



MINISTRY OF AGRICULTURE AND FORESTRY
Department of Irrigation
GMS: Flood and Drought Risk Management and Mitigation Project
ADB Grant # 0316 - Lao (SF)
Community Based Disaster Risk Management (CBDRM)



CBDRM

TECHNICAL DOCUMENTS

(SUMMARY)



VIENTIANE - MAY 2018

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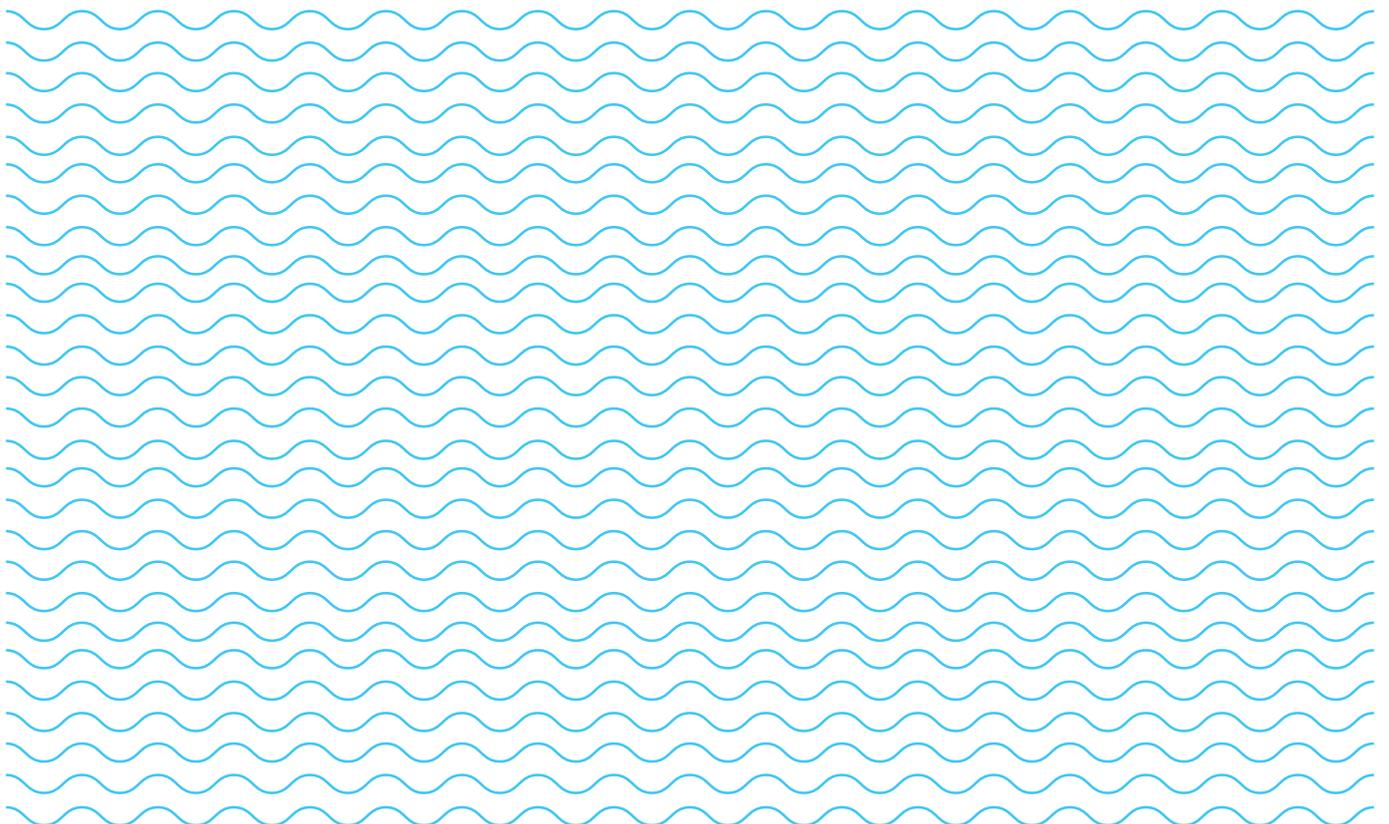
**CBDRM FOR
FACILITATORS**

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**COMMUNITY BASED
DISASTER RISK ASSESSMENT
(CBDRA)**

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**SAFER VILLAGE
PLAN**



01

**CBDRM FOR
FACILITATORS**

INTRODUCTION TO FACILITATOR GUIDE

The document is designed for facilitators who facilitate learning through the conduct of community based disaster risk management (CBDRM) trainings with the people in at-risk villages as participants. The training of trainer on CBDRM is viewed as a step towards building a pool of human resources who can train people's representatives and local people with the knowledge and perspectives of resilient communities and skills of facilitating capacity building processes applying participatory methods. The document has three lectures are:

- **Lecture 1.** Effective Facilitator.
- **Lecture 2.** CBDRM Training Facilitation.
- **Chapter 3.** General introduction on DRM.

Chapter 1 introduction of skills as well as methods in participatory training. The pointers on how to get the participants involved in the training has been discussed in this chapter.

Chapter 2 provides the basic concepts of CBDRM.

Chapter 3 give the suggestions on facilitating CBDRM Trainings

The critical requirements for a facilitator are still the formal or informal training on disaster management and actual experience in CBDRM.

Disaster management training will provide the knowledge, experience as well as the confidence and skills implementing the CBDRM approach.

By the end of the course participants should be able to explain:

- Nature and types of the trainings required to facilitate CBDRM process.
- Principles of adult learning.
- Role of the trainer as a facilitator.
- Methods of learning needs assessment at community level.
- Facilitation skills to apply participatory training methodology.
- Development of context specific training designs.
- Development of learning and media material to facilitate the trainings.
- Evaluate the community based training programmes.
- Describe certain approaches to disaster risk management.
- Describe the main requirements of a disaster risk manager.



LECTURE 1: EFFECTIVE FACILITATOR

1.1 Introduction



A simple definition of facilitator says that “a facilitator is a person who makes a group’s work easier by structuring and guiding the participation of group members toward a result that is created, understood, and accepted by all participants”.

In order to implement CBDRM approach, a facilitator consists of two major positions: i) the facilitator as the presenter, who conveys the basic knowledge of disaster risk assessment as well as sets up safer village plans for people in the community; ii) the facilitator is an individual who enables local people to work more effectively, develops creative ways to inform and involve them in all phases of the disaster management program. Both require specific facilitation skills. Some skills and techniques are given in order to make the Facilitator effective and successful.

A facilitator’s responsibility is to make a process easier or facilitate a process through adequate planning. A facilitator acts like a guide to help people move through a process. They guide the participants towards an exploratory journey of learning by helping them to delve into their inner self to realize their strengths and weaknesses, helping them to share their experiences and learning from the experiences of others.

Facilitators achieve this by helping the group to analyze what they wish to accomplish. Good facilitators understand their group and adopt a customized approach while working in the group. They plan, manage and guide a group event effectively ensuring that objectives are met. A good facilitator keeps away from the real content and maintains a neutral stance.

1.2 Principles and characteristics of adult learning

Instruction of adults requires unique techniques. Adults have a wide variety of experiences and responsibilities. Time, business and family duty pressures may hamper an adult’s commitment to spending time and energy in a training class.

The effective facilitator considers each participant as an individual with valuable and varied experiences, opinions, abilities and goals. Adult learners require respect for their abilities and experiences.

When teaching adults, a number of issues should be considered including the setting, teaching methods, credibility of the instructor, and learning application.

The nine principles by Gary Kroehnert in Basic Training for Trainers are RAMP 2 FAME, which is known as: Recency, Appropriateness, Motivation, Primacy, 2-way communication, Feedback, Active learning, Multi-sense learning, and Exercise.

These principles are important in several ways. They allow facilitator to prepare a training properly, efficiently and effectively. They also allow facilitator to evaluate the training.

Participatory training is most efficient type of training for adult learner. It is based on the principles of adult learning. It creates the conducive environment for adult to learn. Adults learn, 20% of what they hear, 40% what they hear and see and 80% of what they discover for themselves. Participatory training process is an important process of Adult learning.



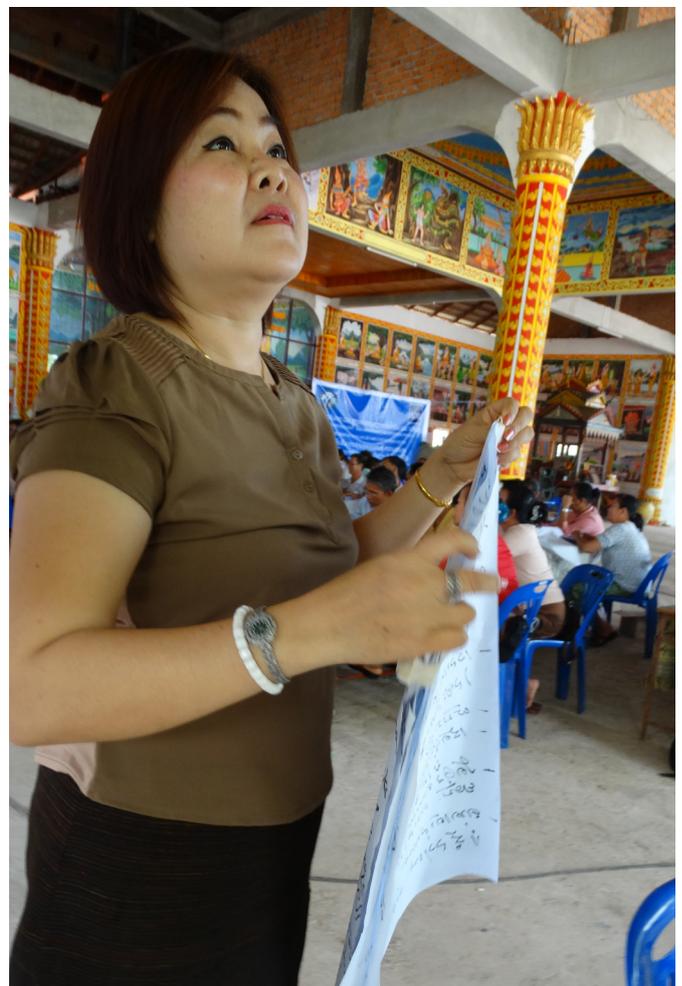
1.3 Skill in training



A skill is a complex sequence of practical activities. Some skills are far more complex than others. The more complex type of skill could involve understanding and knowledge. Four main skills are introduced as Presentation, Listening, Questioning and Feedback skill.

1.4 Methods in participatory training

Participatory training process is comprised of several training methods. A useful framework to understand this wide variety would be to see which one are best suited for increasing knowledge, which one are for awareness and which are for skill development. Five selected methods are presented in this section include: Lecture method, Small group method, Brainstorming method, Case study method and Role play method. In each method, the advantages and disadvantages are highlighted. Based on them, facilitators can choose the appropriate method for the training's purposes. In order to do that, some features should be analyzed such as who the trainees are and what information should be conveyed during the course. Another significant point is to recognize the learners' knowledge and experience so that the training course can provide opportunity for them to share and validate what they have experienced then synthesize to adjust to the new environment. Therefore, methods chosen should be highly interactive, preferably, hands on (learning by doing) and challenge the creativity of learner. The choice of method should be helpful in individual and collective learning which promote mutual learning and develop the collective learning process. Besides, it is also important to assess the trainer's competency for using the methods since it may reduce the learning effectiveness of the method if the trainer lacks of experience.



LECTURE 2: CBDRM TRAINING FACILITATION

2.1 Organizing a Training



Running a training course is one of the biggest “risk factors” for participation and investment. All of the parts of a training are important (especially agendas and goals); logistics; and training skills and principles.

Each “phase” needs to be paid attention to and taken seriously. A truly good training happens when attention is paid to the four phases as follows:

- i) **Planning:** The final goal of a CBDRM training should be well prepared. Based on the goal, identify who should be invited and how many participants. The timing of a CBDRM training course is dependent on the availability of the participants, the resource persons, the seasonality of hazard occurrences and the lead time for organizing a training;
- ii) **Logistics arrangements:** It is most important pillar in success of any training programme. It is helpful for creating the conducive environment for learning. Logistics arrangements are including the arrangement for proper venue for training programmes, organizing the venue as per the need of training programme, stay and transportation facilities for the trainees. The success of the training depends upon the systematic arrangements of the logistics.
- iii) **Running:** The success of training also depends on the participants’ feeling about participation. To build a safe as well as comfortable environment, the ground rules should be developed. Ground rules are considered operating rules which the participants follow during the training.

- iv) **Following up:** Follow-up action has a very special role in the fruitful utilisation of the training input. Although this is true for all types of training activities, yet, it has a definite importance in the training of villages participating in any development programme.

In order to make sure a training programme is well-organised, there should be a checklist to manage the training into desired direction. This can be done as the following criteria:

- Purpose: Whether the training is in progress as per objectives, aims and action plan.
- Selection of Participants: Whether the trainees of the course have been selected in accordance to the set norms and procedure.
- Contents: Whether the course contents of the training are being satisfactorily covered.
- Choice of Resource Person: Whether the facilitator or resource person has been rightly selected as judged by his/her performance.
- Selection of Training Methods: Whether proper training methods have been selected and used, so as to do full justice to the effectiveness and fruitfulness of the training.
- Organisational Management: Whether the training programme has been organised properly as reflected by the reactions of the participants.
- Evaluation: Whether the training programme has been evaluated during the present course itself and whether it is being conducted in such a way that post training evaluation is possible.
- Feedback: Whether there has been a provision for feedback information through the opinions taken from the participants.
- Follow-up Action: Whether proper follow-up action is taken after the training. This may be in the form of planning for the visit of supervisory or senior staff to the project villages to see if the trained field staff is using the skills acquired through the training or not. Even post training evaluation exercise may be the part of this step.

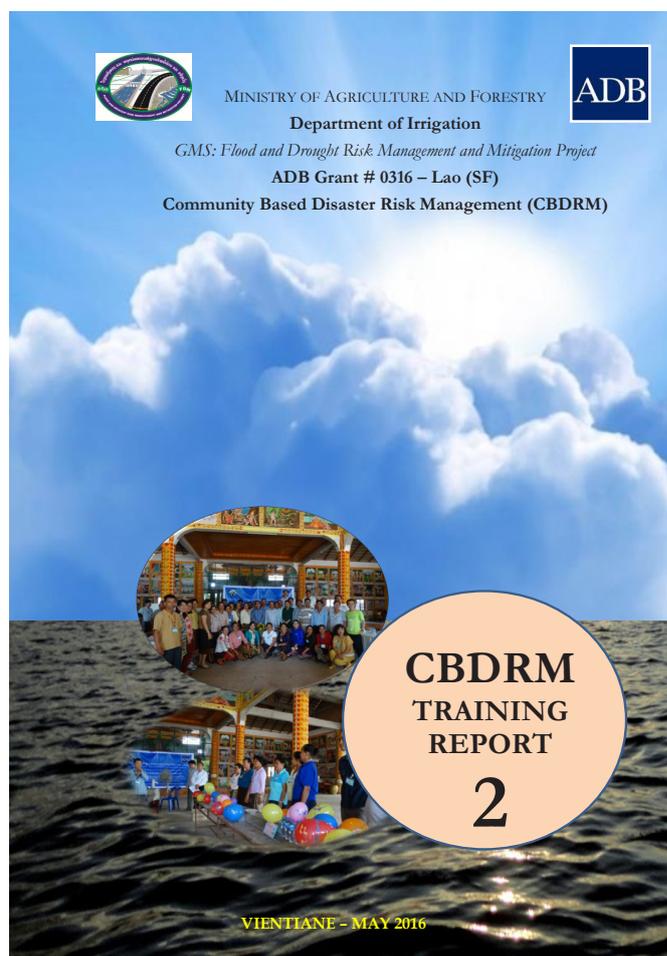
2.2 Reporting the Training results

Training report should contain information on the context of the training, the objectives, the participant's profiles, information about trainer and resource persons, the approach, main themes and subject materials and method used elements of the process and evaluation.

Evaluation is the most important element in designing and conducting the training programme. It measures the effectiveness level of training in the area of content of training, methodology, duration of training programme and logistics support etc. Therefore, it needs to be evaluated either in the middle of training (if training sessions are longer duration) or at the end of the training programme.

The elements/ aspects on which the reactions of the participants should be taken into consideration:

- Planning of the training programme (logical relevance)
- Time scheduling of the training (timeliness and duration)
- Venue selection (accommodation and arrangements)
- Course contents (user need base orientation)
- Training methodology adopted (informative and educational)
- Training material used (interest sustaining)
- Participatory approach (involvement of trainees)
- Practice orientation (classroom exercise)
- Field experience exposure (field visits)
- Utility scope of the learning experience or knowledge

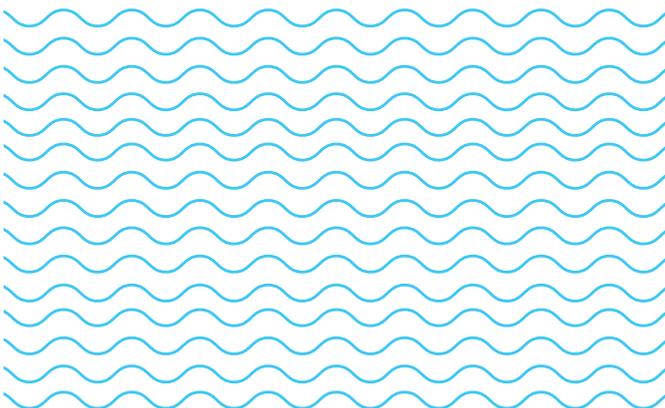


LECTURE 3: GENERAL INTRODUCTION ON DISASTER RISK MANAGEMENT

3.1 Disaster risk management (DRM)



Disaster Risk Management is designed to help agencies and organizations develop the disaster risk management foundation necessary to protect communities. Effective disaster management requires trained human resource power to deal with complex situation effectively and speedily to reduce the impact of disaster on human life and property. It is necessary to continuously undertake measures to develop the capacity amongst those who are handling disaster prevention, mitigation, preparedness, response, reconstruction and also creating awareness amongst people. Therefore, capacity development needs to encompass all resources available within a community, society and organization to reduce the level of risk or the effects of a disaster.



3.2 Human resources for disaster risk management

The disaster risk manager in conjunction with the local community and local mass organisations is responsible for building the community's DRM system to allow for effective response to and recovery from local events. The disaster risk manager will work closely with agencies and organizations in the community. Governmental and non-governmental organizations will engage in coordinated efforts to build capabilities and capacity. Partnership and coordination are essential components of a successful DRM program and will contribute to an efficient and effective disaster risk manager .

The success of DRM is based on the extent to which critical functions have been implemented. Disaster risk managers should consider all aspects of DRM, including efforts to strengthen mitigation and preparedness, and to promote sustainable recovery and rehabilitation.

At a local level, for example, disaster risk managers can help communities to undertake hazard, vulnerability and capacity assessments, to develop preparedness plans and mechanisms for early warning communication and to access funds and support for both structural mitigation works such as dykes and non-structural mitigation, such as tree-planting on unstable slopes. After a disaster has occurred, disaster risk managers have a role in helping people recover their livelihoods, access credit, and take steps to reduce future risk such as improvements in house reconstruction.



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COMMUNITY BASED DISASTER RISK ASSESSMENT (CBDRA)

INTRODUCTION

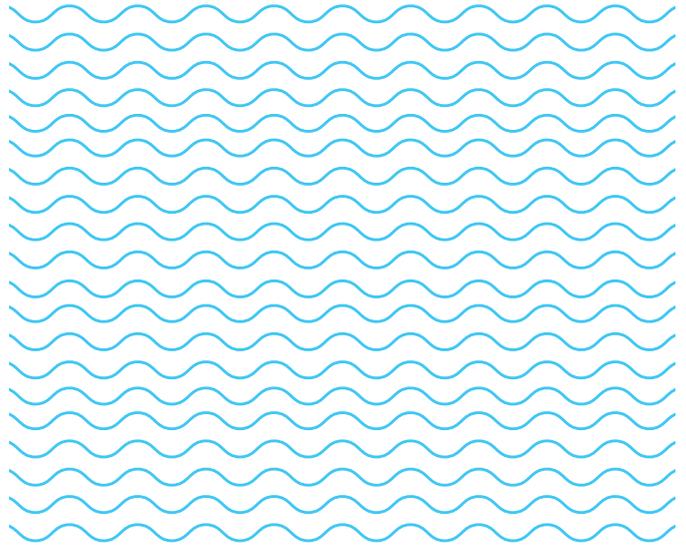
Community based disaster risk assessment (CBDRA) is first phase of the community based disaster risk management (CBDRM). This document is very important and designed for facilitators to train the people in at-risk villages who need the knowledge and practical skill improvement as capacity building for disaster risk management at community level. The document has three parts :

- Part 1. Community Based Disaster Risks Assessment.
- Part 2. Process of Community Based Disaster Risk Assessment and contents for assessment.
- Part 3. Community Based Disaster Risks Assessment by using tool and implementation in community.

The targets of this document:

- To guide the leaders of community level and the local people organizing to implement the CBDRA.

- To help the technical support group, community group and local authority guiding the local people to make the disaster risk maps, propose the reduction measures and implement the plan for preventing and controlling disaster.



PART 1.

COMMUNITY BASED DISASTER RISK ASSESSMENT

1.1 Disaster Risk and Community Disaster Risk Assessment (CBDRA)

Disaster Risk is the potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period. Disaster risk can be seen as a function of the hazard, exposure and vulnerability is:

Disaster Risk = function (Hazard, Exposure, Vulnerability)

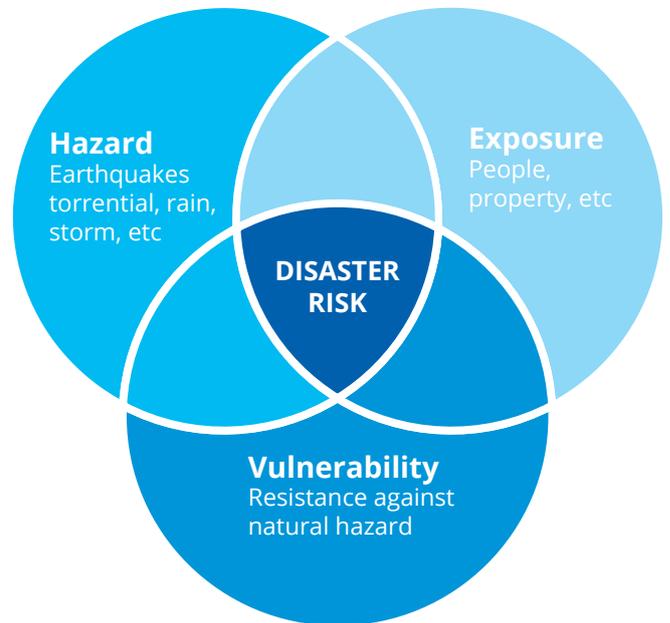


Figure 1: Mechanism behind the Emergence of Disasters (ADRC, 2009)

Community Based Disaster Risk Assessment is a process to **assess the hazards/disasters, vulnerabilities and capacities** of a community with participation of community people. The relationship between disaster, vulnerability and capacity is presented as below:

Disaster level & Vulnerability Disaster Risk ⇔ **Capacity for preventing and controlling disaster**

To reduce Disaster Risk in the community, the first activities are to reduce the disaster level and vulnerability, and to increase the capacity of the community.

Disaster Assessment is to determine the chances of experiencing any natural disaster or threat in the community, this includes the nature and behavior of each of the disasters the community is exposed to. **Vulnerability Assessment** is to identify what elements are at risk and why they are at risk. **Capacity Assessment** is to identify the peoples coping the strategies, resources available for preparedness, mitigation and emergency response, who has access to and control over these resources.

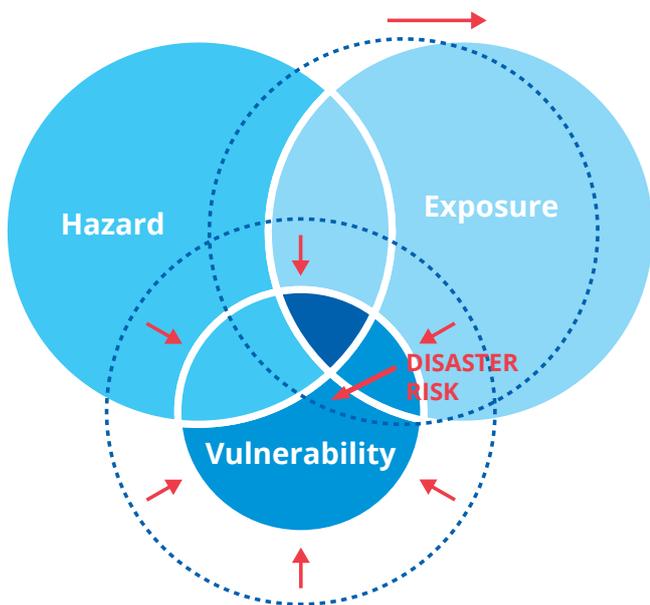
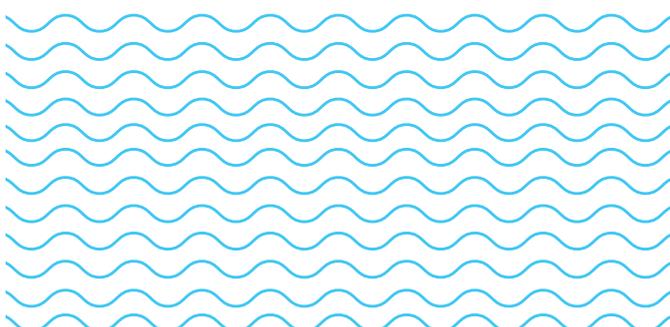


Figure 2: Mechanism of Natural Disaster Reduction (ADRC, 2009)



1.2. Community based disaster risk assessment and requirements

CBDRA includes collection, synthesizer and analysis the information with participated by the people on disaster types, vulnerable conditions, and capacity for preventing and controlling disasters in the community in order to define the disaster risk level of community.

In CBDRA, the level of disaster risk depends on these conditions, specially the vulnerable people. The requirements for disaster risk assessment at community are:

- The participation people (community leaders, representative of organizations);
- The time for assessment implementation (every year before disaster season or before developing the plan for preventing and controlling disasters);
- The basic principles for assessment (ensure the initiative and mobilize the positive participation of the local government and the people, and every comment is acknowledged; impacts from climate change; gender and vulnerability);
- The information and data for assessment (disaster types and their effectives; the important infrastructures; the vulnerable activities).

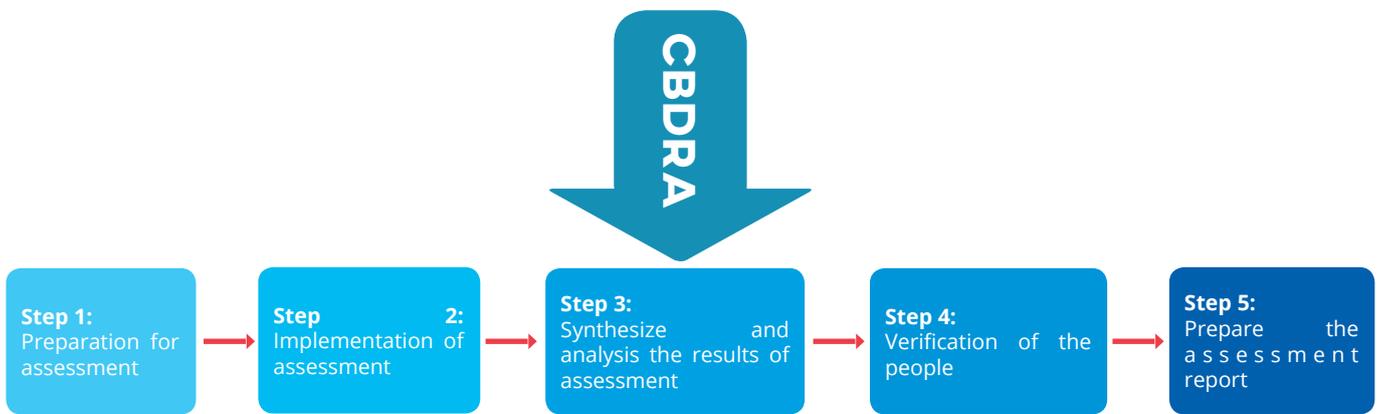


Figure 3: Process of Community Based Disaster Risk Assessment



PART 2 . PROCESS OF CBDRA AND CONTENTS FOR ASSESSMENT

2.1 The steps of CBDRA

In general, the process of community based disaster risk assessment includes 5 steps as in figure 3 and table 1.

The detail contents of each step for CBDRA are in Table 1



Table 1: The steps for CBDRA and their contents

NO	STEP	CONTENTS OF STEP
1	Preparation for assessment	<ul style="list-style-type: none"> - Training general/ technical groups; preparation plan for Assessment - Inform contents & Plan to people - Preparation facilities & means for Assessment
2	Assessment Implementation	<ul style="list-style-type: none"> - Collect the available information - Meeting participated people for information collection - Exchange/interview households
3	Synthesize Assessment Results	<ul style="list-style-type: none"> - Synthesize information and propose measures - Find DR and make rank - Find reasons and propose a rank of mitigation measures
4	Verification of the people	<ul style="list-style-type: none"> - Verification of the representatives of villages for different activities. - Synthesize information and prepare report
5	Develop the CBDRA Report	<ul style="list-style-type: none"> - Present the report and collect the comments from village leaders and organizations - Finalize the report and submit for approve.



2.2 The contents of CBDRA

The first activities are to collect, synthesize and analyze all the information and data concerning disaster risk of three areas: (i). Community safety; (ii). Health, sanitation, environment, and (iii). Production and business in the community.

When assessing the vulnerability and capacity of the community, each above area should be assessed with **three aspects**: (i). Materials/physical conditions; (ii). Social organization; and (iii). Awareness, experiences, and attitude, motivation (table 2).

Table 2: Three aspects in CBDRA

Material condition	Social organization	Awareness, experiences, and attitude, motivation
<ul style="list-style-type: none"> - House (location, quality) - Public structures (road, power, school) - Means and facilities for rescue, communication system 	<ul style="list-style-type: none"> - Community disaster committee, and others - Plans for disaster prevention and reduction. 	<ul style="list-style-type: none"> - Experiences and knowledge in disaster prevention, response and recover. - Consciousness of people in disaster prevention

In practice of many countries in the world, the content of CBDRA includes:

(1). Assess and classify the disaster types on dangerous level of disaster: This is a process of collection, synthesize, and analysis the information of disaster types, and dangerous level of these disasters at local community during the last 5-10 years and historical events.



Table 3: Signals of disaster in the community

Synthesized	Causes	Signal	Frequency	Occurrence Time	Speed of Occurrence	Time of Disaster
Flood	High rainfall; Flood from upstream					
Drought	Long time no rain; Lack of water in river or lake					
...						

From these, consider the trend of disaster in coming time. In disaster assessment, it is necessary to identify the followings:
The nature of disaster such as flood from heavy rainfall, typhoon, etc... or drought by lack of water in river or no irrigation scheme, lot of water use demand.

Signals of disaster from experiences and memories of old people in the community such as time of occurrence, occurred frequency, disaster time in the year (table 3).

(2) Assess the vulnerability in community: This is a process of collection, synthesize, and analysis the information of people groups, infrastructures, economical and social activities in the conditions of easy effected by disasters as table 4.

Assessment of vulnerability of the community mainly includes: physical vulnerability assessment; social vulnerability assessment;

and attitude vulnerability assessment. In general, the factors affecting on vulnerability of the communities are the followings: Population Growth and Distribution; Social Diversity (culture, social and economic conditions); Poverty in the community; and Women and children.



Table 4: Example disasters and conditions lead to vulnerability

DISASTER	UNSAFE CONDITIONS	CHANGE PRESSURES	ORIGINAL REASONS
Flood	Low areas	Difficult to assess the basic service, etc.	Not good policy
Drought	No irrigation scheme	No participation of the people in decision making	No investment for irrigation and others
...			

(3). Assess the community capacity for preventing and controlling disaster: This assessment is a process including to collect, synthesize, and analysis the information of resources (people, materials, finance), the measures of structures and non-structures available in the community; to assess the experiences and skills available of each person, family and community which can be used and implemented before, during and after disasters; and to identify where are these resources, who manages them and how to use these resources.

(4). Assess the awareness of the local people on disaster risks: The awareness of local people is very important in disaster risk management, the awareness assessment includes the people's understanding about disaster risks; about the situation of community with disaster; their capacity in taking the initiative in disaster time; and the understanding the policies in the community for disaster management.

2.3. The measures for mitigation disaster risks

(1). Principles of an approach to disaster risk mitigation and Key groups for disaster risk mitigation:

Principles of mitigation measures: Understanding the hazard, exposure, vulnerability and capacity in the community; Recognize rights and responsibilities of the people and participations; Strengthen participation of, and action by, the population at risk; promote systemic engagement and change; Foster synergy between multiple levels; draw on

and build diverse sources of knowledge; instill flexibility and responsiveness; address different timescales; and do no harm.

Key groups for disaster risk mitigation: Children, women, elders and poor people; People with disabilities; and People living with chronic diseases such as HIV and AIDS, tuberculosis and malaria. Key groups for disaster risk mitigation: Children, women, elders and poor people; People with disabilities; and People living with chronic diseases such as HIV and AIDS, tuberculosis and malaria.

(2). General information of disasters and risks in the community

- Collection of information, data concerning disasters.
- Assessment and analyze of the high floods in the community.
- Assessment and analyze of the severe droughts.

All the results of flood and drought analysis are summarized as in table 4.

(3). Assessment of mitigation measures used in the community: There are two types of mitigation measures for flood and drought disaster risks: Non – structural measures (not using construction); and Structural measures (using construction).

- **Non-structural measures:** Preparedness measures and early warning; emergency response activities; mitigation/prevention activities; infrastructure and services and rehabilitation/recovery activities; organize

Table 5: Analysis of high floods and severe drought in the community

DISASTER	Year	Characters	Reasons	Damages and losses
Flood				
Drought				
...				

activities and training disaster knowledge in schools.

- **Structural measures:** Flood/drought protection works; build the multi-purpose centers; environmental hygiene – clean water and sanitation facilities; rural roads and transport.

2.4 Propose and implement the mitigation measures for communities

The disaster has three phases including **before disaster, during disaster, and after disaster**. The response activities of the people and community corresponding to these phases: Preparedness/ prevention; Emergency response; and Recovery. The particular mitigation measures can be applied depending on the phases of disasters and the conditions of the impacted area.

- (1). Criteria and practical conditions for risk mitigation measures:** The key criteria in selection of the measures includes direct impact on disaster mitigation; highly agreed by community, and benefits a large number of the population; support long-term socio-economic benefit of the commune; and follow government plan (integrated with government plan).



Figure 5: Response Activities for the Disaster Cycle

The practical conditions and propose mitigation measures include the natural and socio-economic conditions such as topography, water sources, characters of floods and droughts in the community, crop calendar, infrastructures, family houses, public structures, and other requirements.

Table 6: The measures for flood and drought mitigation

Measure Type	Mitigation measure	Flood risk	Drought risk
Non-structure	1.		
	2.		
		
Structure	1.		
	2.		
		

- (2). Implement the mitigation measures in the community:** The main steps for implementing the mitigation measures at community level are:

- Disaster assessment in the community including: identify the type and deep causes of disasters, the losses by disasters; the vulnerability of community and capacity; and the natural and socio-economical conditions of the community.
- Identify the objective and suitable measure for each disaster type basing on the local conditions, strategy or plan for local development, the resources and measure effectives, from that propose the mitigation measure.
- Investment for implementing the measure by different financial resources (from government, private, or different donors); prepare the plan for implementation.

PART 3 . COMMUNITY BASED DISASTER RISK ASSESSMENT BY USING TOOLS AND IMPLEMENTATION IN COMMUNITY

3.1 Requirements of CBDRA in using assessment tools

(1). Participants and principles for assessment:

The participants for assessment include leaders of the community; representatives of institutions and organizations of the community; the technical support and local groups, and the typical people of the community. The principles for assessment at the community level mainly are ensure to mobilize the participation of local authorities and people; all comments must be acknowledged and considered, even the climate change context should be considered; to ensure the gender equality and vulnerable people groups must be involved in collecting concerned information; and all the information and data concerning assessment must be verified and checked.

(2). **The main issues of CBDRA:** The main issues must be assessed in CBDRA at the community are (i). Different type of disasters and their

dangerous level; (ii). Vulnerability of the community for protection and mitigation; and (iii). Knowledge and awareness of the people about disaster risks.

3.2 Implementation of CBDRA and Tools for Assessment

(1). **Implementation Plan for CBDRA:** In order to implement the community based disaster risk assessment at level community, in principle there are five (5) steps must be carried out: (i). Preparation for assessment; (ii). Assessment implementation; (iii). Synthesize assessment results; (iv). Verification of the people; and (v). Develop the CBDRA report.

(2). **The tools for community disaster risk assessment:** The tools used depending on the conditions of the country. The typical tools often used in disaster risk assessment of tropical countries and their contents are in table 7.

Table 7: Contents of Tools used in CBDRA at the community level

NO	TOOL	CONTENTS OF TOOL
1	Available information of disasters	Collect, synthesize and analyze available information from reports, data and other concerning disasters occurred in community.
2	Disaster history	Collect information of different disasters occurred 5-10 recent years and historical disasters, damages, trends and experiences in protection.
3	Season calendar	Collect the information of time implementing the socio-economic activities; disaster season in year, from that can know the impacts of disasters, and experiences of the people.
4	Disaster risk maps	Identify the dangerous and safe areas for each disaster in the community.
5	Strong and weak points of the community in disaster prevention	Collect the comments in strong and weak points of disaster protection of the community and different organizations
6	Synthesize the disaster risks	Develop the synthesized table of disaster risks: using the results of collected information tools to synthesize and analysis the disasters (trends, vulnerability, and capacity).
7	Analysis the reasons of disaster	Consider the original reasons of disaster risks and the concerned problems should be solved.
8	Synthesize the measures for preventing and controlling disasters	Develop the synthesized table of protection and mitigation measures which suitable with local conditions.

3.3 Using Tools for CBDRA at Community

With the natural and socio-economic conditions and the available data and information of Lao PDR and in project area, three Tools for CBDRA have selected and applied:

(1). Disaster history Tool: Collect and analysis the type of disasters had occurred in the village/ community during recent years and the historical disasters; damages and experiences of the local people by: Introduce and explain disaster history tool to participated people; The participated people identify the disasters occurred in the village/community and concerned information.



Table 8: Disaster history of the village/community

TIME	DISASTER	CHARACTER	AFFECTED AREA	DAMAGES/LOSSES	REASONS OF DAMAGES	MITIGATION MEASURES APPLIED
(1)	(2)	(3)	(4)	(5)	(6)	(7)

Synthesize the working results in disaster history from the results presented in table 8 for **table 9**. The details are column (1) of **table 9** using the information of column (1) and (2) of table 8; column (2) using column (3) of table 8; column (3) from column (6) of table 8; column (4) from column (7) of table 8; and column (5) from column (5) of table 8.

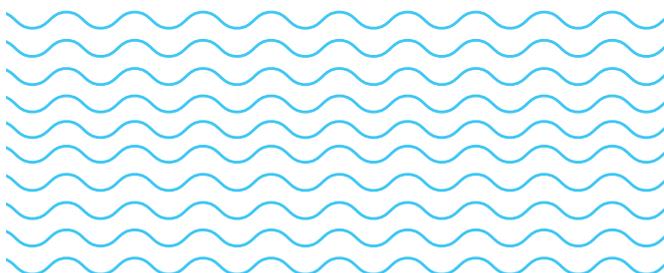


Table 9: Synthesized results table of tool for CBDRA

DISASTER	TREND OF DISASTER	VULNERABILITY	CAPACITY	DISASTER RISKS
(1)	(2)	(3)	(4)	(5)

(2). Seasonal calendar Tool: Collect, synthesize and analysis information of time implementing social economical activities; disaster season in the year and its trend. From that identify the impacts of disasters on above activities and experiences in disaster protection. The detail steps are: Prepare place for working groups such as public hall or building, it depends on the conditions of the community; help the participated people draw the table with 16 columns (3 main columns) as table 10; and explain to people using season calendar suitable with community conditions.

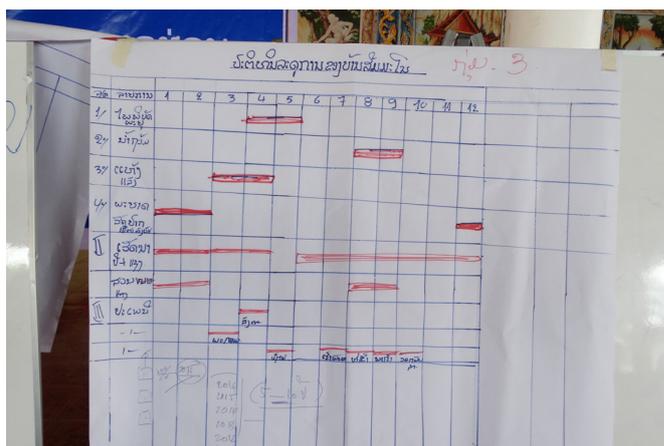


Table 10: Season calendar (with occurred disasters)

Disaster (1)	Month (2)												Trend of Disaster (3)		
	1	2	3	4	5	6	7	8	9	10	11	12	Disaster impacts on Socio-economic Activities	Why? Causes?	Disaster Protection Experiences
Socio-economic activity Calendar															

From the collected information and working on calendar of socio-economical activities and disaster situation in the community, the discussion results will be synthesized results of Seasonal Calendar Tool as format in table 9 by detailing column (1) of table 9 from results column (1) of table 10; column 2 from “trend of disaster” of table 10; column (3) is synthesized from the comments on reasons and impacts of disasters; column (4) is synthesized from discussed results of capacity and experiences in disaster protection of table 10; and column (5) is synthesized from “Disaster impacts on Socio-economic Activities” of table 10.

3). Disaster risk map Tool: Define dangerous and safety areas in community for each disaster, from that identify the available resources of capacities for disaster protection by the detail steps: Draw the base map with main information of the community; identify the safe and unsafe areas/affected areas in the community basing on the collected information and discussion of the local people; people make discussion, exchange and add the needed information, especially

the vulnerability of community may lead to the risks when disaster occurred.

Synthesize the discussed results on disaster map for disaster risk assessment of the community, and using format of table 9 to show the assessment results of Disaster Risk map Tool.

3.4. Prepare the CBDRA report for approval

The main steps of preparing CBDRA report are bellows: (i). Synthesize all the collected information and comments, discussion results from the people and community. From that prepare draft report for first discussion and comment within groups, then making adjustments; (ii). Present the draft report to the community leaders and organizations to get the comments from them; (iii). Complete the report with comments: the groups must consider all the comments and discussion results from participated people for adjustment of report and finalize the CBDRA report; (iv). Submit the CBDRA report for approval.



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03

**SAFER VILLAGE
PLAN**

INTRODUCTION

The document is designed for the village leaders and local community to make plan and implement the plan for the Safer Village. It's both detailed and general process, which is a connection between livelihood improvement plan and measures with the long-term purpose to minimize natural disasters; time for plan is from 1 to 5 years which combines and compares the advantages and disadvantages to supplement on completing this plan, to contribute to human life development, economic development as well as methods to control and reduce natural disasters effectively.

The objectives of the Safer Village Plan are:

- (1) To increase the capacity of the village for decentralized and participatory planning in disaster risk assessment and management;
- (2) To catalyze a shift from a passive village to an active village that can deal with the negative impacts of climate change through disaster preparedness planning; and

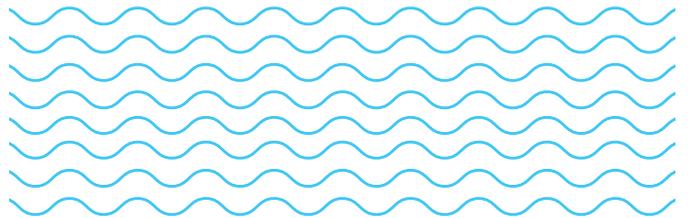
- (3) To help villages to create a strategic plan for adaptation that reduces their vulnerabilities, loss of life and economic losses caused by the impacts of climate change.

The document has THREE Modules

Module 1: Overview of Community Based Disaster Risk Management (CBDRM)

Module 2: Community Based Disaster Preparedness Planning

Module 3: Safer Village Plan and Monitoring and Evaluation



MODULE 1: OVERVIEW OF COMMUNITY BASED DISASTER RISK MANAGEMENT (CBDRM)

PART 1. REVIEW SOME BASIC CONCEPTS RELATED TO DISASTER RISK MANAGEMENT

1. Hazard is an unusual event or phenomenon that has the potential to cause injuries to life as well as to damage property and the environment.

Categories of hazards:

- Natural hazards: typhoon, flood and inundation, earthquake...
- Human-made hazards: Environmental pollution, Leak of toxic gases, war, terrorism...
- Socio-natural hazards: Destruction of mangrove forests, bush fires, unauthorised construction projects...

2. Disaster is when a hazard occurs and affects a vulnerable community who does not have enough capacity to resist its damages.

Example:

A flood happened causing injuries, construction and housing breakdown, losses of property and cattle, etc.

3. Floods and Inundations

a/ Concepts of flood and inundation

- Floods happen when the level of water and the rated flow of a river or stream exceed the usual level.
- Inundations happen when flood water overflows from the rivers, springs, lakes, reservoirs, dams or dykes into the low-lying areas and swamps houses, farms and trees.

b/ Causes of flood and inundation:

There are many causes of flooding and inundation, first of all is heavy and long-lasting rains or construction work preventing the flow

of water (roads, railways, irrigation systems...), or damaged dykes, dams or embankments, or deforestation in coastal areas, riversides and in the mountainous areas. Typhoons can cause tidal raise and storms, which will result in floods and salted water intrusion, high sea tide.

c/ Types of floods

- **River floods** are characterized by a gradual increase of the river flow following seasons and weather patterns.
- **Coastal floods** occur when storm surges and sea waves arise suddenly in combination with high tides. It breaks or overflows the sea dykes, bringing seawater inland and preventing the rivers from flowing to the sea.
- **Flash floods** happen very quickly in small rivers or streams situated in mountainous areas and can unroot vegetation and sweep along everything in its path.

d/ Effects of floods and inundations sometimes people injuries or deaths caused of floodings or inundations. It effects the livelihood of the community (destroy the crops, kill livestock, wash away the fishes, etc.), spoils and breaks properties and facilities (houses, hospitals, health centres, schools, roads, railways, telephone and electricity lines, clean





water supply...) or causes soil erosion and sedimentation; sand intrusion reduce the cultivable area.

e/ Factors that increase the damages from floods and inundations

- Living pattern of the communities located in flood prone areas.
- Lack of knowledge about the causes of floods and measures to prevent them.
- Weak foundations and structure of houses.
- Lack of protection of animals, plants and food storage.
- Lack of shelters for ships and fishing boats.

4. Drought

a/ Causes

- Lack of rain for an extended period.
- Destruction of the natural environment (deforestation, slash and burn cultivation...) which prevents the soil from absorbing water.
- Inappropriate exploitation and use of water resources.
- Evaporation of water from lakes and rivers which is not compensated for by rainfall.
- Alterations to the weather patterns all over the world.

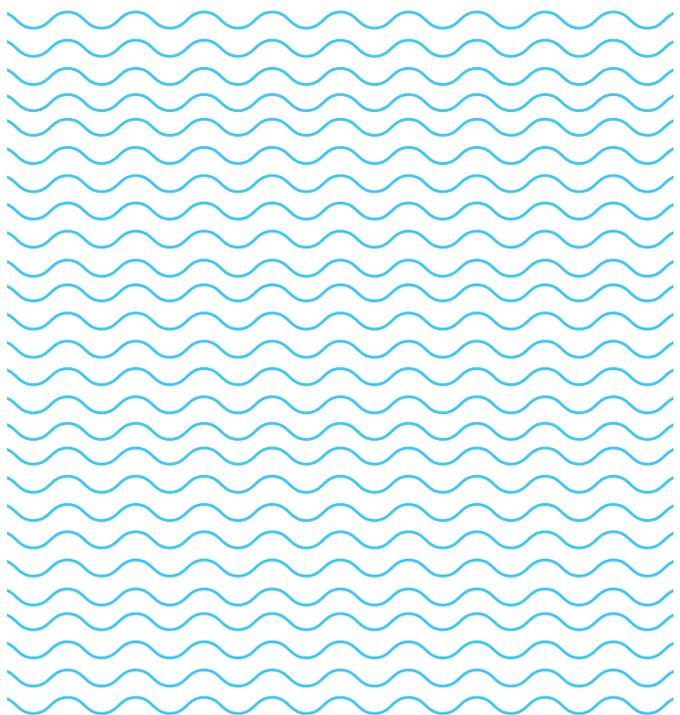


b/ Effects of droughts

- Lack of water for drinking, cooking and daily use.
- Increased sickness (especially for children and elderly).
- Reduced productivity of crops and trees.
- Death of fish and shrimp in ponds and lakes.
- Sickness and death of farm animals (pigs, cow, buffalos).
- Saline water intrusion in areas near the sea (when rivers stop flowing).

5. Specific Hazards

- Tropical low depressions and typhoons
- Floods and Inundations
- Droughts



PART 2. COMMUNITY-BASED DISASTER RISK MANAGEMENT (CBDRM)

a. Concepts related to community based disaster risk management

The 'Community Based Disaster Risks Management' method aims to involve every member of the community, including the most vulnerable people, in disaster management.

b. The objectives of Community Based Disaster Risks Management

The objectives are to minimize vulnerability, strengthen capacity of the community to respond to and plan for disasters and minimize the loss of people and improve living standard.

c. It is important to include the whole Community when planning disaster risks management because:

- The information collected will be more accurate and will reflect the opinions and realities of a larger number of community members
- The capacity of the entire community to deal with disasters will be developed
- Visitors and external consultants will have a better understanding of the community
- Programs will have more effective results because they will be based on more accurate data
- Projects will unfold more quickly if more community members are involved
- Funds will be better allocated and will be targeted at a larger number of people
- Decision-making processes will be more effective because they will be more participatory and will involve more individuals.

d. Requirements and anticipated outcomes of a Community Based approach to disaster management:

- Increased and reinforced community participation
- The voices of the most vulnerable will be heard and their concerns will be given priority

- Openness to different points of view on awareness-raising and adaptation strategies
- Risk factors will be measured by community members themselves
- Risk reduction strategies will be integrated into other aspects of community development.
- Organisations and individuals outside the community will have a wider target area when supporting community based disaster management initiatives

e. Steps to conduct community based disaster management (CBDRM)

There are 8 steps to help the community to manage disasters and reduce the risks.

Step 1: Reinforce the relations between the organizations and the leadership of the community (head of village, head of households, organizations of the villages, other associations...)

Step 2: Orient the key persons to community based disaster risks management.

Step 3: Implement participatory assessment of the risks of disasters.

Step 4: Determine the risks and the order of priority in which they should be addressed.

Step 5: Determine and select short-term and long-term risk reduction measures.

Step 6: Make a plan for community based disaster risks management.

Step 7: Establish a group of persons responsible for disaster preparedness and emergency response in the community.

Step 8: Coordinate with other communities and organisations to deal with the fundamental causes of vulnerability.

MODULE 2: COMMUNITY BASED DISASTER PREPAREDNESS PLANNING

1.Purposes of the Community Based Disaster Preparedness Planning:

(1) The entire community will be able to cope with disasters in a quick, prompt and effective way; (2) Every human and material resource will be effectively mobilized in cases of emergency; (3) An inclusive procedure will ensure close cooperation between the community, independent organizations, and other participants; and (4) The community will be better equipped to mitigate the risks of disaster.

Emphasize that the input of women into the planning process is extremely important since they may have unique insights into the needs of vulnerable groups and play an active role in disaster preparedness and coping activities.

2.Disaster preparedness plan

It should be noted that the contents of a disaster preparedness plan should be specific and adapted to the conditions and reality of the area. It should correspond to the situation and the characteristics of the main hazards affecting a particular area. The disaster preparedness plan should be based on risk assessment results. One important thing that there is no single plan that would be suitable to all kinds of disasters and that could be applied to every area.

3.Content of disaster preparedness plan

3.1 A Context analysis should include:

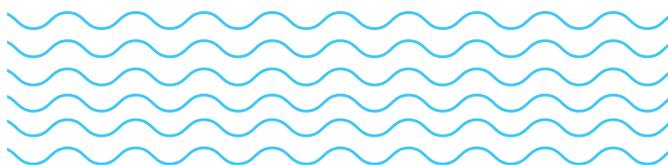
Before preparedness planning, it's important to focus on analysing the context of the village about the nature of frequently occurring disasters, the impact of each kind of disaster, and lessons learned among the villagers and draw attention of the community to disaster preparedness planning. Note that the villagers should make clear objectives (Specific, measurable, achievable, relevant, and time bound) of the disaster preparedness plan.

3.2 Identification of the frequently occurring hazards

Discussion among villagers in detail to identify all kinds of hazards that occur frequently in the village is needed. (Floods / Storms / Drought / Soil erosion...).

3.3 Roles and responsibilities of each member of the Village CBDRM Community Group

The roles and responsibilities of each key village CBDRM member should be clearly defined so that when a disaster occurs, the villagers will know who to contact with....



MEMBERS	RESPONSIBILITIES	TEL.
Chief of Village (head of VDM)		
Deputy Chief of Village		
Head of Lao's Women Union		
Head of Water's User Group		
Head of Youth's Union		
Head of Elderly		
Head of Village Military		

3.4 Disaster preparedness and response activities



a) Raising community awareness

- Change the Community's perception and attitudes towards their vulnerabilities
- Increase the community's knowledge about hazards, their vulnerabilities to them, and ways to strengthen their capacity.

b) Major risk mitigation activities to be implemented

- List the mitigation activities defined by the villagers
- Identify the preparedness activities to implement before a disaster occurs.
- Identify the basic needs to be addressed after disasters.
- Ensure community's preparedness for any disaster.
- Get familiar with tools for impact and needs assessment.

c) Warning systems for community

- Set-up good warning systems (effective and understandable).
- Define the process for disseminating information (even in case of disruption of public communication).
- Instruct people on how to act when they see warning signals.

d) Evacuation

- Assess vulnerable areas and the number of persons to be evacuated.
- Identify sites of evacuation (depending on the kind of disaster).
- Identify safe roads leading to shelters.
- Assign responsible persons for evacuations.

- Provide evacuation plans to those who may need to be evacuated (for different disasters).
- Prepare the logistics for and mode of transportation for evacuations.

e) Rescue

- Form rescue teams.
- Train teams on rescue and first aid.
- Provide essential equipment.
- Form support team to support affected families.

f) Water and Sanitation

Responsible person(s)/organisation must ensure:

- Safe water sources.
- Instructions to local people on sterilization of water and protection of clean water sources.
- Waste treatment and disposal methods.
- Disposal of carcasses.
- Local medical facilities.
- Temporary hygienic living facilities.

g) Temporary shelter

Primary considerations for the construction of safe shelters include:

- The identification of those responsible
- The identification of areas/ locations with safe houses and shelters.
- Contact and make agreement with owners of safe houses (for temporary shelters)
- Ensuring a food and clean water supply and hygienic conditions
- Identify the number of households needing temporary shelter





- Arrange local medical facilities and material (medicine, medical equipment, etc.)
- Assign emergency officers in the areas affected by the disaster.
- Anticipate possible post disaster epidemics.

j) Communication

- Identify common modes of communication that are used to transmit/ exchange information.
- Identify alternative modes of communication in case of emergency.
- Ensure quick restoration/ repair of the facilities in case of disruption/ damage.

h) Food supply

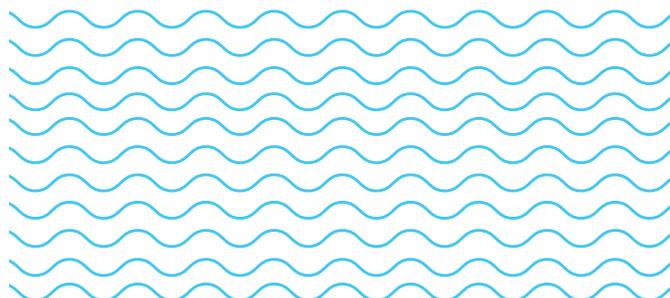
- Assess food requirements in case of natural disasters.
- Identify the food that is available at the village.
- Identify possible difficulties in receiving and distributing food supply (relief) from outside.
- Mobilise local people to save their surplus food
- Ensure that local people have sufficient food reserves

k) Logistical issues

- Identify the means of transport and accessible routes.
- Make an agreement with the owners of safe houses and warehouses.
- Identify organizations for emergency assistance

i) First aid, emergency response, and medical assistance

- Identify a team of volunteers and necessary facilities (quantity, knowledge and equipment).
- Provide training for the team.



Some examples of disaster preparedness and risk reduction measures

HAZARDS	RISK REDUCTION MEASURES	DISASTER PREPAREDNESS	REACTIONS DURING AND AFTER DISASTERS	ACTIVITY ASSESSMENT
Cyclone /Typhoon	<ul style="list-style-type: none"> - Assessments of Hazard, Vulnerabilities, Capacities - Identify the most vulnerable areas, communities, and their capacities - Construct disaster resistant buildings and reinforce existing houses. - Plan protection trees surrounding the villages 	<ul style="list-style-type: none"> - Set up warning system in high risk areas - Ensure effective communication system. - Prepare an evacuation plan - Training on disaster preparedness for volunteers and youths - Information sharing through disaster management centre 	<ul style="list-style-type: none"> - Help community to evacuate to safer places. - Carry out rescue and emergency responses - Provide relief support - Share information at different levels - Provide assessment report - Provide construction materials and seedlings 	<ul style="list-style-type: none"> - Observation, statistics and analysis. - Socio-economic situation analysis.

MODULE 3: SAFER VILLAGE PLAN AND MONITORING AND EVALUATION

3.1 Purposes of the Safer Village Plan and Monitoring and Evaluation



(1) To Catalyse a shift from a passive village to an active village that can deal with the negative impacts of climate change through disaster preparedness planning; (2) To help villages to create a strategic plan for adaptation that reduces their vulnerabilities, loss of life and economic losses caused by the impacts of disasters; (3) Participatory monitoring and evaluation (M&E) is to review the progress and support the decision-making and management system.

3.2 Safer Village Plan

It is necessary to thoroughly describe the Geography and topography of the village, each residential area, population, also the main income activities of the village should be described.

a. Background of the village

- **Characteristics of the population in the village:** first of all have to show the statistic of village population such as total population (#men/#women), number of family in the village and also number of poor family, also number of minority people with the separate minority groups. Also divide

group of people such as children under 14 years old, adults from 15-64 years old and elderly over 65 years old (each group of people should separate male and female). Single parents and disabled people should be calculated. Etc.

- **Land Use:** the next information needed is land in the village and type of production such as total of village areas, main type of production, area of Residential land, area of Agricultural land (can specify the types of crops, Rain fed paddy land, irrigated land, garden land, fishery, grazing.....), area of Forestry land (Natural forestry land, Trees planting area....) and other (spiritual areas)...
- **Economic activities:** All economic activities of the village should be clearly indicated such as agriculture, aquaculture, forestry, handicraft and services activities. These information might shows in the percentage of households or person and also average income of local people per year
- **Livingwater, environment and sanitation and Infrastructures:** these information are current situation of the village such as how/what facilities for water and sanitation (well, container, water supply station or latrines); Irrigation systems, environmental hygiene, electricity systems and availability, transportation systems, schools, public buildings, and communication systems ...

b. Disaster Preparedness Plan

There are three assessments process have to be done:

- Results of hazard assessment: together with people who have living in the village for a long time to assess all the Disaster impacts in the last 10 years in detail such as every kind of disaster, starting/ending month of each disaster with a special warning signal and loss of economics and loss of property in each disaster....
- Results of capacity assessment: list of all party/organizations/management group

having in the village such as Village Party Unit, Village Administration Committee, Village Lao Front for National Construction Organization, Village Lao Women Union Organization, Village Lao Revolutionary Youth Organization, Village Community Based Disaster Management Group, Other mass organizations...and assess with strong and weakness points of each.

- Results of vulnerability assessment: there are some activities in this process. First have to assess the most vulnerable based on the map of the village such as type of hazards in each residential cluster and the vulnerable people if disaster. Second is Emergency Rescue facilities analysis, this activity have to analyse the situation of the village on rescue when flooding with what is available in the village or what do they need for the future. It might some activities/facilities proposed. Third is transportation and electric system analysis, also have to analyse the situation of the village and it might some proposes and prioritize sub-project to improve/upgrade or build new constructions according to their importance. Next is analyse the situation of the village living water, environment

and sanitation and also might have some proposes of sub-project to improve/upgrade or build new constructions according to their importance. Also analyse the situation of all residential housing and public buildings in the village and might some proposes to improve/upgrade or build new constructions according to their importance. The last activity is Socio-organizations analysis to see how strong and weakness of the organizations in the village and how do they need for capacity building. It might some suggestions of training programs for capacity development (which trainings needed, how long, who should participate, who can provide training if they know...).

- Summary of Proposed activities in the Disaster Preparedness Plan

After analyzing all situation of the village, should combine/summary of proposed activities in Non-structural sub-projects and Structural Sub-projects then ranking and prioritize.

SUMMARY OF PROPOSED ACTIVITIES IN THE DISASTER PREPAREDNESS PLAN

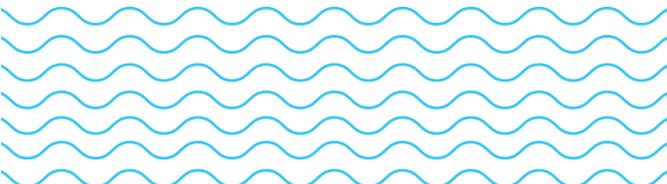
	Sub-project title	Ranking
Non-structural sub-projects		
1	-	-
2	-	-
3	-	-
Structural Sub-projects		
1	-	-
2	-	-
3	-	-

3.3 Safer Production Plan

a) Situation analysis

- Before making plan, analyse the current situation is needed. It should be draw the season calendar, flood and drought, typhoon seasons to make people aware when disasters affect to their production.
- Land use and production activities are also need to analyse as table below:

- Productive capacity assessment: this activity include to assess productive vulnerability, Infrastructure for production (irrigation system, road, seed....) and techniques and skills.



UNITS IN THE VILLAGE	TYPE OF LAND	AREAS	FAMILY INVOLVED	QUALITY OF LAND AND WATER	TYPE OF PRODUCTION	TYPE OF HAZARDS IMPACTED
Zone 1	Agriculture	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	Forestry	-	-	-	-	-
-	Aquaculture	-	-	-	-	-
Zone 2	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-

b) Strategic Production Plan

- Land use planning: after analyzing the land use and production activities of the village and type of hazards impacted, the village might have a strategy on Land conversion planning and diversification of production and Improvement infrastructure for better production (or proposed activities for better production).
- Productive capacity developments: from above productive capacity assessment, some technical trainings will be proposed.



SUMMARY OF PROPOSED ACTIVITIES IN THE SAFER PRODUCTION PLAN

	Sub-project title	Ranking
Non-structural sub-projects		
1	-	-
2	-	-
3	-	-
Structural Sub-projects		
1	-	-
2	-	-
3	-	-

SUMMARY OF PROPOSED ACTIVITIES IN THE DISASTER PREPAREDNESS PLAN AND SAFER PRODUCTION PLAN

	Sub-project title	Ranking
Non-structural sub-projects		
1	-	-
2	-	-
3	-	-
Structural Sub-projects		
1	-	-
2	-	-
3	-	-

3.4 Monitoring and evaluation

a) Purpose of the Monitoring and Evaluation



Participatory monitoring and evaluation (M&E) is to review the progress and support the decision-making and management system. Participatory monitoring and evaluation has the following purposes:

- To know whether or not implemented activities achieve the planned objectives. What can be done to better achieve the planned objectives?
- To measure the process of achieving objectives, performance, efficiency and impacts.
- To develop a feedback system that encourages regular learning and sharing among communities and stakeholders for better implementation in the future

Monitoring:

- Monitoring is the systematic collection and analysis of information as a project progresses. It is a continuous process to check how activities are progressing, whether the project is on track or not, and if responsible persons doing are their tasks properly.
- Monitoring helps organizations track achievements by a regular collection of information to assist timely decision making, ensure accountability, and provide the basis for evaluation and learning.

Evaluation:

- Evaluation is the comparison of actual results to planned objectives in order to assess whether the objectives have been achieved or not, or whether the activities of the project are successful or not.
- Evaluation often looks at: effects to the beneficiaries, effectiveness, relevance, sustainability and replication of the activities. Evaluation activities are periodic (annually, mid-project, end-of project, post-project)

- M&E could use different methods depending on quantitative (numbers and charts) and/or qualitative indicators (people's knowledge, attitude and behaviour).
- The evaluation process needs to provide reliable and trustworthy information, offering provides inputs and lessons learnt for the decision-making process of communities and related agencies.

b) Steps for Monitoring and Evaluation

There are four steps for M&E of the CBDRM activities as follows:

Step 1: Design M&E plan and set up the M&E system includes identifying what information needs to be collected given available human and financial resources, how will this information be collected, who will collect, analyse, and use the information. Setting up the M&E system with a participatory approach builds stakeholders' understanding about the project and starts creating a learning environment.

Step 2: Collect data and information Select appropriate methods and tools to gather information, qualitative and quantitative and individual versus group based. Such as formal surveys, structured or semi-structured interviews, group discussions, direct observation and case studies. The choice of method depends on the nature and scale of the project, the type of information required, and the frequency, ease and cost of collection.

Step 3: Analyze data Process, consolidate and analyse qualitative and quantitative data. This requires data cleaning, organising and coding to prepare the data for analysis.

Step 4: Document, communicate and share findings: This includes reflecting critically (on experience and information) to improve action. Lessons are drawn and best practices are shared with various stakeholders within communities, governors...to promote the CBDRM process and approach.

c) Methods and tools in participatory M&E

Participatory M&E helps stakeholders (communities and governors) to evaluate the performance of CBDRM activities. The basis to decide what to monitor and evaluate, is to go back to the objective of the activities/plans/strategies that have been implemented and see how this was done. Some basic M&E methods

can be applied depending on quantitative and/or qualitative indicators. Quantitative indicators can be measured and be related to quantity under numbers and charts.

Qualitative indicators can not be measured by numbers but information is gathered through materials such as minutes of community meetings, observation or group discussion reflecting people's knowledge, attitude and behavior.

Examples about M&E methods are: Observation and participant observation, Interviews with key persons, Focus Group Discussions, Questionnaires and surveys, Monitoring with specific indicators.

Direct observation: This is the most popular tool to collect useful and update information from observation. From direct observation, the evaluator could use results as inputs to develop realistic decisions for improving the situation or as assumptions for deeper investigation. Observers will ask herself or himself: "What do I see?" or "What do people do?", "Is the planned activity happening". Direct observation is also called "participatory observation".

Interviews with key persons: The evaluator(s) ask key persons (someone who is expected to know more than the average person about

what is happening, or who understands or can explain it better) a number of questions about what is happening, and why it is happening (or not happening)

Focus group discussions: This method uses a small group of people to gather information, clarify some issues or collect opinions over one topic. Focus groups are also used to build consensus. This method is very useful in M&E for collecting opinions about changes, the quality of the services delivered by some providers and helps to address areas for improvement.

Questionnaires and surveys: This method is used to get information from a large group of people by asking the same questions and often uses analytical tools for data processing. Participants will fill in the questionnaires themselves or there is one facilitator to give the question and note down the answers.

Monitoring with specific indicators: For this method, the M&E person collects data on specific items. The purpose is to get information about these specific data for the whole local area, or to get it for different stages (e.g. before and after the project was implemented).

Depending on using indicators for M&E or not, there are also some popular participatory M&E methods and tools.

MONITORING AND EVALUATION PLAN

No.	Activities	Place to implement activities	Quantity	Source of verification	Frequency of data collection	Responsible data collection	Responsible consolidation	Remarks

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