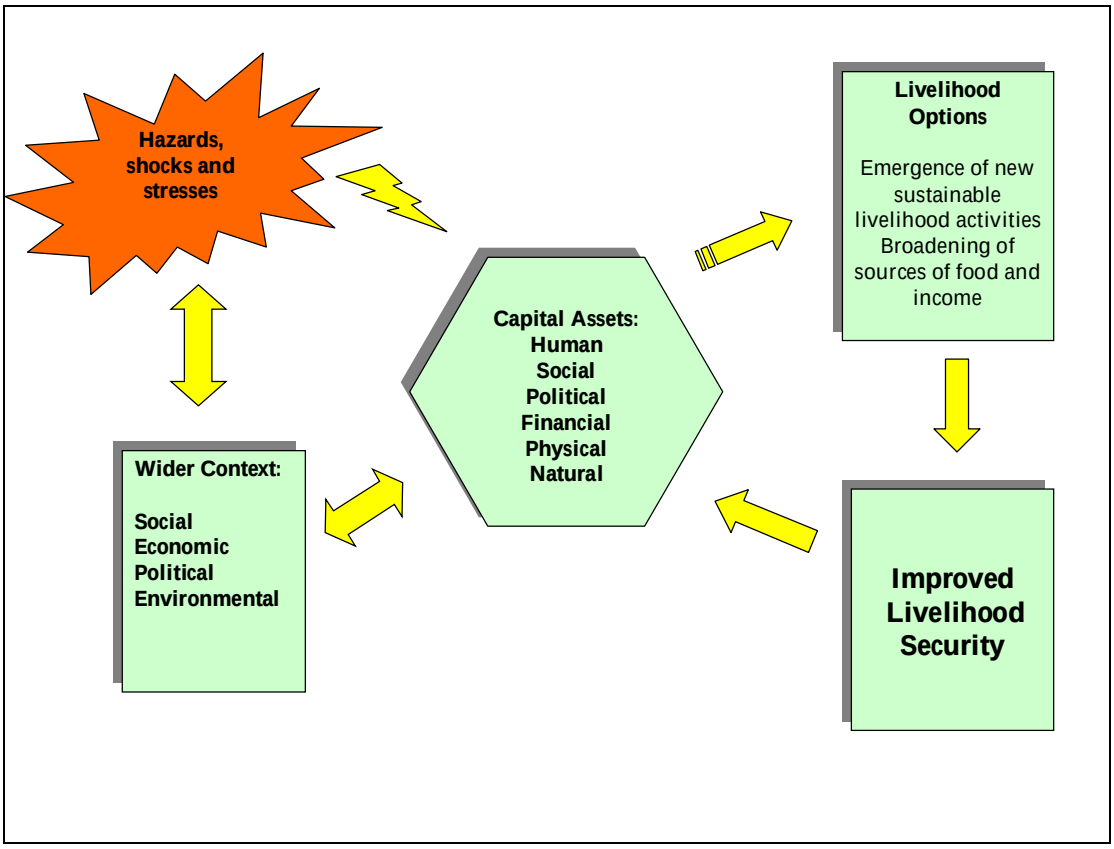
Procedure

The session has details of livelihood framework and how strengthening of assets can help in reducing the risk.

Details

Facilitators should present the livelihood framework with following details:

- The Livelihoods Model provides a framework in which DRR can be seen as part of long-term sustainable development work. The model can be used to understand how risk reduction measures can be included within regular programme planning.



- Concern defines livelihood security as: *the adequate and sustainable access to and control over resources, both material and social, to enable households to achieve their rights without undermining the natural resource base*. (Policy on Livelihood Security)

- DfID uses a similar definition but emphasises that livelihoods are only sustainable *when they can cope with and recover from stresses and shocks.* Both mitigation measures and preparedness planning for emergency responses play a role in reinforcing these coping and recovery elements.

- The model illustrates the holistic and people-centred orientation of the livelihoods approach. At the centre are the various strengths and capacities of an individual or community which have been divided into six categories that embrace assets and resources. They describe wealth not only in material terms of financial, physical and natural assets, but also in terms of education, health, social organisation and political influence.[5]

- An individual or community that has a wide distribution of assets throughout the six categories will be less vulnerable, as they are in a stronger position to withstand and recover from the impact of hazards due to the diversity of their capitals.

- DRR can be thought of as protecting the capital assets of communities which in turn promote more livelihood options and underpin the sustainable development process. DRR focuses on

[5] Examples of Capitals:
Human: Skills, Knowledge, Health, Ability to Work, Leadership, Education
Social: Networks, Membership, Relationships, Work Groups (trust, reciprocity, exchange, clan, trading groups)
Political: Power, Influence, Democratic Institutions, Access to Power Brokers,
Financial: Livestock, Cash, Jewellery, Credit, bank Deposits, Remittances, Pensions, State Payments
Physical: Infrastructure, Transport, Shelter, Housing, Buildings, Water Supply System, Sanitation, Energy Supply
Natural: Biodiversity, Atmosphere, Trees, Plants, Land, Water, Minerals, Wildlife, Game Animals

the left hand side of the livelihoods model – the parts concerned with shocks, stresses and the wider context as these interact and bear on the asset base.

After the presentation, facilitator should ask the participants the following questions:

- ➲ What are the examples of stress and shocks that poor people experience?
- ➲ What are some of the examples of capital assets?
- ➲ How strengthening of assets can help in reducing risk?

2.3.5 DRR Measures

Purpose
The purpose of this session is to orient participants on different DRR measures.

Time: 30 minutes

Procedure:
Using presentations, the facilitators should explain different DRR measures to the participants.

Details
DRR measures include all measures that reduce disaster related losses of life, property, or assets. It can be done in several ways- by either reducing the hazards, or lowering the vulnerabilities of elements at risk.

The following are types of DRR measures.

- **Mitigation:** is defined as "to make less severe" by making the hazard less frequent and/or severe or making the impact of a hazard less severe. They are both physical & non-physical in nature:
  - Physical: e.g. construction of dykes; tree planting; gabion cages; flood water channels; check dams; terracing; strengthening or raising housing; flood-free shelters for humans and livestock
  - Non-physical: e.g. introduction of drought tolerant species; improved agricultural practices such as small scale irrigation; vaccination campaigns, micro insurance

- **Preparedness** often include capacity building. They are usually knowledge based and include early warning systems that monitor and predict the occurrence of hazards, and contingency plans for effective response and recovery which can be implemented by the community, implementing partners or Concern itself. At community level they may include elements of withstanding the impact of a hazard (e.g., flood shelters, change in agricultural practices); search and rescue; early warning systems and hazard awareness campaigns

- **Advocacy:** To favourably change/ influence, those external policies and practices (political, environmental, social and economic) which negatively affect assets and hazards.

After the presentation, the facilitators should ask participants on any examples of DRR measures such as preparedness, mitigation and advocacy.

Module 2

3. Before the Field Work

3.1 Defining Community Risk Assessment Process in the field

The aim of this session is for participants to reflect on and start planning the key activities in the pre, during and post CRA fieldwork phases.

Procedure:
During this session participants understand the key elements of CRA process through a presentation, brainstorming and discussions

Time: Around 2 hours

Prior to considering launching a CRA process in a given community, an important pre-condition is that there is either a strong commitment to continue supporting vulnerability reduction programmes or a firm intent of doing so in the near future. If this is not the case, then it is advisable to consider other tools (such as discussion, secondary literature survey, etc.) to analyse risk. CRA is both about risk analysis and planning at the local level. It is important to note that participatory process raises expectations from the community and local stakeholders.

The CRA team should seek to involve key stakeholders such as the local government unit, NGOs and community-based organisations in the CRA process. This will help ensure that it is participatory from the very start, conducted in a coordinated fashion and encourages contributions.

3.2 Explaining CRA process

3.2.1 What are the objectives of the CRA?

This refers to the level of analysis the team wants to achieve in conducting the PCVA. Remember that the general purpose of the analysis is to build a picture of the risks (as an interaction between hazards and vulnerabilities) that the people face in the community. By formulating specific objectives, the participants will be clear on what we want to identify and how one should go about it. The example of objectives could be to develop a comprehensive risk analysis for the community, including risk from climate change, and develop a plan of action.

3.2.2 Define key areas of inquiry or focus of the inquiry?

The Key Areas of Inquiry (KAI) are formulated to further systematize CRA process. It is the next step after formulating the specific objectives of the CRA. In short, KAIs refer to the set of information required to obtain a risk analysis and the basis for the planning of risk reduction measures.

What are the key or probing questions that will help in building the community's analysis?
The key probing questions are: Who? What? When? Where? Why?

The following examples can be discussed with the workshop participants:

Objective 1: to identify and assess the potential effects of specific hazards to people, livelihoods and resources, structures and other properties in the community.

- KAI 1.1. Hazards affecting the community
- KAI 1.2. Potential effects of each hazard
    - People – who are affected, when are they affected, where are the effects most likely to occur, why are people affected?
    - Livelihoods – what, when, where, why?
    - Structures and properties – what, when, where, why?

Objective 2: to identify and assess the possible effects of climate change on people's livelihoods

- KAI 2.1. Main Livelihood strategies of the community
    - Livelihood Activities- what are the specific livelihood activities, what natural resources they rely on, when during the year do they perform the different activities?
    - Changes in climate pattern – what are the different climatic conditions in the community (wet season, dry season) and during what months of the year?
    - Changes in livelihood activities to adapt to changes in climate pattern

To initiate or kick start discussion, the table below can be provided to the participants

Table 4: Details of tools to be used in the field

Objective/s of the community risk assessment	Key Area of Inquiry or Focus of the Risk Analysis	Tools	Likely Target Groups
This refers to the analysis we want to build on the community: what will be the focus of our analysis?	Breakdown of the specific objective into more particular key areas of inquiry.	Specific PLA/PRA tools whether as a single tool or in combination with other tools	Men Women Children Elderly Local officials Others
Objective 1: To identify and assess the potential effects of specific hazards to people, livelihoods and resources, structures and other properties in the community.	Hazards affecting the community.		
	• Hazard Assessment	Spatial Mapping combined with Hazard Mapping Timelines	Men, Women, Children Elderly
	Potential effects of each hazard.		
	People: who, when, where, why?	Spatial Mapping combined with /Hazard Mapping	Men, women Children
	Livelihoods: what, when, where, why?	Resource Mapping combined with Hazard Mapping	Men group Women group
	Structures and properties: what, when, where, why?	Historical visualization	Elderly
	Probing: Who or what sectors are most affected? In what part of the community? Why is it vulnerable? Who or what are the most vulnerable? Why?		
Objective 2: To identify and assess the possible effects of climate	Main Livelihood strategies of the community		
	Livelihood Activities, resources used, period during the year	Seasonal Calendar	Men group, Women group

change on people's livelihoods	Changes in climate pattern (wet season, dry season)	Seasonal Calendar	Men group, Women group
	Changes in livelihood activities to adapt to changes in climate pattern	Seasonal Calendar	Men group, Women group
	Probing: • What are the changes in climate pattern? • How do the changes affect their livelihood activities, output, and income? • How do people cope? • How effective are these coping strategies?		
	Semi-structured interviews Focus group discussion with men and women (separately) to validate findings of the above exercises		

3.2.3 Tools to be used, target groups and list of team members

The participants should then identify the most appropriate tool per key area of inquiry that could best engage people to share information and build their analysis. The group composition (ex. Men, women, mixed, elders, youth, etc) will also need to be considered. There are two major considerations in choosing the target groups:

- To achieve different perspectives in the analysis and
- The appropriateness of the "informants" based on the information to be generated. For example, in doing historical visualization, the elders in the community could be the best sources of information. In establishing the changes in gender relations before and after a crisis, it is best to get the perspective of both men and women preferably by dividing them into two groups.

Once the tools are identified, a team is identified that will be undertake these exercises. Different participants can be divided into groups and with each group of at least two people- a facilitator and note taker. Example of selection criteria of the team members, especially facilitator, could be:

- Appropriate mix of gender (men and women)
- Knowledge of local language and community development, if possible previous rapport with the community is an added advantage
- Good communication skills and patience
- Willing to commit throughout the CRA process.

Role of facilitators and note taker

CRA tools facilitators	Facilitates the process, moderates the discussion (who's discussing and who's not), manages the information being generated (keeping focus but also knows how to handle additional information) manages time, assists/reminds the note-taker.
Note-Taker(s) or Observer(s)	Writes down all important information and relevant observations, copies maps, calendars, symbols drawn or used by participants: - Name of process/tool - Number of participants (men and women, children, rough idea of age) - Date, place, facilitator of the process - Main output (depends on what tool is being used), issues raised by residents, analysis made by residents

And further, it will be useful to brain storm on schedule of PRA/PLA activities: will there be sequences or will there be times when two or three processes are held simultaneously?

Tips for planning before field visits:

- Translate the concepts/ words of hazards, vulnerability, risk and questionnaire/ checklist (if any) in the local language and ensure that all participants/ groups members are aware of it and use them in the field.

- Prior to the field visit, it will be advisable to have the profile of the villages, examples/ reports (such as wealth ranking of villages, poverty analysis and any other relevant data)
- Finalise the steps that will be followed in the field and who will be responsible for each step. Selected team members should identify steps. The examples can be:
    - Organising initial meeting with the village headmen and traditional leaders and introducing objective of the visit and taking their feedback
    - Organising village general meeting and sharing objectives and concept of hazards and vulnerability.
    - Organising transect walk, mapping seasonal calendar and social mapping, conducting focus group discussion with the men and women (of different age groups- elderly, young/ middle aged, etc.) and interviews with community leaders/ key informants
- Agree on the field visit timings, travel plan and food arrangements, if required.
- Confirm with the group whether they understand the process or n't.
- Prepare picture cards, in case participants want to explain communities in detail.

Tip for PRA/PLA principles for CRA exercise

Before the field work, the participants should familiarise and refresh with the definition and key principles guiding PRA/PLA .The following questions can also be used to probe:

- How do we offset bias?
- How do we triangulate and validate the data?
- How do we obtain different perspectives from the community?
- How best to learn from the people in the community?

To help participants, the table below should be given to them; it provides a summary of the key principles.

Principles of Participatory Learning and Action

Offsetting Biases	Obtain different perspectives from different groups of people in the way realities in the community are presented and analysed. Be aware of biases that inform our own way of assessing poor people's conditions in the community. PRA/PLA offers a wide range of tools and methodologies to offset these biases. Offsetting biases can also be achieved by using other sources of information and by having individuals with different backgrounds and ages on the CRA team.
Diversity and Differences	People of different origin (ethnic, socio-economic), religion, gender and age may have different perceptions of the same situation!
Gender Sensitivity	Check for the composition of the people participating in the PRA/PLA process.
Rapid and Progressive Learning (Flexible and Interactive)	PRA/PLA uses tools that can provide information about the different features of a community within a short timeframe. Each tool contributes in building the analysis of the conditions in the community. However, the use of PRA/PLA tools should be flexible and not be used for the sake it. The main reason is to learn from people's experience and their analysis of their condition.
Role Reversal	The CRA teams are in the community to learn from local people not to interrogate or to teach.
Focused Learning	As time is limited for all, do not attempt to find out more than what is actually needed!
Attitude and Behaviour	Positive relationship with local women, men and people of different age groups. Outsiders must have an attitude of respect, humility and patience, and a willingness to learn from the local people.

Module 3

4. Conducting Field visits (Day 2 and Day 3)

4.1 Community Risk Analysis

The aim of this exercise is to conduct a participatory risk analysis by using PRA/PLA tools and conduct necessary debriefing.

The following guidance notes are to assist the facilitators who will be overseeing the actual field-testing and debriefing exercise.

4.2 During the Fieldwork:

- Most of the time, the field-testing will begin with some formal introduction of the CRA team, either with the local officials, leaders or during a short ceremony. The teams should be aware of the appropriate customs and factor into their planning the time needed for these important formalities. In Malawi, a prayer was conducted before the community meeting and after the meeting and a brief was done by the village headmen.
- Remind the participants to introduce prior to each discussion the objectives of the CRA, including the KAIs. The wide participation of the members of the group should be encouraged, as often one or two individuals may be doing the talking and the rest listening.
- The role of the facilitation team (lead facilitator and co-facilitators) during the field work is to observe the way the CRA facilitators conduct the exercise. They should also help in implementation of activities;
  - Trouble shooting.
  - Time management.
  - Advising the team members.

A CRA team member should also take photos and film good examples to review later.

4.3 Tools for field work

4.3.1 Village Meeting

Purpose

The village meeting helps in creating rapport with the villagers and introducing the objective of the visit.

Participants

The participants could include village headmen and traditional leaders, village people (men and women)

The CRA exercise usually starts with the village meeting lead by the traditional leaders and village headmen. During the meeting, the objectives of the visit are introduce CRA team members and identify hazards. Based on the list of hazards, common hazards are identified.

An important point to note is that sequence of this tool on how they will be used should be in the field. This can be discussed with the village leaders.

Some tips for facilitators for meetings with community leaders
The meeting should help in:

- clearing points of reference within the community with whom you will work;
- a better idea of community interests and needs;

- community ownership and commitment of the CRA process

Also remember that it is up to community members to decide whether or not to become involved. If they decide to participate, they will be able to help the team with information-gathering. They know best with whom the team should talk, when the best time to find people and where they can be found.

4.3.2 Seasonal calendar

Purpose:
The seasonal calendars are a form of timeline. A seasonal calendar reveals the main hazards and their timings of occurrence over the year, the main livelihood activities, how are these activities affected by hazards and their *access* to assets change over the year.

Participants:
A seasonal calendar should be done with key informants consisting of both men and women who are aware of main problems facing the village. The facilitators should be familiar with the local seasons and main livelihood patterns practiced by population. The exercise takes approximately 90 to 120 minutes.

Description:
A seasonal calendar will illustrate using pictures and symbols the events that take place during each month of the year.

Method:
Seasonal calendars can be used at both community and household level.

1. The year will be divided up according to the system used locally, e.g. into 12 months, and these will be marked horizontally along the top of the calendar
2. Hazards, activities and assets will be listed or represented pictorially. These will be placed vertically at the side of the calendar
3. Participants will then be asked to fill in the calendar indicating what activities, events, problems or change in assets happens during each of the months.

Tips for facilitators:

- *Sometimes the exercise is dominated by few people and hence care be taken that everybody participates in the exercise, particularly the women.*
- *The group may face difficulties in prioritising the hazards and hence it needs to be facilitated. Many hazards may be inter-related to each other and facilitators need to explain it to the group. For instance, dry spell for a long time leads to drought like condition.*

Results:
The following gives examples of what may be recorded on a seasonal calendar:

- Main hazards- such as dry spell, cholera, malaria, floods, strong winds, hail storm, lightening, etc.
- Main livelihood activities – rain fed agriculture- maize, ground nuts, beans, tobacco, soya beans, potatoes, cassava; irrigation farming- maize, vegetables, potatoes; livestock production: goats, chickens, cattle, donkeys, pigs, rabbits and ducks; small-scale businesses: doughnuts, groceries, fish mongering, brick making, sale of firewood, etc.
- Impact of climate change, like change in weather patterns, temperature etc. on these livelihood activities.

Seasonal calendars at the household level can show:
- Livelihood activities practiced by households through the year.
- The involvement of different household members through the year.
- Earnings and flows of income through the year.
- Patterns of indebtedness.
- Seasonal changes in food supply and food deprivation months
- Disease prevalence months and who are affected more
- Patterns of migration
- The seasonal calendar, if are gender-disaggregated, they provide important information on gender roles and division of labour and help in more detailed and nuanced understanding of vulnerability.

4.3.3 Direct observation

Purpose:
The purpose of this exercise is to get a picture of disaster/hazard situation, especially elements that may be difficult to verbalize. It is a good way of cross-checking verbal information.

Method:
This method involves walking around the village while talking to the people. The direct observation includes: seeing, hearing, smelling, touching and feeling. It involves systematically observing objects, people, events, relationships, interactions and recording these observations.

There are two techniques in direct observation:
- Direct observation; informal observation with people/ or without people.
- Participant observation with key-informant consisting of leader, common people (both men and women).

Results
The findings from direct observation should be documented either electronically or in a flip chart. This should be shared with the key informants in order to obtain their inputs.

4.3.4 Transects

Purpose:
A transect walk is used to examine key features of the land and resources used by and available to the community.

Description:
This is an investigative mapping tool that involves members of the team and key informants walking a pre-determined route, noting their observations, listening and talking to key informants and producing a transect diagram.

Method:

1. The route can be chosen on the basis of a community map, to enable the different features highlighted through the mapping exercise to be examined in further depth.
2. As the route is walked key features of the land and resources are identified and people within each zone consulted.
3. Digital photographs of the key areas may also be taken and displayed so that community members who were unable to participate in the transect walk can comment.
4. The information may then be transferred onto a diagram with the different zones walked through along the horizontal axis at the top and the different issues examined running along the vertical axis. This enables examination of how different factors change at various points through the community.
5. Identify what resources and facilities can be found in upland areas? In lowland areas, etc.?

Tips for facilitators

Remember, before doing the 'transect walk', facilitators should:

- *Invite members of the community to walk and to act as key-informants.*
- *Explain to them what it is you are going to do and how the process works.*
- *Ensure active involvement by key-informants in the collection of information.*
- *Note down what you observed when walking through the community, in the same way in which you would systematize information collected through direct observation.*
- *Divide the selected area into a minimum of three and a maximum of seven geographical sectors.*
- *While doing the 'transect walk', make a drawing of the geographical sector covered.*
- *Geographical village boundaries may not reflect true boundaries and hence if required boundaries may be decided on topography.*
- *Make sketches while walking to produce the transect diagram in which differences are recorded.*
- *Draw the map after transect walk and validate with key informants from the community.*
- *It can be useful to walk the same transect with separate groups of men and women to record the different issues they highlight and explanations that they give. This can contribute important information to a gender analysis. Walking in transect with key informants representing different resource users can also provide important perspectives and may reveal competing resource priorities.*
- And while walking through the selected area remember these elements of analysis (though not limited to them):
    - Type of ground/ land & physical condition (soil type- sandy, clay, etc; differences in housing types & assets, village infrastructure like road, etc.)
    - Livelihood within the particular sector of analysis (food availability, food storage points, livestock, fisheries, credit sources, etc.)
    - Local organization (hospitals, schools, church, etc).
    - Main hazards and their impacts in different places in the village
    - Conditions that increase vulnerability (physical, social, economic, environment and natural)
    - Natural environment and its status (trees, water ponds, rivers, forest, etc.)

Results:

A transect walk can reveal how natural resources are managed, who has access to certain resources, how this is controlled, where pockets of poverty or discrimination are located, impact of hazards to different areas & people and information about any major household food and livelihood security problems and opportunities can be obtained.

4.3.5 Social Mapping

Purpose

The purpose of this exercise is to produce a map which captures socio-economic information at the household level and identifies poor household.

Description
Social maps are used to get socio-economic information about the households within the community and the spatial distribution of the households. It also helps in identifying which households are likely to be affected in case of disasters.

Method
The participants in social mapping will be purposively selected and should represent all the sections of community with an appropriate mix of men and women.

The social mapping should begin with identifying different resources in the village (like roads, infrastructure, water supply routes, schools, clinics, etc.)

Once mapping is done households should be drawn in the map and they should be categorised according to certain criteria and objects or symbols will be used to denote information about that household.

Note: This categorisation is likely to draw heavily on wealth or well-being criteria, defined during a wealth/well-being ranking exercise.

Results
Different kinds of information can be obtained and captured on a social map e.g. households that contain wage earners, female headed households, those that have malnourished children, those that grow certain crops, household that have a tin roof on their house, ethnicity, households that have someone under the age of 40.

4.3.6 Focus Group Discussion

Purpose:
A focus group is designed to get an understanding of the views and issues facing a particular group of the community.

Description:
A focus group is a discussion with a group of ideally 6-12 informants chosen as a representative group of, for example, a particular livelihood strategy, well-being/wealth ranking category, youth, the elderly etc

Method:
The participants in a focus group will be purposively selected. It is important that it is conducted at a time convenient to all participants and in an appropriate setting. The topics for investigation will be pre-defined, but the methods of eliciting information can be wide and include other participatory tools. Group discussions should be no longer than 2 hours. *(Copy of the FGD template used during the field trip is enclosed as Annex 2).*

Discussion:
Focus groups will normally be gender desegregated and it is important that every member of the group is involved and able to express their views. The focus group discussion is for each of the following (or as appropriate to your particular CRA):

- Elderly men and Elderly Women
- Young Men and Men.
- Youths (girls and boys).

It is a forum for those who may find it harder to have their voice heard to express their views. This will mean that leaders or those with influence over the community will normally not be present in order that people do not feel inhibited and can speak freely. These influential members of the community can always be interviewed separately. After the discussions are over, ask participants if they have any questions on the process.

Tips for facilitators

- *Before starting the exercise, thank participant for coming and explain the purpose of this exercise.*
- *Introduce the facilitators and note takers*
- *Give participants chance to ask questions*
- *Thank them at the last for their active participation and for making time for the discussion*

Results:

Focus groups can yield detailed information on whatever issue is being focussed upon.

Module 4

5. Findings from the field and preparing DRR Strategies

5.1 Data Analysis

Findings of all tools used
After the field work, ask all groups to present their findings. To facilitate the findings, ask participants the following questions

- What was the process followed?
- How was the participation from different participants?
- What would they like to improve?

Tips for facilitators
The facilitators can follow the after action review[6] process to facilitate the process forward and to maintain the learning nature of the event by avoiding detours into self-justification or blame. The facilitator can ask the following questions to each group

- *What did we plan? What was expected to happen?*
- *What actually happened?*
- *What went well, and why?*
- *What can be improved, and how?*

Once findings are presented by all groups, divide participants into three groups. The following tasks are given to each group to consolidate findings from all group presentation.

Group 1: Key hazards identified and assets/ elements at risk. The hazard identified should include main hazards identified by both men and women and common hazards.

Group 2: Identification of key vulnerabilities across different hazards. To analyse vulnerability, the six different livelihood assets: natural, physical, social, human, financial and political can be used. These assets together determine people's resilience. Resilience is very specific to the community, to household level and indeed to individual women and men.The following table can be used:

Hazards	***Assets***	***Men***	***Women***	***Poor people***
e.g. floods, droughts, cholera, etc.	*Economic*			
	Social			
	Political			
	Human			
	Natural			

Tips for facilitators
If required help the teams to define what does vulnerability means across each assets and how it is impacting risk to hazards. For instance, under social assets, literacy among women and extreme poor is important factor on hampering reduction of their vulnerability to disasters – from being informed and prepared to being able to access support after a disaster. Under social assets, the traditional roles and power relationship between men and women may intensify and reduce their risks.

[6] After-action review is a structured discussion of an event to focus on drawing learning from that event. It looks at the divergence between the planned and the actual, and then identifies what went well or badly. The aim of an afteraction review is to improve personal and collective performance in the future by identifying lessons from a past event.

Group 3: Define key DRR strategies for the community visited. The strategies could include preparedness, mitigation and advocacy. The facilitator should help participants in designing strategies and that should take into account gender sensitive needs and requirements.

Hazards	***Preparedness***	***Mitigation (structural and non structural)***	***Advocacy***
Hazard 1 (drought)			
Hazard 2 (floods)			
Hazard 3 (cholera)			

Annex 1

BASIC TERMS OF DISASTER RISK REDUCTION[7]

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

Biological hazard: Processes of organic origin or those conveyed by biological vectors, including exposure to pathogenic micro-organisms, toxins and bioactive substances, which may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation.

Building codes: Ordinances and regulations controlling the design, construction, materials, alteration and occupancy of any structure to insure human safety and welfare. Building codes include both technical and functional standards.

Capacity: The resources, skills and strengths possessed by persons, communities, societies or countries, which enable them to prevent, mitigate, prepare for, withstand, or quickly recover from a disaster.

Capacity building: Efforts aimed to develop human skills or societal infrastructures within a community or organization needed to reduce the level of risk.

Climate change: The climate of a place or region is changed if over an extended period (typically decades or longer) there is a statistically significant change in measurements of either the mean state or variability of the climate for that place or region.

Coping capacity: The means by which people or organizations use available resources and abilities to face adverse consequences that could lead to a disaster.

Counter measures: All measures taken to counter and reduce disaster risk. They most commonly refer to engineering (structural) measures but can also include non-structural measures and tools designed and employed to avoid or limit the adverse impact of natural hazards and related environmental and technological disasters.

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

Disaster risk management: The systematic process of using administrative decisions, organization, operational skills and capacities to implement policies, strategies and coping capacities of the society and communities to lessen the impacts of natural hazards and related environmental and technological disasters. This comprises all forms of activities, including structural and non-structural measures to avoid (prevention) or to limit (mitigation and preparedness) adverse effects of hazards.

Disaster Risk Reduction: The systematic development and application of policies, strategies and practices to minimise vulnerabilities, hazards and the unfolding of disaster impacts throughout a society, in the broad context of sustainable development.

Early warning: The provision of timely and effective information, through identified institutions, that allows individuals exposed to a hazard to take action to avoid or reduce their risk and prepare for effective response.

[7] Adapted from UNISDR, ***Terminology: Basic Terms of Disaster Risk Reduction.*** www.unisdr.org

Ecosystem: A complex set of relationships of living organisms functioning as a unit and interacting with their physical environment.

El Niño-southern oscillation (ENSO) / La Niña : 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, 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 dealing with all aspects of emergencies, in particularly preparedness, response and rehabilitation.

Environmental impact assessment (EIA): Studies undertaken in order to assess the effect on a specified environment of the introduction of any new factor, which may upset the current ecological balance.

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

Forecast: Definite statement or statistical estimate of the occurrence of a future event (UNESCO, WMO).

Geological hazard: Natural earth processes or phenomena that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation.

Geographic information systems (GIS): Analysis that combine relational databases with spatial interpretation and outputs often in form of maps. A more elaborate definition is that of computer programmes for capturing, storing, checking, integrating, analysing and displaying data about the earth that is spatially referenced.

Greenhouse gas (GHG): A gas, such as water vapour, carbon dioxide, methane, chlorofluorocarbons (CFCs) and hydro-chlorofluorocarbons (HCFCs), that absorbs and re-emits infrared radiation, warming the earth's surface and contributing to climate change (UNEP, 1998).

Hazard: A potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social activity and economic disruption or environmental degradation.

Hazard analysis: Identification, studies and monitoring of any hazard to determine its potential, origin, characteristics and behaviour.

Hydro-meteorological hazards: Natural processes or phenomena of atmospheric, hydrological or oceanographic nature, which may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation.

Land-use planning: Branch of physical and socio-economic planning that determines the means and assesses the values or limitations of various options in which land is to be utilized, with the corresponding effects on different segments of the population or interests of a community taken into account in resulting decisions.

Mitigation: Structural and non-structural measures undertaken to limit the adverse impact of natural hazards, environmental degradation and technological hazards.

Natural hazards: Natural processes or phenomena occurring in the biosphere that may constitute a damaging event.

Preparedness: Activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary evacuation of people and property from threatened locations.

Prevention: Activities to provide outright avoidance of the adverse impact of hazards and means to minimize related environmental, technological and biological disasters.

Public awareness: The processes of informing the general population, increasing levels of consciousness about risks and how people can act to reduce their exposure to hazards. This is particularly important for public officials in fulfilling their responsibilities to save lives and property in the event of a disaster.

Public information: Information, facts and knowledge provided or learned as a result of research or study, available to be disseminated to the public.

Recovery: Decisions and actions taken after a disaster with a view to restoring or improving the pre-disaster living conditions of the stricken community, while encouraging and facilitating necessary adjustments to reduce disaster risk.

Relief / response: The provision of assistance or intervention during or immediately after a disaster to meet the life preservation and basic subsistence needs of those people affected. It can be of an immediate, short-term, or protracted duration.

Resilience / resilient: The capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing in order to reach and maintain an acceptable level of functioning and structure. This is determined by the degree to which the social system is capable of organizing itself to increase its capacity for learning from past disasters for better future protection and to improve risk reduction measures.

Retrofitting (or upgrading): Reinforcement of structures to become more resistant and resilient to the forces of natural hazards.

Risk: The probability of harmful consequences or expected losses resulting from interactions between natural and/or human-induced hazards and vulnerable conditions.

Disaster Risk =Hazard x Vulnerability
(function)

Risk assessment/analysis: A methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat or harm to people, property, livelihoods and the environment on which they depend.

Structural / non-structural measures: Structural measures refer to any physical construction to reduce or avoid possible impacts of hazards, which include engineering measures and construction of hazard-resistant and protective structures and infrastructure.

Sustainable development: Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts: the concept of "needs", in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and the future needs. (Brundtland Commission, 1987).

Technological hazards: Danger originating from technological or industrial accidents, dangerous procedures, infrastructure failures or certain human activities, which may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation.

Vulnerability: The conditions determined by physical, social, economic, and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards.

Annex 2

Focus Group Discussion

These questions will be both for men and women

Can you tell me what do people consider as main hazards they experience in your village? Looking at the last five years, are the frequency of hazards increasing or decreasing? Are the severity increasing or decreasing? Which are the most prominent ones?

Is there any change in weather patterns in your village and how is these affecting the hazards?

From your own understanding which are most affected sectors (prompts like agriculture, livestock, water, forest, fisheries, housing, location of villages, etc.)? And who are the most affected groups (prompt like poor, very poor, rich, etc.) by these hazards and change in weather patterns? And why are they most affected?

What are some of the key coping and or adaptive strategies that most vulnerable are adapting? What is the impact of these on their lives?

Are there people living with HIV and AIDS (or chronically ill, if there is stigma to use PLHIV) and Orphans in your village? How are they affected?

Questions specifically for women

Who is responsible for making decisions for this community? Who is responsible for making decisions in the family? Who controls resources in the community and in family?

What are the main risks that households face in your villages, in case of disasters and change in weather patterns? Are there any specific risks that woman, in particular, experiencing? Are there any security, protection & violence (such as rape, sexual assault, domestic violence) issues, as a result of these disasters and change in weather patterns?

What are some of the specific results of these risks on the households and women? Has any action taken to reduce the risk?

What specific actions do you want to suggest mitigating the risk of women from these disasters and are any of the actions done by govt. & other agencies?