

Training Module on Role of Panchayati Raj Institutions in Disaster Risk Reduction



Picture: Explaining village map in Saharsa, Bihar, by DRR task force member. Credit: Dushyant Mohil, Wetlands South Asia

Content

#	Topics	Page no.
About the Module		
Technical Session 1: Concepts and Principles in Disaster Risk Reduction		
LU 1.1	Definition of Terms	
LU 1.2	Evolution of Disaster Risk Reduction	
Technical Session 2: Understanding different disasters and its impact in the state		
LU 2.1	Understanding disaster impacts with respect to past experiences	
Technical Session 3: Instrumentality of the PRI Act in making resilient communities		
LU 3.1	Legislative and institutional arrangements of DM Acts and PRI Act and the scope of GPDP in building community resilience	
Technical Session 4: Disasters and Development		
LU 4.1	Relationship between Disasters and Development	
Technical Session 5: Climate Change Adaptation and Ecosystem Management and Restoration for effective DRR		
LU 5.1	Understanding Hazards in Relation to Ecosystems and Climate Change – Integrated Risk Management	
Technical Session 6: Assessing the scope of work of PRIs towards DRR and GPDP		
LU 6.1	Hazard Vulnerability Capacity Analysis (HVCA)	
LU 6.2	Preparation of risk informed Gram Panchayat Development Plans	

A. About the Training Module

The Panchayati Raj Institutions are statutory bodies that representative of the local people who have elected them, through a well-defined democratic process and system. They have specific roles and responsibilities towards and are accountable to the local communities. The 11th Schedule of the Indian Constitution clearly defines the functions of the PRIs, mainly including developmental agendas like infrastructure, service provision, ecological and economic development, etc. In times of disasters, the need for the involvement of PRIs is very important. Not only would the planning, preparedness and mitigation measures be done with a ‘bottom-up’ approach, but also the impacts of disasters may be reduced through locally identified and planned actions. PRIs are not only the link between the community and the district, but also between the community and the local organizations working with those communities. Therefore, recognizing and defining the role of the PRIs in Disaster Risk Reduction is of paramount importance.

This training module explains the relationship between disasters and development and role of Panchayati Raj Institutions (PRIs) with respect to Disaster Risk Reduction (DRR). The different sessions are designed for a comprehensive understanding of hazards, vulnerabilities, capacities and the associated risks; followed by the idea of community resilience. There are also sessions for grasping the idea of the role of ecosystems management and restoration (EMR) and climate change adaptation (CCA) for effective DRR.

This module also explains to the participants, the ways in which community managed development may be converged with DRR and engages participants in identifying actions to be done by the PRIs for doing the same. One of the sessions is specially designed to explore the scope of Gram Panchayat Development Plans (GPDPs) to be used as a tool towards risk informed development planning.

1. Who shall use the Training Module?

2. How to use the Training Module?

3. Trainers’ Guide

B. Training Module Design Brief

1. Context/ Background

The training module is designed to be covered over 3 days. The mode of the training would be through presentations, group activities, discussions and lectures.

2. Rationale for the course

To be able to reduce risks and build resilience of the community at the Gram Panchayat levels, through risk informed development planning by the GPs, a clear understanding of the role of the Panchayati Raj Institutions in Disaster Risk Reduction. Also, how this understanding can be translated into the Gram Panchayat Development Plan, so that the development activities do not increase the existing risks and build community resilience. This training module is designed to build the understanding of disasters, the vulnerabilities and risks associated with them and the convergence of risk reduction with development planning.

3. Target Group

The training module is designed primarily for government officials, CSOs, PRI functionaries, PRI training centres and academic institutions.

4. Entry Behaviour

Level of participants:

Age Group:

Educational Qualification: Graduation, preferably with professional qualifications and/or experience

Disaster Experience: Desirable, but not mandatory

5. Key Constraints

The key constraints are presumed to be:

- Knowledge: Limited awareness about the conceptual aspects and frameworks of disaster risks and the scope of the PRIs in DRR
- Attitude: Attitudinal constraints towards operationalizing the learnings of the training.

6. Objective of the programme

The objective of the programme would be to orient the participants on the role of PRIs in Disaster Risk Reduction.

7. Learning Objectives

This training module is designed to enhance the capacity of PRIs to work towards disaster risk reduction. At the end of the training, the participants should have:

1. Understood how PRIs can play a role in reducing risks and building resilience of the community;
2. Developed an understanding of the relationship between disasters and development processes;
3. Understood how to incorporate concerns related to DRR, EMR and CCA under the broader umbrella of development;
4. Understand how risk informed development planning can be done by the Panchayati Raj Institutions.

8. Methodology

The training will be conducted in an interactive mode with a judicious mixture of lectures, discussions, experience sharing, group work and case study analyses for understanding the concepts related to DRR and the role of PRIs in DRR.

9. Teaching Aids

Training will have to be conducted with the help of the following:

- A Compendium of Background Reading materials
- Handouts of presentations or additional material
- Scenarios for exercises
- Data Sharing: All the material to be given at the closure of the programme containing the presentations, group exercises, photographs, contact numbers of trainers and co-participants for subsequent updation and networking.

10. Training Materials and Equipments Required

The training is designed to be classroom based. The training materials for classroom teaching like Computers, LCD projectors, Flip charts, markers and other stationery items would be required in the classroom.

Seating Arrangements

The seating arrangements should preferably be four or five circular tables to facilitate group work and allow the trainer to move around the class for interaction.

11. Language of Instruction

The medium of instruction will be English, Hindi and Gujarati

12. Content Design

#	Session Title	Session Objectives	Time	Methodology
Session 1: Inauguration & Pre-Training Assessment				
	- Inauguration and introduction		30 minutes	
Technical Session 1: Concepts and Principles in Disaster Risk Reduction				

TS 1.1	Definition of Terms	<ul style="list-style-type: none"> - To explain, compare and/or interrelate key terminologies used in DRR - To differentiate between hazards and disaster and elaborate on the definitions of DM and DRR 	60 minutes	Activity and discussion
TS 1.2	Evolution of Disaster Risk Reduction	<ul style="list-style-type: none"> - Explain the shift from DM to DRR. - Identify the salient features of various DM/DRR model. - Explain the dividing line between DM and DRR 	90 minutes	Activity and discussion
Technical Session 2: Understanding different disasters and its impact in the state				
TS 2.1	Understanding disaster impacts with respect to past experiences	<ul style="list-style-type: none"> - Understand the different types of hazards that may occur - Learn the different processes involved in the different phases before and after a disaster event - Understanding vulnerability in context to disasters 	90 minutes	Activity and presentation
Technical Session 3: Instrumentality of the PRI Act in making resilient communities				
TS 3.1	Legislative and institutional arrangements of DM Acts and PRI Act and the scope of GPDP in building community resilience	<ul style="list-style-type: none"> - Understand the Constitutional provisions with regard to the DM Act and the PRI Act - Explain how PRIs may contribute towards DRR and building resilience of the communities - Explain and relate to the role of GPDPs in building community resilience 	105 minutes	Presentation and activity
Technical Session 4: Disasters and Development				
TS 4.1	Relationship between Disasters and Development	<ul style="list-style-type: none"> - Understand the correlation between disasters and development, i.e., the impact of disasters on development processes, and also improper development processes that may lead to disasters. - Articulate and examine observations, experiences and current approaches of their own organizations/departments and communities in responding to disasters. 	45 minutes	Case study analysis – group work and discussion
Technical Session 5: Climate Change Adaptation and Ecosystem Management and Restoration for effective DRR				
5.1	Understanding Hazards in Relation to Ecosystems and Climate Change – Integrated Risk Management	<ul style="list-style-type: none"> - Understand the concepts of ecosystem management and restoration and climate change adaptation in the context of DRR and their micro-implications at the village level. 	90 minutes	Activity and discussion

		<ul style="list-style-type: none"> - Identify the actions already being done in this respect and what more action may be taken for the same. - Identify government schemes and programme that contribute to risk management in an integrated way. 		
Technical Session 6: Assessing the scope of work of PRIs towards DRR and GPD				
6.1	Hazard Vulnerability Capacity Analysis (HVCA)	<ul style="list-style-type: none"> - Be familiar with the concept of HVCA - Grasp the tools and methods for conducting HVCA with a participatory approach by the PRIs 	60 minutes	Presentation and activity
6.2	Preparation of risk informed Gram Panchayat Development Plans	<ul style="list-style-type: none"> - Understand the components of risk informed development planning - Understand the development activities in convergence with the different departments and public programmes 	60 minutes	Activity and discussion

13. Trainers/ Facilitators/ Resource Persons Required

While understanding the scope of role of the Panchayati Raj Institutions in DRR, a multi-dimensional approach is required. It is necessary to have experts from various fields especially in governance, disaster management, ecosystem management and restoration and climate change adaptation. The coordinator's role would be to sum up the inputs given into outputs from trainees so that they get the best of the knowledge and skills available within and outside the organization.

14. Expected Outcome

1. Better understanding of the role of PRIs in DRR
2. Enhance knowledge and upgrade skills for planning and implementation of strategies for reducing risks and building resilience at the Gram Panchayat level.
3. Link disaster risk reduction to ecosystem management and climate change adaptation.
4. Link Disaster Risk Reduction activities to the Gram Panchayat Development Plans.

15. Evaluation & Validation

The course is continually evaluated in terms of summing up of the day's inputs by the coordinator, discussing issues raised by participants and connecting the knowledge inputs with participants' own experiences. At the end of the course, a formal evaluation is carried out by participants based on content, objectives, utility and facilities provided in the programme. According to the feedback and coordinator's impressions, the future programmes are designed and conducted.

Technical Session 1

Concepts and Principles in Disaster Risk Reduction

Standard definitions needed to establish the common understanding of the terms and concepts related to disaster management (DM) and disaster risk reduction (DRR) will be shared and discussed with the participants. This will enable them to comprehend the succeeding discussions and activities with more ease. Sessions under this thematic area would also cover the trajectory of the evolution of Disaster Risk Reduction and salient features of various models of DM and DRR. The different frameworks of DM, DRM, and DRR will be introduced and a background of the Hyogo and Sendai framework, along with the Sustainable Development Goals and the Paris Agreement (COP21) under the UN Framework Convention on Climate Change (UNFCCC) will be given.

Learning Unit 1.1: Definition of Terms

Learning Unit 1.2: Evolution of Disaster Risk Reduction

Duration: 150 minutes

Learning Unit 1.1: Definition of Terms

1. Session Objectives

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

1. Explain, compare and/or interrelate key terminologies used in DRR
2. Differentiate between hazards and disaster and elaborate on the definitions of DM and DRR

2. Duration- 60 minutes

3. Methodology

Activity: Matching game

1. Divide the participants in groups of 3-4 and distribute the two sets of A4 cards with the selected DRR terminologies and their definitions. Ask each person to look for the person bearing the card that matches his/her term or definition.
2. Ask the participants to tape on the board or spread on the floor the matched definitions and terminologies.
3. Ask the participants to review and explain the matches. Allow them to shift cards and correct their matches if needed.
4. Go through the terms together with the participants and explain the terms and definitions, praising each correct match. For mismatched terms, provide the correct definition and explain why. Participants must now agree on the definitions as these terms will be used throughout the training course.
5. Ask the participants the following guide questions and relate their answers to the definitions of hazard and disaster: 1. Is disaster natural or not? 2. How do we know if a community cannot cope with the effects of a hazard? 3. How do hazards progress into disaster? 4. Who declares a disaster?
6. Distribute the handouts to guide the participants.
7. In 10 minutes, synthesize the activity with a discussion on terminologies and their interrelatedness.

4. Session Plan

S. No.	Activity/Presentation/Discussion	Time
1.	Matching game	50 minutes
2.	Synthesis the activity with a discussion on terminologies and their interrelatedness	10 minutes

5. Training/ Performance Aids

Suggested readings:

- Community Managed Disaster Risk Reduction: Training Resource Materials, printed by the International Institute of Rural Reconstruction (IIRR), Nairobi, Kenya, Aug. 7-18, 2006.
- De Guzman, E. M. Towards Total Disaster Risk Management Approach. United Nations Office for the Coordination of Humanitarian Affairs-Asian Disaster Response Unit.
- Dombrowsky, W. R. “Again and again- Is disaster what we call a ‘disaster’?” IPCC, 2012. Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation. A Special Report of Working Groups I and II of the Intergovernmental Panel on Climate Change [Field, C.B., V. Barros, T.F. Stocker, D. Qin, D.J. Dokken, K.L. Ebi, M.D. Mastrandrea, K.J. Mach, G.-K. Plattner, S.K. Allen, M. Tignor, and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, UK, and New York, NY, USA, 582 pp.
- Terminology: Basic Terms of Disaster Risk Reduction. International Strategy for Disaster Reduction.
<http://www.unisdr.org/eng/library/lib-terminology-eng.htm>.
- UN-ISDR, 2009. 2009 UNISDR Terminology on Disaster Risk Reduction. Geneva, Switzerland. Available at:
www.preventionweb.net

Learning Unit 1.2: Evolution of Disaster Risk Reduction

1. Session objectives

At end of the session, the participants should be able to -

1. Explain the shift from DM to DRR.
2. Identify the salient features of various DM/DRR model.
3. Explain the dividing line between DM and DRR.

2. Duration- 90 minutes

3. Methodology

Activity 1: Marketing game (30 minutes)

1. Divide participants into 5 groups, making sure there is a good mix of academic backgrounds and experience in the groups.
2. Give each group a DM/DRR model (Attachment 1) with the following instructions: Think of the model as a business product that you have to sell to buyers (the rest of the participants) in a sales event (group reporting). The groups have 15 minutes to prepare and identify the salient features of their models. Each group has to convince the audience that its model is the best one.
3. After each “sales” presentation, ask the rest of the participants if they would purchase the product (model) on sale, allowing three minutes of interactive discussion between sellers and buyers.
4. Wrap up the activity by highlighting the following points:
 1. Models are to enable people to understand and explain complex processes or ideas in this case, DM or DRR.
 2. The 5 models can be divided into 2 distinct categories: DM models (Disaster continuum; Contract and expand; and Pre, during and post models) and DRR models (Disaster crunch and release model and the DRR formula). (Refer to handouts).

Activity 2: Input comparing the various DM/DRR models (45 minutes)

1. Compare the different models and clarify the salient points of each model.
2. Using the handout, explain to the participants that all models come from different schools of thought on disaster. Allow for questions after your input.
3. Using the handout, explain to participants that the fulfillment of basic rights are the foundation of safety and the dividing line between DM and DRR.

(*Handouts to be attached)

Synthesis of activities and discussions in 15 minutes with a background of SDGs, SFDRR and COP21 under the UNFCCC.

4. Session Plan

S. No.	Activity/Presentation/Discussion	Time
1.	Marketing game	30 minutes
2.	Input comparing the various DM/DRR models	45 minutes
3.	Synthesis of activities and discussions including questions from the participants	15 minutes

Technical Session 2

Understanding different disasters and its impact in the state

The different types of disasters will be introduced including the major ones in the state. The participants will share experiences of major disaster events faced by them or experienced in the area they work in. This would enable them to open up and recount what processes took place, what were done effectively, what went wrong and what could have done better. Sharing of experiences by the participants will enable them to open up and recount what happened in their organization, communities and departments during a disaster event.

Learning Unit 2.1: Understanding disaster impacts with respect to past experiences

Duration: 90 minutes

Learning Unit 2.1: Understanding disaster impacts with respect to past experiences

1. Session objectives

At end of the session, the participants should be able to –

1. Understand the different types of hazards that may occur
2. Learn the different processes involved in the different phases before and after a disaster event
3. Understanding vulnerability in context to disasters

2. Duration- 90 minutes

3. Methodology

Activity: Participants' discussion and presentation on past experiences of disasters (50 minutes)

1. Divide participants into small groups of 3 to 4 to discuss disaster experiences in the state.
2. Ask the participants to make a list of activities/actions/processes that were carried out before, during and after the disaster event by the government agencies.
3. Ask the participants to list down the estimated damages and losses in those disasters.
4. Ask each group to present their observations and discussions with regard to the above.

Synthesis of activity and discussions in 10 minutes.

Presentation: Vulnerability mapping (30 minutes)

1. Explain the concept of vulnerability and the various types of vulnerabilities, from a lens of equity and social protection and security will be. Create familiarity with the significance of social inclusion in processes of development and DRR.
2. Share the state level vulnerability mapping done by TARU and discuss with reference to the different hazards.

4. Session Plan

S. No.	Activity/Presentation/Discussion	Time
1.	Participants' discussion and presentation on past experiences	50 minutes
2.	Synthesis of activity and discussions	10 minutes
3.	Vulnerability mapping (including Q & A)	30 minutes

Technical Session 3

Instrumentality of the PRI Act in making resilient communities

The legislative and institutional arrangements of the National Disaster Management Act, 2005, the Gujarat State Disaster Management Act, 2003 and the Panchayati Raj Institutions with reference to the 73rd Amendment of 1992 will be shared. How DRR can be understood within the role of PRIs and hence determine their scope of work will be discussed with an introduction to the Gram Panchayat Development Plan (GPDP). The scope of PRIs with respect to the arrangements made by the Gujarat state will be discussed for making them more effective.

Learning Unit 3.1: Legislative and institutional arrangements of DM Acts and PRI Act and the scope of GPDP in building community resilience

Duration: 105 minutes

Learning Unit 3.1: Legislative and institutional arrangements of DM Acts and PRI Act and the scope of GPDP in building community resilience

1. Session objectives

At end of the session, the participants should be able to –

1. Understand the Constitutional provisions with regard to the DM Act and the PRI Act
2. Explain how PRIs may contribute towards DRR and building resilience of the communities
3. Explain and relate to the role of GPDPs in building community resilience

2. Duration- 105 minutes

3. Methodology

Presentation: Legislative and institutional arrangements of DM Acts and PRI Act (45 minutes)

1. Share the background and the main components of the National Disaster Management Act, 2005 and the Gujarat State Disaster Management Act, 2003.
2. Share the details of the 11th Schedule of the Constitution defining the functions of the PRIs for economic development and social justice.
3. Introduce GPDP and its major components and briefly explain how this plan may be instrumental in DRR planning and building community resilience.

Activity: Identifying scope of DRR activities through GPDP (50 minutes – 25 minutes for discussion and 25 minutes for presentation)

1. Divide participants into small groups of 3-4 to list out the present areas of work for PRIs (with respect to earlier discussion).
2. In that context, ask the participants to identify scope for DRR related through the GPDP with reference to risk assessment and analysis, preparedness and mitigation, response, monitoring, planning and budgeting, etc.
3. Ask each group to present their observations and suggestions on a chart paper/flip chart and share with all.

Synthesis of activity and discussions in 10 minutes.

4. Session Plan

S. No.	Activity/Presentation/Discussion	Time
1.	Legislative and institutional arrangements of DM Acts and PRI Act	45 minutes
2.	Identifying scope of DRR activities through GPDP	50 minutes – 25 minutes for discussion and 25 minutes for presentation
3.	Synthesis of activity and discussions	10 minutes

Technical Session 4

Disasters and Development

The participants would understand the correlation between disasters and development, i.e., the impact of disasters on development processes, and also improper development processes that may lead to disasters. They would identify ways in which development activities may cater to overall risk reduction of the community.

Learning Unit 4.1: Relationship between Disasters and Development

Duration: 45 minutes

Learning Unit 4.1: Relationship between Disasters and Development

1. Session objectives

At end of the session, participants should be able to:

1. Understand the correlation between disasters and development, i.e., the impact of disasters on development processes, and also improper development processes that may lead to disasters.
2. Articulate and examine observations, experiences and current approaches of their own organizations/departments and communities in responding to disasters.

2. Duration- 45 minutes

3. Methodology

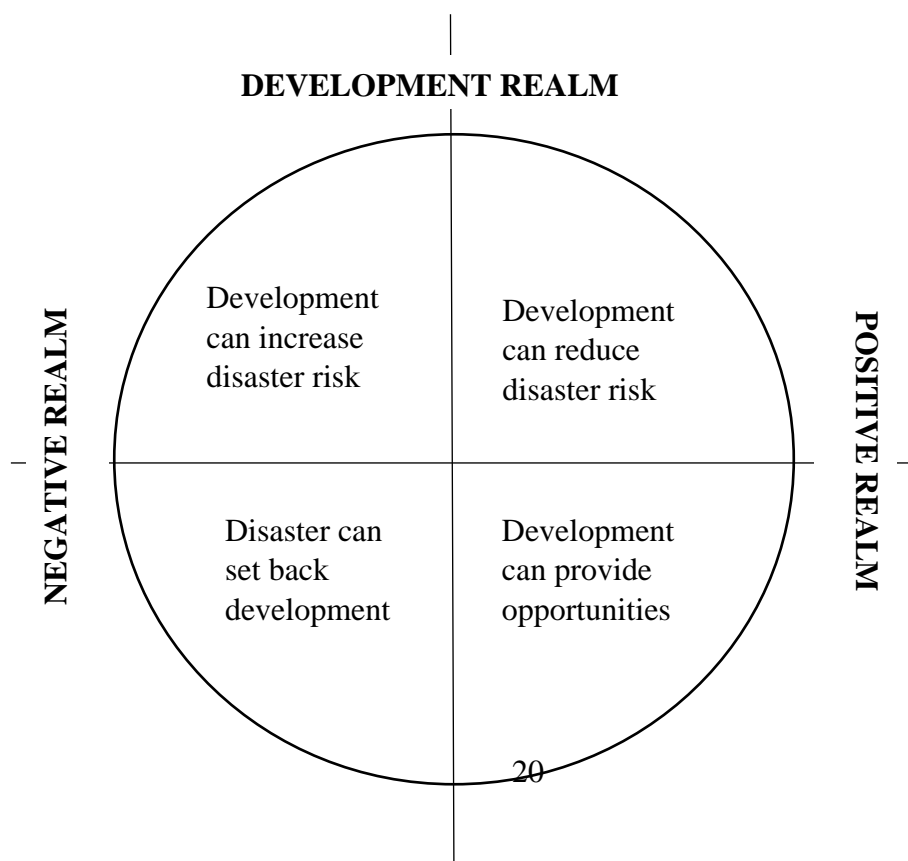
Activity: Case Study Analysis (30 minutes)

1. Distribute the case story on groundwater arsenic poisoning in Bangladesh. Handout Case Story
2. After reading, discuss it with the participants.
3. Analyze the case using the following questions:
 - i. How did the disaster described in the case affect development efforts in Bangladesh?
 - ii. What was the response of the community? External organizations? NGO? The government?

Synthesis (15 minutes) of the case study analysis on how hazards can destroy the impacts of development or create opportunities for development; on the other hand, how development initiatives can increase or decrease disaster risk.

4. Trainers' Note

Facilitator may use the following framework to explain the disasters and development correlation.



DISASTER REALM

5. Session Plan

S.	Activity/Presentation/Discussion	Time
1.	Case Study Analysis	30 minutes
2.	Synthesis of the case study analysis	15 minutes

Training/ Performance Aids

Case Story: Groundwater arsenic poisoning in Bangladesh

Water borne diseases such as diarrhea were prevalent in Bangladesh several decades ago due to drinking of untreated water. In the 1970s, UNICEF and some international donor agencies advised the Bangladesh government to tap groundwater for drinking purposes.

While the use of groundwater reduced the level of diarrhea, it actually increased the risk of arsenic poisoning, which led to arsenicosis, hyperpigmentation, gangrene and finally cancer. The latency time of cancer symptoms is 15-30 years depending on the water's arsenic content and period of ingestion. Arsenic-safe water is the only curative medicine for arsenic-related diseases at the primary stage.

The use of groundwater led to two unexpected issues, paving the way to disaster: (a) health risks, featuring high incidence of diseases; and (b) negative social implications.

Arsenic is a documented carcinogen and if people ingest arsenic contaminated drinking water for a long time, there is the possibility of non-malignant symptoms as well as different types of cancers. The local community, particularly the poor were not aware of the dangers of arsenic poisoning. They actually thought well water was good, much better than the surface water, contaminated with arsenic or not. Other social problems also emerged. There was a tendency to ostracize people with visible symptoms of arsenic poisoning, particularly skin lesions or gangrene.

The Bangladesh government implemented policies in response to the health risks and hazards caused by arsenic contaminated drinking water. In 1997, it established the Bangladesh Arsenic Mitigation and Water Supply Project (BAMWSP). BAMWSP developed a program in 2004 for arsenic-safe water options, including rain water harvesting, deep tube wells, pond-sand-filters and dug wells.

In 2005, the options were assessed and one of them -- installing deep tube wells -- was banned by government until it could be proven that the arsenic-safe deep aquifer was protected by an impermeable layer. If the deep aquifer is ever contaminated with high levels of arsenic, it cannot produce arsenic-safe drinking water. But the other options are also not working.

Research on safe water options in Bangladesh is still ongoing and there is a debate on which technology is suitable and sustainable. It is uncertain if the low-cost technologies suitable for the rural poor are sustainable. The high-tech options applicable for towns and cities are, on the other hand, expensive and not all consumers are able or willing to pay the cost of arsenic-safe water. Meanwhile, there is no regular monitoring of drinking water quality.

There are around 80 million people in Bangladesh who are at risk. The government urgently needs to formulate a more effective program to save them from arsenic poisoning.

Source:<http://ihrrblog.org/2010/06/17/groundwater-arsenic-poisoning-in-bangladesh-an-interview-with-drmanzurul-hassan/>

Suggested readings:

- Community Managed Disaster Risk Reduction: Training Resource Materials, printed by the International Institute of Rural Reconstruction (IIRR), Nairobi, Kenya, Aug. 7-18, 2006.
- De Guzman E. Towards Total Disaster Risk Management Approach. United Nations Office for the Coordination of Humanitarian Affairs- Asian Disaster Response Unit.
- Handbook for Estimating the Socio-Economic and Environmental Effects of Disasters. United Nations Economic Commission for Latin America and the Caribbean/ECLAC.
- Lebel L., Nikitina E., Kotov V. and Manuta J. (in press). Reducing the risks of flood disaster: assessing institutionalized capacities and practices, in J. Birkmann, editor, Measuring vulnerability and coping capacity to hazards of natural origins: concepts and methods (in press). United Nations University, Tokyo, 2006.
- Lebel L., Khrutmuang S. and Manuta J. 2006. Tales from the Margins: small fishers in post tsunami Thailand. Disaster Prevention and Management Vol. 15 No. 1, 2006:124-134.
- Manuta J. International Disaster Reduction Conference. Flood Disaster Risk Management in the Philippines and Thailand: An Institutional and Political Perspective. Davos, Switzerland. 2006.

Technical Session 5

Climate Change Adaptation and Ecosystem Management and Restoration for effective DRR

While communities might increasingly be aware of environment and climate change issues and their manifestations, it is not always evident how ecosystem functioning and disaster risk reduction (DRR) are linked. Some guidance must therefore be provided to raise awareness on such issues as the intricate connection between upstream and downstream communities in terms of natural resource use and disaster risk; association between critical livelihoods, forests, wetlands and climate; and the connections between hazards and land uses in the ever-changing landscapes.

Learning Unit 5.1: Understanding Hazards in Relation to Ecosystems and Climate Change – Integrated Risk Management

Duration: 90 minutes

Learning Unit 5.1: Understanding Hazards in Relation to Ecosystems and Climate Change – Integrated Risk Management

1. Session objectives

At end of the session, participants should be able to –

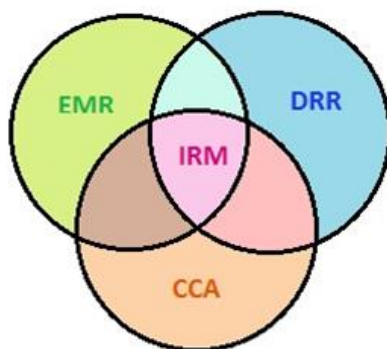
1. Understand the concepts of ecosystem management and restoration and climate change adaptation in the context of DRR and their micro-implications at the village level.
2. Identify the actions already being done in this respect and what more action may be taken for the same.
3. Identify government schemes and programme that contribute to risk management in an integrated way.

2. Duration- 90 minutes

3. Methodology

Activity: Integrated Risk Management (IRM) Circle game (30 minutes to place the slips in the circles + 45 minutes discussion)

1. Divide participants into groups of 6-8 into 3 groups
2. Lay out three large circles of rope on the ground so they overlap or use chalk (as shown below)



3. Give each group a set of ‘policy slips’ – and explain that these slips contain titles and descriptions of a range of different government policies, acts and schemes.
4. Ask the participants to sort the policy paper slips within the circles – and decide if it would be relevant to try “influence” any policy change, if possible, or help “interpret” its practical application from a DRR, or CCA or EMR perspective – or if maybe it fits in an overlap zone and could be relevant to influence from 2 or 3 perspectives. For example: a ‘National Strategy for Disaster Risk Reduction’, of course, has a focus on DRR, but may possibly be weak on the role of proper watershed management (EMR) as a critical factor for risk reduction, and the strategy may not be planning for more extreme events coming with climate change: then the policy would qualify as a candidate for discussions on the need for becoming explicit on EMR and CCA elements.

5. When finished, the facilitator gather all participants (all groups) around the set of circles and encourage that group to present how they decided on how to place the paper slips in each of the zones of the circles. The facilitator can ask them about the discussions the group had – and jointly the facilitator and all participants may challenge some of the decision and maybe consider re-arranging the paper slips.

Source: Integrated Risk Management Advocacy Training Manual. Partners for Resilience. Horn of Africa

Synthesis (15 minutes) including the learnings from the IRM activity and drawing focus on the current developments with respect to climate change and ecosystem management.

4. Session Plan

S. No.	Activity/Presentation/Discussion	Time
1.	Integrated Risk Management (IRM) Circle game	30 minutes to place the slips in the circles + 45 minutes discussion
2.	Synthesis including the learnings from the IRM activity	15 minutes

Technical Session 6

Assessing the scope of work of PRIs towards DRR and GPDP

DRR needs to be understood within the role of PRIs and hence, determine their scope of work towards economic development and social justice. Tools like the Hazard-Vulnerability-Capacity Analysis (HVCA), used to assess risks in a given area can be used by the PRI members. Along with that, PRIs can also contribute in emergency response and preparedness, early warning, post-disaster recovery and mitigation and prevention initiatives.

Learning Unit 6.1: Hazard Vulnerability Capacity Analysis (HVCA)

Learning Unit 6.2: Preparation of risk informed Gram Panchayat Development Plans

Duration: 120 minutes

Learning Unit 6.1: Hazard Vulnerability Capacity Analysis (HVCA)

1. Session objectives

At end of the session, participants should be able to –

1. Be familiar with the concept of HVCA
2. Grasp the tools and methods for conducting HVCA with a participatory approach by the PRIs

2. Duration- 60 minutes

3. Methodology

Presentation: HVCA concept (15 minutes)

1. With a revision of the key terminologies done in Session 1, the facilitator would explain the HVCA concept.
2. The facilitator would explain then process to conduct HVCA and how risk analysis can be done through that.

Activity: HVCA (20 minutes group work + 15 minutes presentation)

1. Divide participants into groups (sector-wise/ department-wise) – preferably 3 groups (some sectors/departments may be combined to form one group) or in their area of work.
2. Ask the participants to list out the hazards, vulnerabilities, and capacities in their present areas of work on a flip chart/chart paper.
3. Give each group approximately 5 minutes to present their Hazard-Vulnerability-Capacity Analysis.

Synthesis (10 minutes): To conclude how PRIs can conduct HVCAs to make the communities resilient towards disasters.

4. Session Plan

S. No.	Activity/Presentation/Discussion	Time
1.	Presentation: HVCA concept	15 minutes
2.	Activity: HVCA	20 minutes group work + 15 minutes presentation
3.	Synthesis to conclude how PRIs can conduct HVCAs to make the communities resilient towards disasters.	10 minutes

Learning Unit 6.2: Preparation of risk informed Gram Panchayat Development Plans

1. Session objectives

At end of the session, participants should be able to –

1. Understand the components of risk informed development planning
2. Understand the development activities in convergence with the different departments and public programmes

2. Duration- 60 minutes

3. Methodology

Activity: Determining activities while addressing disaster risks (30 minutes)

1. Divide the participants into groups (same as in Session 7)
2. With reference to the risks identified in the previous session, ask the participants to determine activities that would address those risks through 3 kinds of activities: short-term or immediate, medium-term (2-3 years) and long-term (5-7 years)
3. Ask the participants to present their risk informed activities.

Synthesis (30 minutes): On how risk informed development planning plays a crucial role in reducing disaster risks and how GPDPs is a significant tool that the PRIs can use for the same.

(*Reference material to be attached).

4. Session Plan

S. No.	Activity/Presentation/Discussion	Time
1.	Determining activities while addressing disaster risks	45 minutes
2.	Synthesis and wrap up with Q & A	30 minutes

A formal closing ceremony can be organized according to the protocol/tradition followed by the host organization after the conclusion of the course.