

PRACTICAL ACTION

Technology challenging poverty



Livelihood Centred Disaster Risk Reduction (LCDRR)

A Guide for Facilitators Based on Field Experiences in Zimbabwe



Funded by:



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International Project Manager – DRR Project

Abbreviations

DFID	-	UK Department for International Department
DRR	-	Disaster Risk Reduction
EMA	-	Environmental Management Agency
HIV/AIDS	-	Human Immuno Virus Acquired Immuno Deficiency Syndrome
LCDRR	-	Livelihood Centred Disaster Risk Reduction
M&E	-	Monitoring and Evaluation
PRA	-	Participatory Rural Appraisal
UNISDR	-	United Nations International Strategy for Disaster Reduction
VCA	-	Vulnerability and Capacity Assessment

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Why focus on Disaster Risk Reduction?

The need for effective disaster risk reduction is greater and more urgent than ever before. Over the past decades there has been a substantial increase in the number of people affected by disasters and the subsequent economic losses (UNISDR 2005). This can be attributed to socio-economic changes, poor urban governance, poverty and environmental degradation, including climate change.

The greatest damage and loss of life from disasters occurs in the poorest countries – to the most marginal areas and the most vulnerable people. Disasters disrupt functioning communities, causing human, material, economic and environmental losses. They negatively affect national and human development as a whole. The most significant impacts are on people's livelihoods, as disasters rob the poor of their meagre possessions, their homes and livestock; lack of resources constrains their ability to cope and recover.

Practical Action subscribes to the view that 'hazards are natural, disasters are not'. Whether sudden large-scale hazards, or successions of smaller events (the more common and more deadly) – disasters are rarely isolated events. More often, they are the result of deep-rooted long term failures of development which exacerbate the situation. Social and economic aspects of poverty underlie the causes of disaster risk.

Resource poor people are not passive victims waiting for disasters to strike. Through effective disaster risk reduction (DRR), they can take action to protect themselves from the adverse impacts of hazards and so prevent disasters. But DRR must take a holistic approach to strengthen and protect livelihoods, as well as to manage disaster preparedness and humanitarian response. This is what Practical Action calls '**livelihoods centred disaster risk reduction**' (LCDRR).

Southern Africa (including Zimbabwe) has long faced problems of disaster risk, especially the cumulative impacts of both natural and man-made hazards, which have destroyed the livelihoods of the most vulnerable. In many cases, failure to address the risks posed by prevailing hazards has impacted negatively on development initiatives.

Why develop a Guide for Facilitators in Zimbabwe?

The concept of livelihood centred disaster risk reduction (LCDRR) is relatively new in Zimbabwe. This document has been produced as a result of experiences that Practical Action has had in implementing a livelihoods centred DRR project in Zimbabwe – part of a five year international project, 'Mainstreaming Livelihood Centred Approaches to Disaster Management', funded by the UK Department for International Development (DFID).

It has been developed to assist development practitioners from a wide spectrum of sectors including field practitioners, government personnel (both provincial and district level officials, especially those involved in social services, agriculture, infrastructure and environmental management), non-governmental organisations (NGOs), and communities to implement livelihood centred DRR approaches in their localities.

The document was written to provide a practical guide to development trainers and practitioners on how to facilitate and integrate the key principles and steps of a livelihood centred approach to disaster risk reduction into the development process. The step by step process is designed to help practitioners and field workers to guide communities in implementing the various stages, steps and activities that contribute to the development of disaster resilient communities.

The Guide can be used as a complementary package to existing training materials on disaster risk reduction in Zimbabwe and/or as an introduction to the key principles of LCDRR for those not familiar with the subject.

How was this Guide developed?

This LCDRR Guide for Facilitators was developed from practical experiences, participatory training and lessons learned during the implementation of the DFID-CHF project in Zimbabwe. It has drawn on contributions from stakeholders, partners, District Training Teams, project staff and communities during training sessions conducted at provincial, district and ward levels. In particular, it draws on ideas that were put forward by LCDRR Teams from Bulilima, Mangwe and Gwanda districts of Matebeleland South Province. The Guide has also benefitted from international DRR resources, including Practical Action's South Asia Disaster Resistant Sustainable Livelihoods Framework.

How can this Guide be used?

This Guide can be used as **reference** material to consult and gain essential background understanding of the concepts of livelihoods centred approaches to DRR (Part A) It can be used to **understand the general trends** in disaster risk reduction in Zimbabwe (Part B). It can also be used by development specialists to guide **training** of community facilitators (Part C – Training Module).

Part A: Overview of the concepts of 'Livelihoods Centred DRR'

Introducing disaster risk reduction

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Historically, international concern and attention has tended to come after disaster events, rather than preparing for disasters before they occur. Whilst **preparedness** has been encouraged, whereby community evacuation plans and the stockpiling of emergency supplies are organised – intentional activities to reduce the impact of disasters have been comparatively rare.

There has lately been a paradigm shift in development and donor communities' approaches. The progressive approach considers that both the **hazard** and people's **vulnerability** are the cause of disaster. Emphasis is now focused on 'disaster risk reduction' (DRR) – reducing vulnerability and thereby the risk of disasters – as an integral part of **poverty reduction**.

Though there is as yet little concrete evidence of the cost benefit of DRR over post-disaster humanitarian aid, it has been estimated that every \$1 spent on disaster reduction saves \$3 in terms of the reduced impact of disasters (DFID, January 2006).

The UNISDR Hyogo Framework (www.unisdr.org) places DRR firmly at the centre of development activities. Disasters are having a negative impact on attaining the Millennium Development Goals, and this recognition provides further incentives for adopting a more holistic approach to development and disasters. Advances made in past poverty reduction programmes can be reversed by the impact of known hazards, if there is no proper disaster risk reduction planning & management. Therefore it is now imperative for all countries and drivers of development programmes to re-think their development approaches in terms of DRR.

What is a disaster?

'Disasters' are defined as a serious disruption of the functioning of a community or society causing widespread human, material, economic and/or environmental losses. These losses exceed the ability of the affected community or society to cope using their own resources.

While disasters have traditionally been viewed as dramatic natural occurrences over which passive victims have little or no control, many more resource poor people are at risk from hazards other than cataclysmic events. Hunger, disease, slow-onset man-made disasters, and conflict claim many more lives than floods or earthquakes. Yet these disasters pass largely unnoticed; they are 'normal' events in less developed countries.

Disasters only occur when a hazard impacts on vulnerable people: a cyclone making landfall on the coast of Mozambique is likely to cause a disaster to the local population, while the same cyclone out at sea is a mere meteorological event with no impact on humans!

What is the difference between a hazard and a disaster?

Disasters are triggered by hazards. Hazards are external factors or events that can impact on people's lives with the potential to affect wellbeing or to do harm – depending on the circumstances in which they hit.

Hazards come in many forms. Natural hazards are weather-related or geophysical in origin (e.g. floods, earthquakes, landslides, drought, etc). Some supposedly 'natural' hazards are partly human induced, due to environmental degradation (e.g. landslides caused by deforestation, erosion gullies exacerbated by overgrazing and veld fires or poorly executed infrastructure development (e.g. collapse of roads, bridges, dam walls etc). Epidemics (HIV/AIDS), psychological traumas and technological hazards (chemical spillages, radiation, etc) are also significant in some countries. Human activities are also contributing to Climate Change, increasing the uncertainty of meteorological events.

People are threatened by hazards because of their social, economic and environmental vulnerability. Vulnerability reflects a state of 'being' – factors, including inequality, exploitation and marginalisation leave people with limited capability to cope with challenging situations; poor people are not well represented in decision-making, they are often disenfranchised. Weak government institutions and poor development decisions exacerbate the situation.

Poverty and vulnerability are not the same – not all poor people are vulnerable to all hazards. Nevertheless, **the links between disaster and poverty are clear**: the poor tend to be the most vulnerable, and it is the most vulnerable that are worst affected and suffer most. The capacities of the poor to cope with hazards and recover from the effects are constrained by their lack of access to information and resources.

In assessing vulnerability it is important always to consider **differential vulnerability**. Certain households will be more susceptible to a hazard; particular social characteristics, such as age, gender, religious or ethnic grouping, disability or economic status, will influence somebody's vulnerability. These differentials must be explicitly considered.

Disasters are rarely just one-off events, but more often the result of deep-rooted long-term **failures of development**. Very often the impact of several small adversities is all that is required to drive the poor from a state of vulnerability to one of total destitution.

Why livelihoods?

When hazards impact on poor people it is their livelihoods that are usually worst affected. Small and cottage industries often suffer substantial losses, both in terms of damaged property and missed opportunity. The livelihoods of marginal and small holder farmers, artisans and fishermen are affected through the loss of assets and loss of employment opportunities. Conversely, our work has shown that secure and **sustainable livelihoods** can reduce both poverty and susceptibility to disasters.

Consider these two scenarios:

Scenario 1: A vulnerable livelihood

Picture a subsistence farming family eking out an existence on a small farm in a semi-arid area. They have a few chickens and two goats and no savings. Without draught animals they are forced to cultivate their land by hand, limiting the area they can plant. They have few skills, never having attended any training or had contact with the extension services. They have two small children. Luckily the man of the house is able to supplement their farming income with casual labour on nearby road-works. They are struggling, but surviving from day to day.

Then the man loses his job - the road works are completed and no other labouring jobs are available. They are reduced to eating two meals a day and as they can no longer afford the fees, the eldest child is forced to leave school. But they are still surviving under extreme hardship.

While out gathering firewood, the woman is injured and requires treatment at the nearest clinic. Despite selling their remaining chickens, transport and medicine costs force them to borrow from a local money lender who charges exorbitant rates of interest. They are now in debt and the wife is unable to work.

Unable to afford the drugs needed to routinely treat their goats for worms, one goat dies and the other is rapidly losing condition. They have no reserves and despite resorting to eating only one meal a day, they are unable to cope. They have no options other than to become dependent on food aid or abandon their home and migrate in search of work.

Scenario 2: A sustainable livelihood

Alternatively, picture a similar family who live under very similar conditions, but own 2 cows which not only provide a limited amount of milk, but are able to pull a small plough. They are able to cultivate a larger area. They have invested in a small poultry unit from which they are able to sell eggs. The man of the house has attended a farmers' field school and learned to grow vegetables, which both supplement their diet and provide a small income. Contact with the local para-vet ensures that his goats are routinely dosed. The wife makes mats and baskets to sell in the local market. They are relatively wealthy, send their eldest child to school and have accumulated some savings.

When a prolonged drought devastates their crops, decreasing yields by some 80%, they are able to survive on their savings, egg sales and through the sale of a goat.

Their reserves allow them to pay for the medicines needed by their sick daughter and the wife increases the number of baskets she makes for sale. By deepening the hand-dug well they have made, the family are able to continue limited vegetable production.

Despite having to tighten their belts, the family are able to cope and should be able to recover once the rains come.

In the first scenario, the family has access to very few assets; their livelihoods options are limited, they have few alternative income earning opportunities and they have few reserves to fall back on. Their inability to cope with stresses or shocks makes them vulnerable.

The second family are better able to **cope** and **recover** from stresses and shocks as they have a larger pool of assets and livelihood options to draw on and several alternative ways of earning a living. They are less vulnerable and more able to cope and recover.

By facilitating people and households to build more sustainable livelihoods we can help to improve their ability to cope with stresses and hazards.

What do we mean by livelihoods?

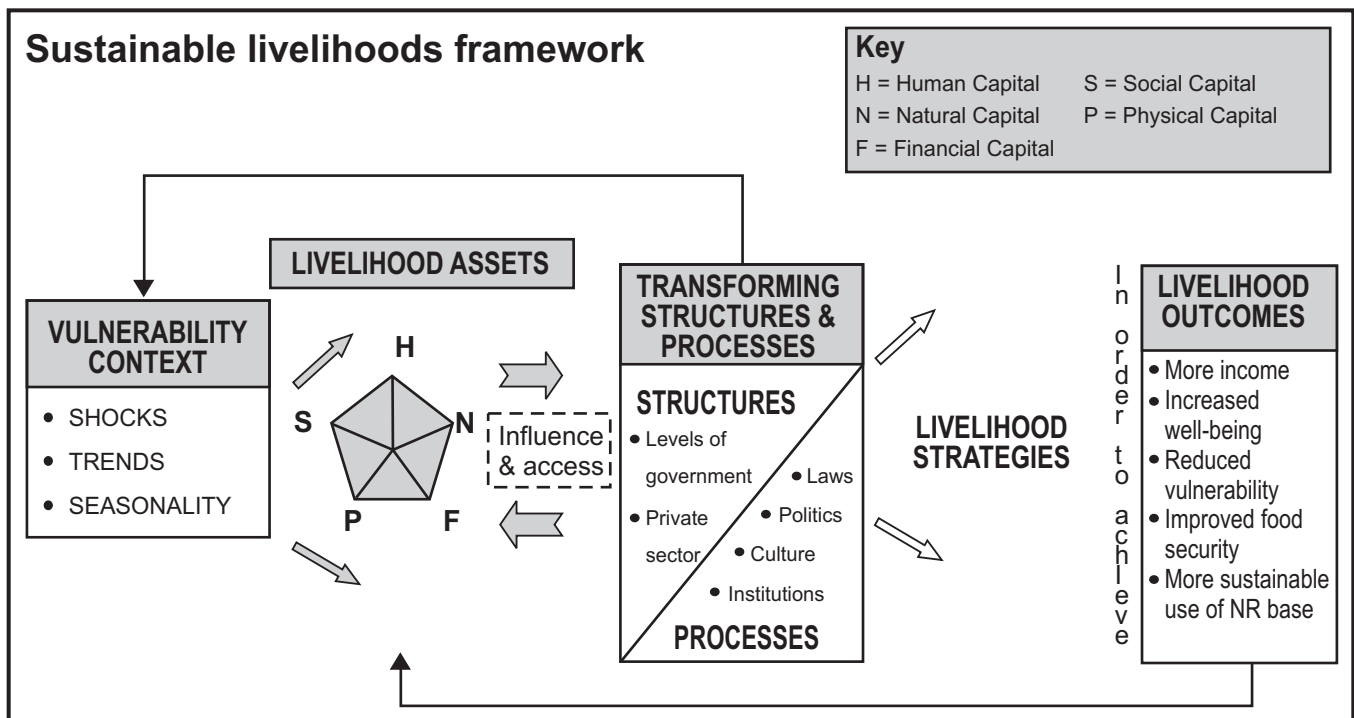
People living in rural areas (our main target group) adopt a range of strategies and activities in order to make a living. All these activities together comprise their 'livelihood'. People, particularly the resource-poor, seldom have only one way of making a living. They adopt a range of strategies which depend on their assets, skills, social standing, time of year, etc. They are frequently opportunistic, changing tactics as and when needs arise.

Access to **assets** is crucial for a livelihood – it is this that differentiates the two scenarios above. Assets (or capital) comprise the resources which people utilise and have access to for their day-to-day living. These assets include their homes, water supplies, social support, farms, tools, jobs, etc.

The '**sustainable livelihoods framework**' identifies five groups of assets (or capitals):

- **financial** – these are objects, activities or resources that can generate cash such as selling labour or running a shop, etc. Livestock and other saleable assets, savings and financial services are included;
- **natural** – these are natural resources such as land used for cropping or grazing, rivers for fishing and irrigation and forest for wild foods, timber, fuel and products for sale or consumption;
- **physical** – these are physical structures such as roads, buildings, schools, shops and markets, and include the tools used to make a living such as ploughs, blacksmiths' tools, etc.;
- **human** – these are the qualities that help to make a living such as health, knowledge, skills, ability to work and access to health and education facilities.
- **social** – people are more resilient when there is group cohesion. Family links, groups (churches, women's groups), support networks, inclusive leadership, influences over political decisions and a sense of belonging are all important.

A 'sustainable livelihoods approach' therefore takes a holistic view of how people make their living, and recognises the broad range of assets and activities required to survive. Access to assets is influenced by institutions, policies and legislation, by social, political and economic structures and processes (the so-called enabling environment). Trends, shocks and seasonality are part of the context. These are the **underlying influences on vulnerability**.



<http://www.nssd.net/pdf/section0.pdf> "Sustainable livelihoods guidance sheets" - DFID

What is the link between livelihoods and DRR?

The practical application of a livelihoods approach to risk reduction can help to **understand the vulnerability context**. In other words, it is important to understand the level of vulnerability of an individual or community for DRR – and this is determined by how weak or strong their livelihoods are, what occupational activities they are engaged in, the range of assets they have access to for pursuing their livelihood strategy, and the strength and support of the social networks and institutions that they are part of or which have influence over them.

By identifying the extent and nature of the full range of people's livelihood assets, it is possible to **identify the assets that are most at risk** to shocks or hazards, or most valuable in times of crisis. For example, often disasters will damage people's means of earning a living, by destroying their productive assets.

While in many instances it is not possible to alter the hazard (e.g. a drought), disaster risk reduction can help to reduce the vulnerability of those likely to be affected. This means taking practical steps to boost, and preserve livelihoods and assets. Access to assets and the ability to adopt alternative livelihood strategies can decrease the negative impacts of hazards and stresses (as shown in scenario 2 above) – or, in other words, increase **resilience**.

Understanding vulnerability is central to both the sustainable livelihoods approach to poverty reduction and reducing the impact of hazards on resource-poor people. **Vulnerability and capacity analysis (VCA)** is the primary diagnostic tool used to collect the information needed to make informed decisions on the planning and implementation of disaster risk reduction measures.

VCA is an empowering participatory process in which the community or group analyse their own **vulnerabilities** (with the use of the livelihoods framework, and taking into account differential gender and social concerns), and identify their **capacities** (i.e. the knowledge and abilities that people have). This understanding can be used to develop and implement plans to increase resilience to specific hazards by building on existing capacities.

What is livelihoods centred disaster risk reduction?

Whilst disaster risk reduction has conventionally focused on mitigating immediate disaster risks, livelihoods centred DRR integrates this approach with a more holistic focus on **development activities that build the livelihoods and resilience of communities**.

Disaster risk reduction has had great success as an approach – in systematically assessing the chances of a disastrous event happening, and identifying means for reducing the risks of harmful impact. Typically, such DRR strategies include: disaster preparedness to reduce exposure to hazards, early warning systems to give forewarning, emergency plans to respond to a hazard during and after its onset, and reconstruction and recovery to rebuild infrastructure.

However, with the insight that strong, sustainable and diversified livelihoods can help households and individuals to cope better with hazards, LCDRR combines the above disaster management activities, with initiatives to understand and **strengthen broader livelihood strategies**. LCDRR proposes that disaster mitigation should address the underlying causes of vulnerability – namely poverty, lack of access to information & resources, and underdevelopment – through a participatory approach.

This approach sees DRR as an essential component of **sustainable development**. Investing in strengthening and diversifying the livelihood options of people at risk from disasters – increasing their resilience – is an effective strategy for both long-term sustainable disaster risk *and* poverty reduction. Development and DRR are part of the same continuum and cannot be addressed in isolation. So development programming should adopt an approach to identify, assess and reduce risks of all kinds, to build resilience. (Other wider elements, including governance and the enabling environment play important roles in building resilience).

As a component of sustainable development, livelihoods centred disaster risk reduction can:

- prevent or decrease the frequency and/or intensity of a shock occurring,
- increase the capital resource base of community members so that the impact of the shock is less and/or recovery is quicker.

Part B: Understanding DRR Trends and Status in Zimbabwe

What disaster threats are most common in Zimbabwe?

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Whilst Zimbabwe does not suffer the extreme flooding and cyclones of some parts of South Asia and Latin America; drought, flood, storm, pest, epidemic and bush/veldt fire events have acute impacts. While separately they may be coped with, cumulatively, when they come one after another in rapid succession, these incidents have severely affected tens of thousands of people in Zimbabwe in the three decades since independence. Mainstreaming livelihood centred approaches to DRR to tackle these challenges is therefore critical.

Drought is the most frequently occurring 'natural' hazard in Zimbabwe, made worse by the clear trend, since 1980, of decline in rainfall that the country has received each year. The semi-arid areas have been hardest hit, but the frequency with which other areas are experiencing reduced rainfall is increasing (Meteorological Office, 2006). The impacts of drought have been widespread, affecting economic performance, social infrastructure and the environmental resource base – and, most importantly, people's livelihoods.

High incidence of **disease** such as cholera, malaria, measles and dysentery, has caused devastating consequences in Zimbabwe. Most significantly **epidemics**, including the HIV/AIDS pandemic, are now considered national disasters. Despite the widespread catastrophic impact of HIV/AIDS in the country – over 1.7 million infected – it is seldom given priority by disaster management authorities and policy makers (Shumba, 2000). A holistic approach to livelihoods and disaster management must recognise disease outbreaks and HIV/AIDS as key drivers of socio-economic risk and vulnerability.

Some of the commonest hazards and disasters are provided in the table below:

Table I: The commonest hazards that result in disasters in Zimbabwe

Classification		Hazards/disasters
Natural phenomena	Meteorological	Drought
		Floods
		Lightning
		Cyclones
		Freak weather conditions such as unusual cold spells
Diseases and pests		Epidemics / Pandemics e.g. HIV/AIDS, Cholera, Malaria
		Locusts and other crop pests & diseases such as the army worm outbreaks, Quilea birds,
		Threats to well-being of wildlife and livestock e.g. Anthrax, Foot & Mouth Disease, and Poachers.
Man-made/ technological	Industrial related hazards	Hazardous substances and their resultant chemical spills and poisoning
		Pollution of the air, water and soil
		Toxic waste e.g. cyanide from gold mining dumps.
		Fires and explosions
		Mine collapse and explosions
		Water and soil contamination
	Transportation related hazards	Traffic accidents
	Other manmade and nature-induced hazards	Deforestation and environmental degradation
		Stampedes
		Structural collapse or failure of infrastructure
		Food poisoning
		Displaced populations

Source: Adapted from Emergency Preparedness and Disaster Management Bill, Zimbabwe Government, 2005.

For some years, Zimbabwe's national disaster management coordination has been affected by fragmented pieces of legislation. The Ministry of Local Government, Rural and Urban Development through the Civil Protection Unit is charged with coordinating disaster management, as empowered by the Civil Protection Act of 1989. In 2007, the Government of Zimbabwe published a Disaster Risk Management Policy Draft, but (as at time of writing) this still awaits further consultation with stakeholders.

In spite of all the efforts towards disaster management from the Government of Zimbabwe, the disarming outcome has been that approaches are top-down – with authorities like the Environmental Management Authority (EMA) and the Police Force enforcing rules and meting out penalties against those seen to have violated rules in relation to hazards, for example arresting and fining those who have started veldt fires. Communities are at the front line, suffering the immediate impacts of disasters, yet the declaration of a disaster still comes from central government. Ideally the disaster declaration process should be “bottom-up” whereby an empowered community leadership informs district authorities who in turn pass information through the provincial to national authorities.

The impacts of disasters on people's livelihoods and the underlying causes of vulnerability have had little effective attention. There have been few attempts to integrate risk reduction into development processes and planning; disasters often resulting in the reversal of development gains. For this reason, Practical Action is engaged in on-going dialogue with the Department of Civil Protection Unit to improve the status of DRR in Zimbabwe. While the Civil Protection Unit has in the past focussed on disaster preparedness and response, there is realisation and encouraging interest in integrating the LCDRR in the national strategy. To achieve the promotion of the concept of total disaster risk management and its mainstreaming into all ministries will require the allocation of substantial resources and support. Meanwhile some ministries are already carrying out mitigation activities to reduce the impact of hazards (e.g. the promotion of conservation farming by the Department Agriculture Extension and Technical Services in the Ministry of Agriculture, Mechanization and Irrigation Development).

Disaster management in Zimbabwe has focused on post-disaster response. This has prioritised food aid and the rebuilding of essential infrastructure, but has frequently been hastily implemented. With little attention being paid to reinstating damaged or disrupted livelihood systems, people struggle to recover and move out of dependency. Nevertheless, experience has shown that while natural hazards cannot be avoided, their effects can be minimised if timely measures are taken to mitigate them.

Practical Action has found that changing the focus from response to emphasis on preparedness and mitigation strategies has worked extremely effectively in Zimbabwe. Hazard and vulnerability analysis can empower people to make informed choices which reduce the risks to which their assets and livelihoods are exposed. For example, being aware of the likely impacts of future droughts, farmers have been able to make informed decisions as to the number and type of livestock to keep, what crops to grow, and to plan appropriate strategies to reduce their losses and protect their livelihood systems.

Practical Action Project and case studies

From 2006 onwards, funded by DFID, Practical Action Zimbabwe has implemented a livelihoods centred DRR project in Gwanda, Bullima and Mangwe districts of Matebeleland South Province. The objectives were to:

- reduce vulnerability related to poverty, by strengthening livelihood strategies through a mix of localised implementation, knowledge, capacities and technologies;
- build resilience to disasters through a variety of local development actions fostering preparedness and mitigation.

The project involved a three step process: (1) building capacity and awareness with stakeholders at the provincial level; (2) working with identified communities to conduct participatory analysis and planning for boosting livelihoods and disaster resilience; (3) implementing DRR livelihoods initiatives in villages and in demonstration projects. At the end of this process, several communities in Matebeleland South have improved their livelihood strategies, and strengthened their social networks. A spirit of volunteerism together with their increased knowledge of potential and existing hazards and newly acquired skills on how to avoid or minimise their impact has substantially increased their resilience to disasters.

Below are three illustrative case studies from the project.

DRR Training and Veldt Management in Marula Ward, Mangwe District

In 2008, Practical Action carried out livelihoods centred disaster risk reduction training, with communities in Mangwe District in collaboration with the Environmental Management Agency, Zimbabwe Republic Police, Forestry Commission and Mangwe Rural District Council. A variety of participatory tools were used to help communities analyze the vulnerabilities and hazard risks they faced, and to assess capacity. These hazards were ranked according to their effect on livelihoods and community wellbeing – in order to devise strategies to deal with the most pressing risks. A local district disaster management committee was established to oversee the implementation of disaster management plans.

The most significant hazard identified was Veldt (bush) fires – which broke out frequently, sometimes consuming all the local grazing resources. Fire management committees at village and ward levels were set up, in order to promote awareness of fire hazards and to incorporate fire disaster management into community level plans and actions on the ground. In the 2008-2009 farming season, fire guards helped to handle the fires, and awareness campaigns were carried out by the trained committees. Fire controlling measures, including the creation of bylaws to govern community conduct, were put in place. To date these have reduced the effects of veld fires by more than 90%.

Furthermore, as part of wider community livelihoods planning, fire hazard plans were integrated with a number of strategies to mitigate the effects of drought. In 2007-2008, more than 50 cattle died when 95% of the pastures were wiped out by fire. In 2009, as part of the DRR plan, Practical Action facilitated establishment of family level fodder banks using drought-tolerant varieties of Lab Bean and Banner Grass. To date 28 farmers have been able to make good quality fodder and hay to supplement feed resources during droughts or in the event of veld fires that destroy livestock pasture.

Controlling Livestock Mortality through Para-vets in Madlambudzi Ward, Bulilima District

The communities of rural Madlambudzi Ward survive on small livestock production. Following consultations in the Ward with villages, local development planners, and district authorities in 2009, Practical Action facilitated livelihoods centred DRR training in the Ward. In 3 days, community members considered their past history over 45 years of hazards and disasters – analysing their impacts on the community and livelihood options.

Through the visioning process, stakeholders and communities in the ward chose to prioritise small livestock production as their major livelihood option, with a priority of increasing productivity and resilience. In particular, community members identified the need to overcome high kid mortality due to disease prevalence. Consequently a community plan that highlighted the risk, together with a resource map and action plan was developed.

Mr. Bester Vundla was one of the community farmers selected for para-vet training. The aim was for him, and 30 other small livestock farmers, including 12 women, to become community based livestock extensionists who could dispense advice and routine vaccinations to better care for animals. This team of 30 would cover the whole ward. Working with the Department of Veterinary Services, they have been particularly successful in liaising with government services, and consulting in times of challenges and onset of disease. The community is now working together in drug procurement, treatments and knowledge sharing.

The results have been clear to see: through the VCA and planning process, the Madlambudzi communities have been able to reduce the kid mortality, and have identified suitable breeds that they are promoting through a breeding programme. Livelihoods and assets have been strengthened as a result, leaving communities more resilient to cope with other hazards and risks they face.

Community Hazard Resilience through Institutional Strengthening - Mangwe District

In October 2008, in Sanzukwi Ward, 33 World Vision Area Development Program community development workers were trained in DRR, livelihoods and VCAs by Practical Action. The training workshop, lasting three days, was co-facilitated by Mr. Wilfred Lunga from the National University of Science and Technology. As part of the course, the trainees carried out field work in Marula Ward, where they conducted vulnerability and capacity assessments with community members.

After the training, the World Vision staff went back to their communities to start DRR awareness raising campaigns in 9 wards covered by their programme.

The workers then led communities through their own VCA process, from which they collected data for use in preparing ward-level disaster management plans. These were in turn instrumental in feeding into a 'Community Disaster Preparedness Plan' for the whole Area Development Program.

Reports from Sanzukwi show how community members have applied the knowledge acquired in early warning training to prepare their own early warning systems. During the 2009-2010 agricultural season, which was threatened by drought, these early warning systems helped communities to decide on the types of agricultural activities they would engage in. After community-wide dissemination of drought forecasts, most farmers deliberately deployed their resources to diversify out of crop farming into more drought-resilient small livestock investments and natural resources. Community members were thus able to apply knowledge acquired through DRR training to engage in appropriate drought coping strategies and minimise asset erosion.

PART C: Guidelines for Facilitating Livelihood Centred Disaster Risk Reduction

Introduction to the Training Guide for Facilitators

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Based on field experience in three districts of Matebeleland South Province, Practical Action has developed this Livelihood Centred Disaster Risk Reduction (LCDRR) Training Module to guide the mainstreaming of livelihood centred approaches into DRR by interested stakeholders in the Zimbabwean context.

The Module Facilitator

It is important that development professionals who conduct this training for government, NGOs and community workers are skilled in delivering participatory training. This should include an ability to lead questions and dialogue to ensure all participants take part in and can follow discussions, and to facilitate groups in **participatory analysis and planning**.

To effectively facilitate the training, the trainer will be required to make extensive **preparations**. The suggested sessions, steps and activities outlined in the guide should be adapted to participants' specific needs, skills and interests. The trainer should be fully familiar with the concepts of livelihoods centred disaster risk reduction (as outlined in Part A, above). The Facilitator should read the entire content of the module below, to adapt plans, timings and priorities for the training, and to adapt the material to the needs of the group. The choice of training materials and aids will depend on the particular situation that the Facilitator is dealing with. In any case the Facilitator must be well prepared before the training event. Use of locally available materials and resources is encouraged. Where possible, PowerPoint slides, handouts and other materials should be considered before starting the training.

Management of the facilitation process – co-facilitation opportunities

Communities learn better when the facilitator creates numerous opportunities for co-facilitation by other community members. Co-facilitators must be thoroughly conversant with the tools and materials to be used during the training process.

Each training session of the module is structured simply, in order to make it easily accessible for planning and conducting the training, as follows:

- o Each training session begins with **Objectives** to be achieved for the Facilitator and participants to be more focused on the task at hand.
- o A **schedule for the day** is provided outlining the flow of sessions and indicative timeframes for each session.
- o **Key Steps** for each session are then clearly laid out leaving room for the Facilitator to add on and/or improve on the existing list of suggestions.
- o **Guidance Notes** are provided to ensure the Facilitator is well informed of the rationale and justification for each step in the manual.
- o **Illustrative examples** are provided in some sections to strengthen the learning process by giving practical examples from the field.
- o **Appendix 1** provides some useful information on some of the key tools and templates that should be used by the participants during the training process.

What materials do you need to run the training?

Cost, availability and the setting in which the training is being facilitated will determine the materials needed. As a minimum, the following will be required:

- Flip Charts
- Case Studies for group work and plenary discussions
- Magic Markers in assorted colours
- Note books and pens
- Manila Sheets
- Stick Stuff
- Moderation cards in assorted colours

The training module consists of 4 complimentary sections as follows:

Section	Module Focus	Content	Timing
1	Introduction to concepts of disasters, livelihoods and risk reduction	<p>Session 1: Introduction to the LCDRR Training Programme</p> <p>Session 2: Understanding hazards and disasters</p> <p>Session 3: Hazards, Vulnerability and Disasters</p> <p>Session 4: Approaches to Disaster Management in Practice</p> <p>Session 5: Impact of hazards on livelihoods</p> <p>Session 6: Learning Log for Participants (Day 1)</p>	Day 1
2	How to analyze hazards, livelihoods and capacity	<p>Session 1: Introduction to the LCDRR Approach</p> <p>Session 2: Step 1: Community Selection and Profiling</p> <p>Session 3: Step 2: Hazard Assessment</p> <p>Session 4: Step 3: Vulnerability Assessment</p> <p>Session 5: Step 4: Capacity Assessment</p> <p>Session 6: Learning Log for Participants (Day 2)</p>	Day 2
3	How to strengthen livelihoods and risk reduction strategies	<p>Session 1: Introduction to Livelihoods and Risk Reduction</p> <p>Session 2: Overview of coping and preparedness strategies (Step 5)</p> <p>Session 3: Overview of disaster prevention strategies (Step 5)</p> <p>Session 4: (Step 6): How to address prioritised areas of action</p> <p>Session 5: Learning Log for Participants (Day 3)</p>	Day 3
4	Developing a disaster resilient action plan for implementation	<p>Session 1: Introduction to Community Action Planning</p> <p>Session 2: Step 7: Community Visioning</p> <p>Session 3: Step 8: How to achieve the Vision: Developing a DRR action plan & managing its implementation</p> <p>Session 4: Monitoring and evaluation of the plan</p> <p>Session 5: Learning Log for Participants (Day 4)</p>	Day 4

SECTION 1

Introducing concepts – disasters, livelihood and reducing risks

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1.0 Objectives

- o Ensure everyone has clear understanding on the objectives of the training
- o Build shared expectations and road map for the workshop
- o Introduce the key concepts on livelihood centred DRR
- o Assess trainee profiles and specific training requirements
- o Build confidence for all the participants to be connected to the objectives of the training.

1.1 Schedule for Day 1

Session	Content	Timing
1	Introduction to the LCDRR Training Programme	1 hr
2	Understanding hazards and disasters	2 hours
3	Hazards, Vulnerability and Disasters	2 hours
4	Approaches to management of disasters	1 hr
5	Impact of hazards on livelihoods	1hr
6	Learning Logs for Participants	30 minutes

- Introduce the session objectives in a creative way
- Create some space for open dialogue and discussion on the existing understanding on disasters and hazards
- Use moderation cards or any plain papers to capture participants understanding of disasters and hazards
- Facilitate plenary reviews to build consensus and agreement in each session.
- Always provide a summary for each session
- Refer to the **checklist of key notes** for each session to help you cover all the expected issues.
- Always work with a support team to share the facilitation tasks
- Create space for co-facilitation with the participants on issues they have more confidence.

Session 1: Understanding hazards, disasters and development

Expected Outcomes

- Participants contextualise the relationship between disasters and development, particularly in relation to Zimbabwe – disasters are caused by development failure, and they can entrench poverty
- Participants can convince colleagues that 'hazards are natural, disasters are not'
- Enhanced understanding of the need to 'disaster-proof' development initiatives

Key Steps for the Facilitator

- Participatory introductions and sharing of individual backgrounds and interests in DRR
- Run over the training agenda and key topics to be covered
- Ensure small group discussions to allow all participants to reflect on their understanding of DRR
- Ensure participants contributions are recorded on flip charts or moderation cards for intensive plenary discussion.
- Identify the points of convergence and divergence during the plenary
- Build consensus on major points of disagreements
- Refer to your Guidance Notes below to support the emerging consensus



Figure 1:
Donkey Grazing
on an areas affected by
Veldt Fire in Marula Ward
(Photo: R. Matengarufu)

Drought has been cited as a major hazard by the fifteen ward communities in Bulilima, Mangwe and Gwanda districts. When drought is severe, communities are faced with serious other risks including loss of livestock due to depleted grazing, acute water shortages, high incidences of veldt fires, increased land degradation and exposure of land to gully formation. Strengthening drought resilience is therefore a major priority for people in Matebeleland South Province.

Guidance Notes for the Facilitator – Session 1

'**Disaster**' is usually defined as a serious disruption to the functioning of a society, causing widespread human, material or environmental losses. Disasters exceed the ability of the affected society to cope using only its own resources.

Disasters impact on – and are affected by – **poverty**. Poverty, particularly poor planning and poor management of natural resources, can contribute to causing disasters or worsen their severity. The greatest damage and loss of life from disasters occurs in the poorest parts of the world.

It is the poorest most vulnerable people who experience disasters most regularly – and who suffer the greatest impacts from disasters. Disasters often affect the **livelihoods** of poor people by damaging their means of earning a living – usually by destroying their productive assets. The impact of disasters often determines whether poor people can escape poverty or just get poorer. For this reason, disasters pose a major threat to the attainment of the Millennium Development Goals.

Disasters are triggered by **hazards**. A hazard is an event that has the potential to cause loss of life, disruption of livelihoods or damage to property or the environment.

Hazards differ according to their **source**:

- o Natural hazards – weather or geophysical origin (floods, earthquakes, drought etc.);
- o Human origin (e.g. deforestation, climate change, chemical spillages, radiation, financial crises, conflict, poorly planned roads, dams and bridges);
- o Health hazards (epidemics e.g. HIV/AIDS, Cholera, Foot & Mouth Disease).

Hazards also differ according to the speed at which they **onset**:

- o Shocks (Rapid onset) – are sudden and unexpected (e.g. earthquake, flash flood);
- o Trends (Slow onset) - (e.g. build up of pollution, aridity, economic inflation, long-term drought or repeated mid-season droughts);

Some hazards are recurrent

- o Seasonal hazards – (e.g. annual flooding, malaria incidence, outbreaks of pests).

Climate change is causing increased intensity and frequency of weather-related hazards, thereby adding to the already existing dangers that humans are facing. The uncertainty and variability of weather related hazards makes planning mitigation strategies more difficult. Short term fluctuations increase the shocks that livelihoods have to absorb, whilst long term climate changes, such as rising temperatures, could reduce the productive base of communities – especially affecting health and agricultural output. This increases the need for effective coping and resilient livelihoods.

Hazards do not necessarily result in disaster. It is the context in which a hazard hits that determines whether it will turn into a disaster. People are threatened by hazards only because of their social, economic and environmental vulnerability. Thus, whilst '**hazards may be natural, disasters are not**'.

Vulnerability denotes the inadequate ability to protect oneself against the adverse impact of external events, and to recover quickly from the effects of the event. The underlying causes of vulnerability are complex and include inequality, exploitation and marginalisation. Vulnerability is not the same as poverty, but the poor are often the most vulnerable due to their lack of resources.

Disasters are therefore a **development concern** because:

- o some development policies and strategies can inadvertently increase disaster risks, increasing exposure to hazards;
- o disasters can be an important factor in keeping people locked in cycles of poverty;
- o disasters are often a result of deep-rooted long-term problems which need tackling; they happen in conditions of vulnerability where people's livelihoods are not strong or sustainable – disasters represent a failure of development;
- o disasters can often be prevented and their effects mitigated – through sustainable development, resilient livelihoods, and preparedness and mitigation planning & action. Addressing these root causes should be the focus of DRR.

The Facilitator should use a number of illustrative examples for participants to fully understand the concepts of hazard, disaster and vulnerability. The following examples were identified during LCDRR training workshops in Bulilima, Mangwe and Gwanda districts. However, the facilitator should identify more examples during their own training workshops.

Example 1: Disasters

Disaster	The 1992 drought was cited as a disaster in all the districts because there was massive loss of livestock and people in the area. Due to the magnitude of the drought, it was declared a national disaster by government as the effects were felt country-wide.
Other Examples of disasters cited by Participants	<ul style="list-style-type: none"> ➤ Cyclone Eline (flood) which occurred in 2000 and destroyed essential infrastructure and crops. ➤ Chemical spillage that occurred after goods train derailment in Matebeleland North.

Example 2: Hazards

Hazard	The HIV and AIDS scourge was cited as a major hazard by communities that were visited by LCDRR trainees in their field assessments. Communities cited the number of people being lost due to HIV and AIDS and the potential wiping out of the productive age groups in Matebeleland South Province. Cross border movements and general poverty contributed to the magnitude of this hazard.
Other Examples of hazards cited by Participants	<ul style="list-style-type: none"> ➤ Quilea Birds are a hazard to production of small grains in Matebeleland South & Masvingo provinces although the crop is appropriate to the low rainfall conditions. ➤ Livestock theft was cited as a major hazard given the existence of cattle rustling syndicates that involve some community members who are benefiting from the practice. This is turning livestock production into a risky area despite it's appropriateness to the region compared to crop production.

Expected Outcomes

- o Participants have a deeper understanding of the differences between a hazard and a disaster
- o Participants have a clear understanding of the factors that can turn a hazard into a disaster and the factors that can prevent a hazard becoming a disaster
- o Participants understand the root causes of vulnerability and why risk reduction is needed.

Key Steps for the Facilitator

- Assess participants' experiences with disasters in their areas and Zimbabwe in general. What caused them? What were the effects and the magnitude of impact?
- Facilitate a group brainstorm of all the different disasters that are common in Zimbabwe and allow participants to categorise them according to source of hazard (natural, human, etc)
- Introduce the idea of differing speeds of onset and categorise the list of disasters accordingly (rapid/shock, slow/trend, & seasonal).
- Make a short presentation using flipchart or other available methods on the distinction between a hazard and a disaster and on the meaning of vulnerability by referring to the **Guidance Notes for the Facilitator** below.
- Facilitate a **Case Study Analysis** to check participants understanding of the relationship between hazards, vulnerability and disasters.

Case Study

Scenario 1: Mr Ndlovu and Family

Mr Ndlovu and his family are subsistence farmers living in Gwanda. They have a few chickens, two goats and no savings. With no draught animals, they cultivate their land by hand. Mr Ndlovu used to supplement the family income with casual labour on nearby road works – but work finished, and with no other jobs available, the family are reduced to eating two meals a day. They are forced to withdraw the eldest child from school. When the wife becomes ill, Mr Ndlovu sells the remaining chickens and borrows money to pay for medicine costs. The family cannot afford the drugs to treat worms so one goat dies and the other rapidly loses condition.

A drought comes: the family have no reserves, despite resorting to eating only one meal a day, they are unable to cope

Scenario 2: Mr Dube and Family

Mr Dube and Family live in similar conditions, but own two cows which produce some milk and which can pull a small plough, so the family can cultivate more land. Mr Dube has attended a farmers' field school and learned to grow vegetables, which supplements their diet and provides a small income. Contact with the local pa-ravet ensures his goats are routinely dosed. Mr Dube's wife makes mats and baskets to sell in the local market. They are relatively wealthy, send their eldest child to school and have accumulated some savings. When their daughter becomes ill, their reserves allow them to pay for the required medicines.

A drought comes: the family sell a goat and are able to survive on their savings. By deepening the hand-dug well they have made, the family continue limited vegetable production. Despite having to tighten their belts, the family is able to cope and recover.

The difference between these two scenarios has nothing to do with the hazard (drought) itself. Ask participants to discuss the two scenarios in their groups:

What are the factors that turn the hazard into a disaster for Mr Ndlovu and family?

What are the factors that prevent this hazard becoming a disaster for Mr Dube and family?

Ask both groups to summarise the key discussion points and identify together with the participants any elements of vulnerability.

Introduce the concept of vulnerability to the participants building on the case study analysis and results.

Guidance Notes for the Facilitator – Session 2

- o A **hazard** is an event that can impact on people's lives, with the potential to cause harm, disruption of livelihoods, or damage to property and the environment – depending on the circumstances in which it hits.
- o A **disaster** is a serious disruption to the functioning of a society or a community, with widespread human, material, economic and/or environmental losses. Disasters exceed the ability of the affected society to cope using its own resources.
- o **Disasters** are triggered by hazards.
- o **Vulnerability** is the inability to protect oneself against the adverse impact of hazards and to recover quickly from the effects as demonstrated in the Case Study.
- o People are threatened by hazards because of their **social, economic and environmental vulnerability**.

Expected outcomes

- o Participants overcome feelings of fatalism and helplessness when faced with disasters
- o Participants can identify a range of the key approaches that have been used to manage disasters – and understand the difference between resilience approaches and old-fashioned 'disaster risk management'
- o Participants can identify action on risk drivers

Key Steps for the Facilitator

- o Facilitate group discussion on poverty and development making participants reflect on impacts of disasters on national development, impact on poverty on poorer households, who is affected in disasters and the most vulnerable.
- o Facilitate a short brainstorm on why we should try to manage disasters – what would we want to achieve?
- o Ask volunteer participants to share their organizational experiences in managing disasters in communities focusing on what action was taken and with what results, how did the action try to manage/prevent disaster.
- o Ask participants to reflect on these stories by participants in terms of the key learning points for disaster management.
- o Facilitate group discussion to identify all possible measures that participants can think of that could help to tackle disasters.
- o Group the responses into 3 categories (1) Emergence Response (2) Disaster Management (3) Livelihood resilience measures.
- o Go through the list with participants and confirm the different categories.
- o Present the meaning of the three categories drawing on the Guidance Notes for the Facilitator below.
- o Build consensus on the need for DRR
- o Ask participants to reflect on the relevance of these categories to their work.

- o Disasters affect the most vulnerable – they can entrench poverty.
- o Vulnerability is not the same as poverty, but the links between them are clear.
- o Poor people are often the most vulnerable due to their lack of resources. Factors, including inequality, exploitation and marginalization leave people with limited capacity to cope with challenging situations.
- o Vulnerability is often a result of deep-rooted long-term problems which need tackling.
- o Disasters can often be prevented – by reducing vulnerability through sustainable development, resilience livelihoods and preparedness.

Given the threat to poverty that disasters pose, Disaster Risk Reduction (DRR) attempts to reduce disasters – principally by reducing the likelihood of disasters occurring, enhancing individuals' and communities' ability to prepare for and minimise the effects of hazards, and enhancing coping capacity. DRR should also be a feature of rehabilitation following a disaster in order to rebuild resilience.

There are three basic models of tackling disasters in development:

1. **Emergency response.** Historically, this has been the traditional approach to disasters, with government and outside agencies bringing aid and humanitarian relief after a disaster strikes, and engaging in recovery activities. When communities are in an emergency situation, such activities are life saving.
2. **Disaster management.** There has been a shift towards greater preparedness for disasters before they occur. This approach deploys specific activities to help communities manage a disaster when it arrives. Some of the important tools include:

- o **Disaster preparedness and management plans:** Such plans are location specific and formulated with the active participation of the community. Preparedness planning begins with the creation of awareness. Community members need to be aware of the hazards they face and the steps which can be taken to reduce the impact of the hazard. Plans to protect vulnerable assets, lives and property are made on the basis of previous disaster experience. Common preparedness measures include developing and training emergency services, instigating emergency shelters and evacuation plans, and stockpiling supplies and emergency equipment. An efficient plan will include a core group within the community who are trained to implement all aspects of the plan, including evacuation procedures. Multi-agency coordination needs to be encouraged and responsibilities defined.
- o **Early warning systems:** Warning systems which are initiated and easily understood by local communities are an important protection method for vulnerable populations. Early warning systems, with communication channels, alert a community to an impending hazard and set in train a sequence of preparation activities which have been pre-arranged – the disaster management plan.
- o **Mitigation:** Mitigation includes any action which reduces the impact of a potential disaster. In this context, hazard specific mitigation measures have much in common with development activities. It includes actions to reduce the exposure to hazard risks – for example building structures to reduce the impact of flooding (e.g. raised houses); drought prevention measures (e.g. installing irrigation systems and drought resistant crops); vaccinating livestock to prevent disease infections; or making condoms available to reduce the spread of HIV/AIDS.

3. Disaster Risk Reduction (DRR). Emphasis is now increasingly focussing on reducing disaster risk by holistically addressing vulnerability and increasing **resilience** (in addition to the activities of the other approaches). This approach takes the perspective that reducing poverty and vulnerability – by strengthening and diversifying sources of livelihoods – can reduce the probability that a hazard will result in disaster, and increase people's capacity to cope and recover. Such an approach addresses the underlying causes of **vulnerability** and insecure livelihoods; namely, poverty, lack of access to resources and information, and underdevelopment. As such, DRR should be considered in any poverty reduction programme, and **poverty reduction** should be a key focus for disaster risk reduction programmes.

In summary, disasters are not inevitable, and there are many actions that can be taken at the community level to reduce the risks of disasters happening, and to reduce their impact when they do strike. **Livelihoods centred DRR is firmly routed in the third category, reducing the risks from disasters by building livelihood resilience – but it also incorporates actions from the other two approaches. Use local examples to build a case for the LCDRR approach. Tackling vulnerability can boost livelihoods development and reduce the impacts of hazards.**

Expected outcomes

- o Participants have a good understanding of the different components that make up a 'livelihood'
- o Participants are able to apply the sustainable livelihoods framework in interpreting livelihood and risk issues in their own local context
- o Participants can articulate the major issues and components around the vulnerability context
- o Participants understand how a vulnerable livelihood constitutes underlying context for disaster when hazards hit
- o When participants understand the root causes of disasters (underlying risk factors), they will have increased capacity to facilitate risk reduction action

Key Steps for the Facilitator

- o Split participants into groups of 3 to discuss the ways that hazards impact on people's livelihoods using their own concrete examples focusing on: How were people's lives affected by the hazard/disaster? How were individual and household assets affected by hazards? What were the most significant impacts on people's lives (e.g. damage to house, loss of work, and damage to health)?
- o Summarise feedback from groups
- o Build consensus of the benefits of using the livelihoods perspective in DRR (using flipchart or PowerPoint if necessary)
- o Ask participants what they understand by someone's 'livelihood'
- o Based on the previous discussions, introduce the main concepts in the Sustainable Livelihoods Framework (SLF):
- o Ask the participants to identify the 5 SLF assets with some local examples.
- o Explain that the SLF is a way of analysing different components – all the things and ways that make up someone's livelihood – by analysing 5 categories of assets. Access to assets is crucial for a livelihood. The SLF breaks assets down into 5 categories – financial, natural, physical, human, and social.
- o Explain how people's ability to access assets is influenced by institutions and policies, and by social, political and economic structures. Trends, shocks and seasonality are part of the context. These are the underlying influences on vulnerability.
- o Distribute a hand-out with the 5 SLF assets.
- o In groups encourage the trainees to come up with their own examples of the different types of assets – written up on flipchart.
- o Ask for questions for people to clarify if they understand the SLF.
- o Still in groups, give out copies of these two case studies (they are extended versions of the previous case studies) – half the groups should look at Mr Ndlovu and his family; the other half should look at Mr Dube and his family.

A vulnerable livelihood

Mr Ndlovu and his family are subsistence farmers eking out an existence on a small farm in a semi-arid area. They have a few chickens and two goats and no savings. Without draught animals they are forced to cultivate their land by hand, limiting the area they can plant. They have few skills, never having attended any training or had contact with the extension services. They have two small children. Luckily the man of the house, Mr Ndlovu, is able to supplement their farming income with casual labour on nearby road-works. They are struggling, but surviving from day to day.

Then Mr Ndlovu loses his job – the road works are completed and no other jobs are available. They are reduced to eating two meals a day and as they can no longer afford the fees, the eldest child is forced to leave school. But they are still surviving under extreme hardship.

While out gathering firewood, Mr Ndlovu's wife is injured and requires treatment at the nearest clinic. Despite selling their remaining chickens, transport and medicine costs force them to borrow from a local money lender who charges exorbitant rates of interest. They are now in debt and the wife is unable to work. Unable to afford the drugs needed to routinely treat their goats for worms, one goat dies and the other is rapidly losing condition.

A drought comes: the family have no savings and despite resorting to eating only one meal a day, they are unable to cope. They have no options other than to become dependent on food aid or abandon their home and migrate in search of work.

A sustainable livelihood

Mr Dube and his family live under very similar conditions, but own two cows which not only provide a limited amount of milk, but can pull a small plough. They are able to cultivate a larger area. They have invested in a small poultry unit from which they are able to sell eggs. Mr Ndlovu has attended a farmers' field school and learned to grow vegetables, which both supplement their diet and provide a small income. Contact with the local para-vet ensures that his goats are routinely dosed. The wife makes mats and baskets to sell in the local market. They are relatively wealthy, send their eldest child to school and have accumulated some savings.

Their reserves allow them to pay for the medicines needed by their sick daughter and the wife increases the number of baskets she makes for sale.

A drought comes: yields are decreased by some 80%, but the family are able to survive on their savings, egg sales and through the sale of a goat. By deepening the hand-dug well they have made, the family continue limited vegetable production. Despite having to tighten their belts, the family are able to cope and should be able to recover once the rains come.

Why focus on Disaster Risk Reduction?

- Each group should take their case study and analyse the livelihood situation at the time of drought onset. Do this according to the 5 categories of assets of the SLF, on a flipchart table as below:

	<i>Livelihood assets before drought</i>	<i>Livelihood situation at drought onset</i>
<i>Financial assets</i>		
<i>Natural assets</i>		
<i>Physical assets</i>		
<i>Human assets</i>		
<i>Social assets</i>		

- Next, get groups to add two further columns to the table:

<i>Policies, institutions and structures that help assets</i>	<i>Policies, institutions and structures that constrain assets</i>
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Fill in each column with policies, institutions or structures that can boost each of the five livelihood assets, and policies, institutions or structures that are a hindrance to the livelihood situation. Remember to think about all the different assets and remember that institutions and policies can operate at different levels (local, regional, national and international).

- o Share and discuss the results:
- o Evaluate if participants can respond to the following questions:
- o Does grouping assets like this help to identify resources which might be affected by hazards?
- o Does having 5 groups of assets provide a good enough insight into the vulnerability situation of a family or household?
- o Could the 5 groups of assets provide an insight into those which might be used to strengthen the resilience of livelihoods?
- o Does thinking about policies and institutions reveal possible actions that could be taken to strengthen livelihoods and reduce vulnerability?
- o Are there any other social and institutional dynamics from a gender, institutional and other perspectives?

- o When it came down to individuals and households in the discussion, the damage done by disasters was on people's livelihoods;
- o Broadly speaking, 'livelihoods' means *the various assets people use and access to maintain their means of living and enhance their well-being*. These assets include their homes, health, water supplies, social support, farms, tools, jobs, etc.
- o Hence, to understand the impacts from a hazard, it is useful to apply a livelihoods perspective – it can identify resources which might be affected by hazards, and who and what elements are vulnerable to hazards.
- o **LCDRR also takes the perspective that if we can make people's livelihoods stronger and more sustainable, disasters will affect them less. So the livelihoods framework is useful in understanding which elements might be able to strengthen resilience.**

To pursue Disaster Risk Reduction that reduces vulnerability, it is useful to apply a **livelihoods perspective**. This can help understand the risks from a hazard, and some of the strategies to build resilience. The practical application of a livelihoods approach to DRR work is relatively new, but has been a key practice for Practical Action.

The Sustainable Livelihoods Approach takes a holistic view of how people generate and maintain their means of living: it recognises the broad range of assets and activities required to survive, and the support of the social networks and institutions that they are part of. These assets are affected by trends and shocks. They are the core influence on vulnerability. The Sustainable Livelihoods Framework focuses on 5 types of assets that make up people's livelihood:

- o **financial** assets (e.g. activities or resources that can generate cash such as savings, labour, livestock, financial services, etc.);
- o **natural** assets (e.g. natural resources such as land, soil, water, environmental assets, rivers for fishing, forest for wild foods, etc.);
- o **physical** assets (e.g. physical structures such as roads, buildings, schools, houses, markets, and tools used to make a living such as ploughs, etc.);
- o **human** assets (e.g. health, knowledge, education, skills, confidence, access to health facilities, etc.);
- o **social** assets (e.g. family links, churches, women's groups, support networks, influences over political decisions, etc.).

For disaster risk reduction, focusing on livelihoods is important: a vulnerable livelihood can mean that a hazard becomes disastrous; whereas finding ways to build sustainable livelihoods can build resilience to disasters. So the livelihoods approach can help to identify people's livelihood assets and their vulnerability to hazards and other external forces. This makes it possible to identify entry points to protect the assets that are most at risk or most valuable in times of crisis. It gives insights into people's choice of strategies – why they live in fragile and potentially risky situations and how they cope in “normal” circumstances.

SECTION 2

How to analyse hazards, livelihoods and capacity

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2.0 Objectives

- o To equip local level facilitators with basic skills on hazards, livelihoods and capacity assessment.
- o To help participants understand the approach and key steps in livelihood centred DRR.
- o To help convince participants on the need for a community based approach in which roles and responsibilities are clearly defined.

2.1 Schedule for Day 2

Session	Content	Timing
1	Introduction to the LCDRR Approach	1 hr
2	Step 1: Community Identification and Profiling	1.5 hrs
3	Step 2: Hazard Assessment	1.5hrs
4	Step 3: Vulnerability Assessment	1.5 hrs
5	Step 4: Capacity Assessment	1.5hrs
6	Step 5: Learning logs for Participants	30 minutes

Session 1: Introduction to day 2 and to LCDRR

Expected outcomes

- o Participants can reflect on their learning from the previous day – to share insight, and enhance their knowledge and learning
- o Participants can articulate what LCDRR is and why it takes a community-based approach to effectively tackle disasters
- o Conceptualization of inter-linkages of vulnerability factors in a community
- o Making a case for context-specific risk reduction initiatives

- Build on day 1 and 2 to present the main tenets of a livelihood centred approach to Disaster Risk Reduction.
- Include some of the key principles (community based, collaborative, overcoming poverty and boosting livelihood sustainability in order to increase resilience);
- Run over the 9 steps – including explanation of Vulnerability and Capacity Assessment.
- To reinforce learning, create some time for discussion on clarifications, benefits of LCDRR, encourage plenary or small group discussion of the process and the benefits of LCDRR and the relevance of the steps outlined to the different operational context:

Guidance Notes for the Facilitator – Session 1

A livelihoods centred approach to disaster risk reduction (LCDRR) puts people first. The extent of a disaster in a community is determined by the vulnerability of the people and livelihoods upon which the hazard impacts. Therefore, if LCDRR can help people to strengthen and diversify their livelihoods, and to be prepared for and more able to cope with a hazard, the risk of disaster is reduced. It aims to reduce vulnerabilities and strengthen people's capacity to cope with hazards, through:

- a **community managed** process;
- understanding poor people's lives and livelihoods in a holistic manner;
- assessing the complex causes of vulnerability and poverty;
- ensuring that people are prepared, and can mitigate against hazard impacts;
- helping people and communities to **strengthen their livelihoods** to be able to cope with and respond to stresses and shocks from a variety of hazards.

Communities must be actively engaged in identifying, analysing and evaluating their own disaster risks, and in control of their plans to reduce vulnerabilities.

Activities for DRR should not focus only on **response and recovery**, or even stop at **preparation**, but should strengthen the sustainability of **livelihoods**. This can be achieved through protecting livelihoods assets (e.g. building shelters on high ground to protect livestock from floods); promoting assets (e.g. boosting food production, and looking for markets to enhance the value of productive assets and thus increase income); and diversifying assets (introduce alternative income activities to those who are highly dependent on a single vulnerable activity). Risk reduction measures are not necessarily large projects; they should be based on existing capacities and resources within the reach of the community.

'**Vulnerability and Capacity Assessment**' (VCA) is the central component of the LCDRR process. VCA helps a community to understand the disaster risks they face, whilst identifying the resources and opportunities available to deal with specific hazards. It provides the basis on which to identify activities, projects and programmes to reduce disaster risk by building livelihood resilience. Participation is essential in VCA, because communities know their own situation best and should be encouraged to make plans using their own identified capacities.

In this manual there are eight identified steps to complete the LCDRR process – culminating in a disaster resilient action plan. These are:

- o Step 1: Community identification and profiling
- o Step 2: Hazard assessment
- o Step 3: Vulnerability assessment
- o Step 4: Capacity assessment
- o Step 5: Risk and vulnerability prioritisation
- o Step 6: Addressing prioritised areas of action – risk reduction strategies
- o Step 7: Community visioning
- o Step 8: Disaster resilient action plan (including emergency preparedness).
- o Step 9: Developing a monitoring and evaluation plan

Session 2: (Step 1) Community selection and profiling

Expected outcomes

- Improved understanding of rationale and methods for selecting a 'target' community in risk reduction intervention

Key Steps for the Facilitator

- Create space for participants to reflect on their community selection and profiling processes.
- Make sure the participants develop a shared understanding of the term community
- Need to emphasize that a community does not exist in isolation and that communities are not homogeneous.
- Ask the participants to identify the various socio-economic and interest groups in the community
- Facilitate group work discussion to develop a community map of the area
- Facilitate plenary discussion on the tools used to conduct community analysis



Figure 2: Councillor for Vulindlela Ward addressing communities during the LCDRR Training Workshop (Photo: R. Matengarufu)

Local community mobilisers and leaders can be used in the community selection process but they need to be trained first so that they don't go out and spread the wrong message.

Public meetings can be used to explain the need for LCDRR in the community at village and/ward Level. Men, women, youths, HIV and AIDS affected people and all known groups must be invited to the meetings to be convened at usual meeting venues.

Guidance Notes for the Facilitator – Session 2

Community selection and profiling is an important first step in the LCDRR process. It introduces the outsiders to the community and the process. It provides a background for the facilitator to organise VCA activities – highlighting key issues and institutions, and useful key informants and vulnerable groups. Information collected as part of the community profile can be used as useful **baseline** data.

The selection of a target community (usually in partnership with local authorities and NGOs) is made in response to an acknowledged need or request for assistance. It is important to establish a **rapport** with the community who must have confidence in the incomers. The role of the incomers must be clearly explained: to facilitate the investigation of what makes the community vulnerable to specific hazards and how the community can be assisted to manage future disasters.

Initial preparation activities must seek to gather information. This includes a review of secondary information on the locality, ward, district and region, with particular emphasis on livelihood activities (how people make their living in the area), the hazards they face and the impact of previous disasters.

Next, build a **community profile** – to build a picture of the nature, needs and resources of the target community. The community profile is helpful in determining the degree of cohesion within the community. Local perceptions of wealth and vulnerability should be revealed, and groups often excluded from decision-making processes should be identified. Basic elements of the community profile include:

- o Social and institutional networks (Venn diagram)
- o Layout of community (mapping)
- o Economic / livelihood activities (identification of occupational groups)
- o Seasonal factors, such as weather, cropping and labour patterns (calendar)
- o General issues and challenges (group discussion)

Participatory processes are vital – communities themselves can provide the most true and detailed picture of their own situation. Participatory Rural Appraisal (PRA) tools should be used – including semi-structured interviews (focus groups, key informants and individual households), community mapping, transect walk, wealth ranking, Venn diagrams, seasonal calendar, livelihood analysis, and ranking.

Session 3: (Step 2) Hazard Assessment

Expected outcomes

- o Participants understand processes for hazard assessment and why it's important
- o Participants produce a conceptual map or profile clearly depicting hazards, their severity and distribution in the community
- o Participants learn skills to facilitate this process in their communities

- Refresh the participants' understanding of hazard and different types of hazards from the Day 1 sessions.
- Using presentation aids to outline the purpose and process of Hazard Assessment emphasise the following points:
 - A crucial step in community planning to reduce disaster risks is to have a full understanding of the hazards they face.
 - Hazard assessment attempts to do this in a participative manner, drawing on information from people's experience and memories.
 - Explain the types of hazard information that is critical.
 - Brainstorm and explain, the tools that can be used to conduct hazard assessment.
 - Facilitate hazard assessment and hazard maps through small groups
 - Facilitate production of a hazard profile as follows

History	What are the trends in hazard occurrence in living memory?
Timing	What is the typical frequency and speed of onset? How long does the hazard tend to last?
Location	Which physical areas of the community are affected?
Causes	Are there underlying factors causing the hazard to occur?
Warning signs	Is there local knowledge or established early warning systems to signal an impending hazard?
Who is most severely affected – how?	Group by location, principal livelihood activity, social grouping.
Severity	How many people are affected? How acute is this type of hazard normally? How acute can it be in intense circumstances? What ability do people have to recover?

- If time permits, encourage groups to use one of the PRA tools, such as a Timeline, a Calendar or Problem Tree:
 - A timeline should trace the history of hazard events and trends and their impacts, by plotting them on a time line.
 - A calendar can help to trace hazards that might occur at particular times of year, e.g. pest outbreaks and seasonal droughts. Explore adverse impacts experienced at certain times of year, e.g. food scarcity. Assess cropping patterns and farming systems.

- o A problem tree will help to analyse the underlying causes of hazards or stresses or different aspects of vulnerability
- To introduce hazard mapping:
 - o Either get each group to draw a map of their particular hazard,
 - o or, if groups can aggregate to represent a coherent community (either real or hypothetical), draw a joint hazard map of the various hazards in a whole community. To do this, it may be useful to prioritise the most significant hazards first; this process will require careful facilitation.
 - o Each hazard map should identify hazardous zones, roads, forests, water resources, institutions, and safe places. Identify the physical location(s) of vulnerable and resilient households and the resources they rely on.



The process of hazard analysis and ranking can be done on a flipchart with inputs from the participants in a village setting.

Ranking of hazards enables the community to examine the degree of severity of each identified hazard on people's livelihoods and provides a good pointer on which hazards should be addressed first given limited resources.

Figure 3: Hazard Ranking in Madlambudzi Ward (Photo: R. Matengarufu)

Guidance Notes for the Facilitator – Session 3

The first stage of the Vulnerability and Capacity Assessment (VCA) is to assess the **hazards** that a community faces. This is a participatory process to determine the nature, scope and magnitude of the effects of hazards, based on past experience in the community. It tries to find out the likelihood of experiencing a natural or man-made hazard, and analyses the nature and impact of each specific hazard. It analyses:

- o What different hazards affect the community?
- o How often is the community affected and for how long?
- o What are the underlying causes of the hazard, if any?
- o What are the early warning signs of these hazards, if any?
- o Which sectors of the community are affected by the hazards and how?
- o What are the effects of the hazard?

The process should use brainstorming, focus groups, and/or semi-structured interviews with key informants to elicit a list of the major hazards faced by the community, and to explore the impacts. Hazards may be shock (rapid onset), trends (slow onset), or seasonal (recurring events).

Community members can be guided to draw **maps** of the community, highlighting physical areas that are liable to hazards and how they are affected (e.g. low lying areas exposed to flooding). This is particularly useful in providing a simple and detailed visual presentation of the hazard situation. Other PRA tools are also useful here, including timelines and problem trees.

In facilitating this process, community facilitators must bear in mind that different people have different perceptions of what hazards are 'dangerous' or 'risky' – often depending on their personal experience and exposure to those risks. This can be influenced by several factors, including their wealth, education, gender, age, culture and physical health. Ensure that a wide range of perspectives are sought to produce a comprehensive list of the most important hazards.

Session 4: (Step 3) Vulnerability Assessment

Expected outcomes

- o Participants understand processes for livelihoods vulnerability assessment and why it is important
- o Participants gain enhanced understanding of what constitutes vulnerability, and how policies shape this
- o Participants are able to produce a vulnerability assessment matrix. This can yield up-to-date and accurate information on the nature and distribution of hazards and vulnerabilities of different groups of people
- o Participants gain skills and confidence to facilitate this process in their communities

A. Introducing vulnerability assessment

- a. Ask a small number of volunteers to explain, based on day 1 training, their understanding of 'vulnerability':
- b. What makes a household more vulnerable to a hazard?
- c. What might be some of the underlying causes that make people vulnerable?
- d. What part does lack of livelihood assets play in vulnerability? What part does the 'enabling environment' (institutions and structures) play in constituting vulnerability?
- e. Facilitate discussion on why it's important to analyse and understand the vulnerability context in LCDRR.
- f. Need to analyse vulnerability in relation to particular hazards to be context-specific.
- g. Because communities are not homogeneous and different groups are differently vulnerable, analysis needs to distinguish between the vulnerability of particular groups (where appropriate).
- h. Conclude with a summary of the purpose of the vulnerability assessment.
- i. Present the information about how vulnerability analysis can be carried out:
- j. What information it seeks to collect;
- k. Methods for collecting information – including PRA;
- l. How the Sustainable Livelihoods Framework can be used to analyse vulnerability to particular hazards.
- m. Use example tables at the end of this manual. Hand out the Livelihoods Vulnerability Assessment Format which has example questions. If time permits, fill out an example table with suggestions from participants.
- n. Discuss the questions on the Livelihoods Vulnerability Assessment Format:
- o. How relevant are the questions in determining vulnerability? Are there any important factors missing?
- p. What depth of information is required?
- q. How would you gather this information?
- r. Ask for questions of clarification throughout the facilitation process.

B. Carry out vulnerability analysis

- a. Back in the same groups as in Session 3 (hazard assessment), each group will carry out a vulnerability analysis for their chosen hazard.
- b. Ask them to draw out (or else pre-prepare from table template in Appendix 1) on flipchart an empty livelihood vulnerability analysis table.

- c. With a different person facilitating, each group should fill in the table with as much detail as possible about vulnerability. Start first by looking at the livelihood assets impacted by a hazard. Second, analyse the livelihood conditions and why assets may be at risk. Lastly, ask participants to look at the policy and institutional environment.
- d. At the end, groups should ensure that their completed vulnerability analysis contains information from in the following checklist:

- *Which groups within the community (livelihood groups, social groups, geographical groups, etc) are most affected and why?*
- *How are those groups most affected? Which of their resources?*
- *How often is the community or particular groups affected and for how long?*
- *What types of community and individual resources are most affected?*
- *How do people typically respond or cope when hazards or stresses occur?*
- *What long term trends are affecting livelihoods (both positively and negatively)?*
- *What policies or institutions at the local, meso, and macro level are underlying causes of livelihood vulnerability?*

If time permits, allow groups to summarise and present some of the points of their analysis capturing some of the key lessons learnt during the group exercises.



A group of villagers in Bulilima Ward are working on a vulnerability assessment with the guide of a trained local Facilitator. Vulnerability Assessment is a key component of Vulnerability and Capacity Assessment which underpins the success of any LCDRR planning process. It is critical for the Facilitator to ensure participation by all participants.

Figure 4: Vulnerability Assessment in Marula Ward (Photo: R. Matengarufu)

LCDRR centres on overcoming the underlying vulnerabilities of people and communities – in order to build resilience to hazard risks. A key stage in the process, therefore, is to understand those vulnerabilities – which aspects of people's livelihoods are vulnerable to particular hazards, the nature of that vulnerability, and whether there are underlying institutional and/or policy factors which contribute to that vulnerability. To do this, we use **Vulnerability Assessment**. This will help in designing activities to reduce disaster risk.

The Sustainable Livelihoods Framework is useful in Vulnerability Assessment. It can help in analysing the specific ways that hazards impact on people's **livelihoods**. It can break down the different aspects of a livelihood that are **vulnerable** (according to the five categories of livelihood assets – financial, natural, physical, human, social).

In a community facing different types of hazards (as identified in the Hazard Assessment), the vulnerability of the community should be assessed for each specific hazard. Remember that different groups experience different vulnerabilities. In particular, women – who will often play a uniquely important role in times of disaster, assuming responsibility for the survival and care of children, the elderly, the sick and the disabled – can be vulnerable, facing potential violence, social isolation or economic dependency. So always ask who is at risk; ensure that all voices are heard in discussions; and highlight all the hazard vulnerabilities that are experienced for each group. These groups were identified in the earlier Community Profiling.

For each hazard and for each group, Vulnerability Assessment asks:

- o **What livelihood assets are at risk?**

What are the impacts on financial, natural, physical, human and social assets?

How are assets affected? (i.e. would they be destroyed by the hazard, or weakened, or sold, or undermined?)

- o **Why are the assets at risk?**

What are the characteristics that make people and assets vulnerable?

What are the livelihood conditions that contribute to that vulnerability? (Or, what are the differences compared to people whose assets are not vulnerable to the hazard?)

- o **What policies or institutions are contributing** to those vulnerable conditions?

What are the underlying factors of vulnerability?

What policies, institutions or conditions limit people's ability to access, develop or protect assets? (Vulnerability may be influenced by policies and actions that occur regionally, at Ward level, or nationally, as well as local circumstances.)

Facilitators can use focus groups, facilitated brainstorming, probing questions and interviews to conduct this analysis.

Expected outcomes

- o Participants acquire skills to better identify local capacity for development and risk reduction
- o Appraisal of effectiveness of institutional arrangements around LCDRR at relevant levels
- o Identification of 'hidden' local capacity for risk reduction
- o Participants can produce a capacity assessment matrix
- o Participants learn skills to facilitate this process in their communities

Key Steps for the Facilitator

A. Introducing capacity assessment

- Highlight the need for positivity when looking at people's capacities – even the poorest have assets and capacity to cope, prevent, prepare and recover from hazards.
 - o Capacity assessment is a tool which seeks to understand existing areas of livelihoods capacity and opportunity, to build on them in later planning.

To reinforce learning on capacity, ask participants to reflect on their own experiences of some of the coping strategies they have come across in their work/communities:

- *What opportunities have you seen households taking to cope in a hazard?*
- *Are there any other opportunities, resources or capacities that households can rely on to take actions for disaster risk reduction?*
- *Are there policies or institutions to help reduce vulnerable conditions?*
- *Why is it important to build on existing coping strategies?*

- Present information about how capacity assessment can be carried out:
 - o What information it seeks to collect – don't forget that capacity analysis may need to differentiate between different livelihood or social groupings;
 - o Methods for collecting information – including PRA tools;
 - o Use example capacity assessment table in Annex 1 – hand out a copy to participants.

A. Carry out capacity assessment

- Back in the same VCA groups, each will carry out a capacity assessment for their chosen hazard, using the framework.
 - o With a different (third) person facilitating, each group should fill in the table with as much detail as possible about vulnerability.
 - o If necessary, they may need to differentiate between different groupings of people (social, livelihood or geographical groupings).
 - o Start first by looking at the assets and coping strategies that can be secured during or after a hazard. Second, analyse people's livelihood conditions/characteristics and technologies that enable them to protect assets or recover quickly. Lastly, ask participants to look at opportunities in the policy and institutional environment.
 - o If time permits, allow groups to summarise and present some of the points of their analysis reflecting on lessons and experiences from the process.

Step 4, **Livelihoods Capacity Assessment**, is the next stage in VCA, and highlights which existing assets, policies or institutions can be drawn on by communities in order to **cope** with, prevent, prepare or recover from hazards (see more on coping strategies in 3.2). It aims to identify the existing strengths within the community based on the assets they have available to them or can mobilise; as such this can be an empowering process.

Considering individuals' and communities' capacities is an important step in choosing the most appropriate **strategies** to strengthen livelihoods and respond to vulnerabilities for DRR. It ensures that the resulting DRR plan of action will be effective and **achievable**. If the assets and resourcefulness which exist in communities and households are ignored when designing risk reduction measures, existing coping methods may be weakened, leading to increased vulnerability.

'Capacity' comprises the ability to gain access to assets and entitlements, to influence policies, and the **capability** and motivation to carry out actions which may reduce vulnerability. Especially important in Capacity Assessment are the human and social asset components of the livelihoods framework – including skills, knowledge, organisations and attitudes. People may also be able to identify technologies which play a part in reducing vulnerability (e.g. agricultural technologies such as ridging or particular seed varieties for drought resistance; or communications technologies to call for help in times of emergency).

For each hazard and for each group of people, Capacity Assessment seeks information on:

- o **Protecting assets:** Which assets are safe during the onset of the hazard? Which assets are quickly recoverable after the hazard? Which alternative assets can be drawn on to cope? What technologies have been used to protect assets?
- o **Sustainable livelihood conditions:** What characteristics of people's livelihoods help them to be able to protect their assets or recover quickly, making them more resilient to the hazard? What capacities could help protect or enhance elements at risk? What resources could be drawn upon to implement a DRR plan?
- o **Policies and institutions:** Which policies or institutions help to reduce vulnerable conditions (both responding after a hazard has struck, and ensuring that people are not vulnerable before)? What opportunities exist to change or influence them?

Facilitators can use a range of tools to conduct Capacity Assessment in a participatory manner, including hazard mapping, historical profiles, seasonal calendar, resource mapping (disaggregated by gender and social groupings), focus group discussions, key informant interviews, institutional and social network analysis, community drama.

SECTION 3

Livelihoods and risk reduction strategies

3.1 Objectives

- o Enhance understanding of risk profiling and vulnerability prioritization by participants
- o Enable participants to map out key livelihoods and risk reduction strategies within their own communities including appropriate coping mechanisms.
- o Build consensus on what disaster preparedness strategies are needed to achieve disaster resilient livelihoods
- o Equip the facilitator with skills to prioritize areas for action in disaster risk reduction

3.2 Schedule for Day 3 (Livelihoods and Risk Reduction Approaches)

Session	Content	Timing
1	Introduction to the Livelihoods and Risk Reduction Approaches	1 hr
2	Overview of coping and preparedness strategies (Step 5)	1.5 hrs
3	Overview of disaster prevention strategies (Step 5)	1.5hrs
4	How to address prioritized areas of action (Step 6)	2.5 hrs
5	Learning logs for Participants	30 minutes

Expected outcomes

- o Participants can reflect on their learning from previous day – to share insight, and enhance their knowledge and learning
- o Group prioritises key risk and vulnerability issues
- o Participants learn skills to facilitate this process in their communities – particularly assisting communities to prioritise and come to mutual agreement

Key Steps for the Facilitator

- Reflect on day 2's key issues and learning focusing more on what participants see as the purpose and usefulness of Vulnerability and Capacity Assessment (VCA).
- Explain (using visual aids if necessary) the rationale for risk and vulnerability prioritization:
 - o Having analysed in-depth the hazards, vulnerabilities and capacities within a community, we are in a position to calibrate **risk** – by reviewing pertinent hazard, and dimensions of vulnerability, while taking particular account of the coping capabilities;
 - o Risk = Hazard x Vulnerability
 - o To have maximum effect, LC DRR interventions must focus on the most pressing risks (i.e. the most important hazards for which there is greatest vulnerability or which have greatest negative impacts on livelihoods).
- Brainstorm with participants the various ranking and prioritization tools that they are aware of.

Decide on a method to conduct a prioritization of risks, then carry out the prioritization exercise(s), using information from the VCA exercises

- o First single out the most significant hazards;
 - o Then calibrate them with vulnerability and capacity factors.
 - o Remember that it may be worth distinguishing between priorities of different livelihood/social groups in order to ensure that their key priorities are noted.
 - o At the end of the exercise, the group (mock community) should have priority areas for action from which to identify risk reduction measures.
 - o If groups are drawn from differing communities, you may have to conduct this exercise from a hypothetical case study or role play.
- Facilitate a discussion on how this process would work in the community setting:
 - *How can the process of risk prioritization be participatory and community-led?*
 - *How do you envisage this process be facilitated in communities?*
 - *What challenges do you envisage? How might you overcome those challenges?*

After completion of the Vulnerability and Capacity Assessments (VCA), it is important to prioritise key vulnerabilities, according to the consensus of the community (or representative working groups). In forming a LCDRR plan of action, it is important to keep a tight focus on the most pressing disaster **risks**. Prioritisation here will therefore help in the planning process to follow. VCA has provided information to judge risk – conventionally risk is expressed by the notation Risk = Hazards x Vulnerability.

The aim should be to identify areas which seem most important whilst the assessment discussions are still fresh in people's minds. This can be done informally, through discussion, or formally through using a participatory ranking tool. It is important that all members of the focus group are involved in prioritisation, to overcome exclusion, and if there is any disagreement, this should be recorded for future reference.

Rank the areas of asset risk according to priority. It may be worth distinguishing between priorities of men and women, or between other significant social groups, in the ranking in order to ensure that their key priorities are noted (e.g. men and women vote with different coloured marks).

Based on the prioritised areas of risk, look across the areas of livelihood vulnerability, asset and livelihoods capacity, and constraining and supportive policies and institutions, to seek priority areas for action to address the identified risks.

Session 2: Overview of coping and preparedness strategies

Expected outcomes

- Participants can identify indigenous forms of coping that they have seen in their experience
- Participants can identify other forms of coping strategy and disaster preparedness that can build/maintain resilience during and after hazards

Key Steps for the Facilitator

- Set the tone of the session by briefly outlining coping and a list of preparedness strategies (including early warning systems):
 - Explain that, in moving towards designing LCDRR plans and programmes (Steps 6-8), it is important to minimise the impact of hazards when they occur – this can be done by enhancing coping strategies, and enhancing systems to be prepared for imminent hazards.
 - For participation, ask participants to try to define what is a coping strategy, and what is a preparedness strategy.
 - Set out the basic principles of early warning systems.
- Conduct a quick brainstorm (writing up suggestions on flipchart) of as many coping strategies as possible – (1) that participants have seen employed to 'ride out' hazards, and (2) that participants can imagine. Keep the focus on livelihoods, and specific needs of community groups. Remind participants that some coping strategies may deplete livelihoods in the long term.
- Conduct a quick brainstorm of all the disaster preparedness measures that participants have experienced in communities or can think of.
- Remind participants that some of these measures may need to be employed in their livelihoods centred DRR plan later.



Figure 5: Nutrition Garden in Mangwe District (Photo: R Matengarufu)

In all the three districts that worked with Practical Action in the DRR project, household and community gardens were identified as coping mechanisms because they could be supported by deep wells, boreholes and sand abstraction pumps.

With the HIV/AIDS scourge, communities needed more support in making these gardens more nutritious with integrated herbal plants to strengthen livelihoods of HIV patients and all food-insecure households in the community

Poor people living in fragile environments have always developed ways of '**riding out**' periods of stress – dealing with extreme events, using their own capabilities, skills, knowledge, and technologies. Often these are part of their traditions and culture. These are known as coping strategies. Such coping mechanisms can include defensive actions, active problem solving, and ways of handling stress.

Effective local coping strategies are important in determining a community's resilience to hazards: if they can 'ride out' the stress, it becomes less disastrous. These coping mechanisms should have been identified in the Capacity Assessment. For example, following the impact of a drought, strategies for survival may include consuming alternative less desirable foods, such as forest products; or selling livestock in order to buy food. These would both be successful strategies in staving off hunger; however the latter would have a negative impact on livelihoods by reducing productive assets, which would amplify long-term vulnerability.

Livelihoods-centred DRR should **enhance** these **coping strategies**. Part of this involves longer-term livelihoods measures, such as providing people with alternative sources of income to rely on during crisis; improving social networks to support those in most need during disasters; creating food storage facilities to build up emergency food stocks for drought.

Part of enhancing coping also involves more **systematic** strategies for **disaster preparedness**. These are arrangements that can be put into operation in the face of the imminent occurrence of a potential disaster – aiming to minimise the impact of a hazard, and to protect lives and livelihoods. Many of these plans can similarly be formulated on the basis of previous community experiences (e.g. people know how and when to fight pests, where and how to evacuate in times of floods or militarization, etc.). Common preparedness measures include developing and training emergency services, emergency shelters stocked with medical facilities and essential supplies, evacuation plans, quarantine systems, and stockpiling supplies and equipment. As part of this, the role of creating **early warning** and communication systems to provide timely information for disaster preparedness cannot be underestimated. An efficient local preparedness plan should include a core group within the community who are trained to oversee and implement all aspects of the plan. The specific needs of different community groups must be taken into account: women, children and the elderly need to have their very different needs catered for (including basic safety).

Expected outcomes

- Participants can identify a range of disaster prevention strategies from their own communities / experience, as well as come up with new possibilities
- Participants understand that strong livelihood resilience can mitigate disasters

Key Steps for the Facilitator

- Briefly outline disaster prevention strategies (including sustainable livelihoods as a component of building resilience to hazards):
 - Explain that another element that LCDRR plans should draw on is preventing the hazard and reducing the impact through livelihood resilience.
 - For participation, ask participants to try to define what a disaster prevention strategy is.
 - Disaster prevention strategies are long-term measures to provide permanent protection to reduce the occurrence, intensity and/or frequency of a hazardous event.
 - Building livelihood resilience can prevent disasters by reducing the likely impact of the hazard and helping to avoid it.
- Conduct a quick brainstorm of as many hazard prevention strategies as possible.
 - Because prevention strategies are specific to particular hazards, you may need to break down the brainstorm to focus on one hazard at a time.
 - Specify the level at which the hazard prevention intervention needs to take place (household, farm, community, municipal authority etc.).
- Conduct a quick brainstorm of a range of livelihood resilience measures that participants have experienced or can think of in communities
 - Get participants to explain how a livelihood resilience measure can contribute to reducing the risks of a particular hazard.
- Remind participants that many of these ideas may need to be employed in their LCDRR plan later.

How can communities reduce the impact of hazards on their livelihood assets? In addition to strategies that prepare for the onset of disasters (coping mechanisms, disaster preparedness plans, emergency relief), **disaster prevention strategies** can help to avoid them in the first place, as a part of long-term sustainable development.

Disaster prevention refers to measures to provide **permanent protection** to reduce the impact and/or frequency of a hazardous event, so that it does not end in disaster.

Ways can often be found to reduce the occurrence, intensity or frequency of different hazards. Flood waters can be diverted into canals or slowed down by check dams. Embankments can retain waters and prevent the flooding of fields. Landslides and erosion could be controlled by reforestation. The HIV/AIDS pandemic can be slowed by awareness raising and appropriate behavioural change. Contagious diseases can be prevented with vaccination campaigns. The damage caused by storms can be reduced with more resistant housing and infrastructure. Drought can be mitigated by altering crop patterns, storing water, use of drought-resistant crop varieties, irrigation, and building up soil organic matter.

qually, ways can often be found to prevent hazards impacting so heavily on people's livelihoods. Strong assets enhance **resilience**: if a person is in good health (perhaps with access to community health and sanitation services), then they are likely to be more resilient to an outbreak of dysentery than someone in weak health due to malnutrition; a household which owns 50 head of cattle is more likely to have some which survive a drought than one that has only five. Diversity of assets equally enhances resilience: if a household has alternative income sources to draw on, e.g. handicraft skills (perhaps with access to markets to enhance the value of productive assets), or savings, they have a wider range of options, so are less vulnerable to hazard events that destroy particular assets. So **protecting, promoting and diversifying livelihoods assets** can build disaster resilience.

Expected outcomes

- A comprehensive list of identified priority areas of action is produced – this should cover a range of area of activity
- A priority ranking is given to identify priority actions
- Participants learn skills and confidence to facilitate this process in their communities

Key Steps for the Facilitator

A. Risk and Vulnerability Prioritization

- Give a quick overview of the remaining Steps 6-8 (the planning process), and introduce the purpose and activities for Step 6
 - Step 6 (action ideas) should explore and clarify practical activities for addressing the prioritised disaster risks and vulnerabilities.
 - An example list of LCDRR activities is shown in Appendix 1.
 - Remember to look at all the different types of activities (livelihoods asset protection; livelihoods promotion and diversification; disaster preparedness and coping; early warning systems; linkages for information and resources; advocacy and influencing institutions).
- Revisit priority risks and vulnerabilities:
 - Before moving onto brainstorming and planning action ideas, it is necessary for facilitators to bring together and revisit the information collected in the VCA process. Highlight risks and other issues that were prioritised in Step 5, again checking for consensus on the priority risk areas to address.
 - Explain that, in carrying out the process with large community groups, it will be necessary to present a summary of the process, findings and priority areas of the VCA to community members.
- Discuss and brainstorm various tools that can be used to facilitate the identification of LCDRR activities in a participative way in communities:
 - *How can the process of identifying action ideas be participatory and community-led? How do you envisage this process be facilitated in communities?*
 - *What ideas do you have for tools to facilitate generation of LCDRR action ideas?*
 - *What challenges do you envisage? How might you overcome those challenges?*

B. Identification of activities to address priority risks

- Draw out and brainstorm suggestions for risk reduction activities and actions that will be able to address the priority elements at risk and vulnerabilities, and are based on people's capacities.
 - You could use a number of tools to do this – as identified and agreed with the participants and as appropriate to the situation.
 - This is a brainstorm of all sorts of different ideas and strategies – be open to all suggestions.
 - It would be best to break participants into smaller focus groups. These could be broken down by different types of activities (as per the list above); or they could be divided by focusing on different hazard risks and vulnerabilities; or, particularly for livelihood activities, they could break down the 5 livelihood assets.
 - You can use 'roving brainstorms' where focus groups can move around to another brainstorm area and add their ideas to the previous groups'.
 - Remind participants that proposed activities should clearly draw on existing skills and resources. They should build on the identified capacities, coping strategies and opportunities.
 - In suggesting their ideas, participants should draw on some of their past experiences with disaster reduction or livelihoods activities, and on some of the suggestion drawn out in previous sessions.

C. Prioritization of LCDRR activities

- Introduce the need to prioritize:
 - With a variety of ideas for actions and LCDRR measures, it will be important to prioritize and select those that are likely to have the biggest effect, and that are most achievable.
 - Discuss possible methods for such prioritization when facilitating this process in a community situation.
- Prioritization will need to be based on informed choices, so groups need to ensure that their main ideas are scrutinised and address a number of factors:
 - *What effects is the activity likely to have?*
 - *Is the activity attainable?*
 - *Does the activity build on existing skills, resources and opportunities (as identified in capacity analysis)?*

- o Check how the risk reduction activities take into account local power relations, and the most vulnerable parts of the community (including gender, culture, age concerns etc.).
 - o Do livelihood strategies target the spread of 5 livelihoods assets? And some of the underlying causes of vulnerability?
- Groups should present their ideas and the outcomes of the exercise.
- Conduct a ranking exercise with participants to prioritize the most appropriate livelihood centred risk reduction measures. These will be taken forward in the community LCDRR plan on day 4.



Figure 6: Women of Sivabe Garden demonstrating use of a Rowa Sand Abstraction Pump
(Photo: R. Matengarufu)

In the DRR project implemented by Practical Action, sand abstraction pumps were prioritised in all the districts. As a result of this prioritization, budget adjustments were made to address this priority need and community members especially women contributed their labour to the construction of six sand abstraction pumps benefiting approximately 600 households living in this drought prone region.

The next step in the DRR planning process is to explore **practical activities** and options that can address the prioritised hazard risks and vulnerabilities (from Step 5). The identification of specific activities should be based on revisiting the VCA exercises (Steps 2-4). In drawing up risk reduction activities, it is important to include both disaster coping and preparedness strategies (3.2), and disaster prevention and mitigation ideas (3.3). Ensure that both the **immediate causes** of vulnerability, as well as the **underlying causes** (including the policy and institutional context) are addressed for longer-term livelihoods strengthening.

Proposed activities should clearly draw on existing skills and **resources** (as per the Capacity Assessment, Step 4), rather than looking for too much external support.

Activities might focus on one or more of the following:

- o Livelihoods asset protection
- o Livelihoods promotion and diversification
- o Disaster preparedness and coping activities
- o Early warning systems
- o Facilitating linkages with government and non-governmental agencies to access information and resources
- o Advocacy and influencing around policies and institutions to address the underlying causes of vulnerabilities.

Possible tools to facilitate this process of brainstorming ideas and strategies include use of matrix ranking and other locally tested tools.

Once a comprehensive range of ideas and activities has been brainstormed covering all areas of priority hazards and vulnerabilities, it will be essential to **prioritise**. This should narrow down the options to those which are likely to have the biggest **impact**, and those which are most **feasible** within the community's capacities and resources. This prioritisation can be done informally, through discussion, or formally using a participatory ranking tool. Discussing past experiences of disaster reduction activities, and how effective these activities were, may help to guide the group in deciding which activities, technologies or institutions are most likely to achieve success, and what challenges may be faced. Over-ambition may lead to disappointment. Avoid new and complex ideas which require a lot of external expertise or resources. It may be useful to set rough time frames for immediate, short term and longer term actions. The most successful risk reduction measures will be those which build on the resources and the indigenous coping strategies which already exist in the community.

SECTION 4

Developing a disaster resilient action plan

4.1 Objectives

- o Enable the Facilitator to have a wide range of skills for facilitating community action planning processes
- o To introduce vision based planning for DRR as opposed to problem-centred planning.
- o To demonstrate the need for disaster resilient action plans by communities for better influencing of policy and practice.

4.2 Schedule for Day 4: Part 1

Session	Content	Timing
1	Introduction to Community Action Planning	1 hr
2	Step 7: Community Visioning	1.5 hrs
3	Step 8: How to achieve the Vision: Developing a disaster resilient action plan	1.5hrs
4	Step 9: How to monitor and manage for impact	2 hrs
5	Learning logs for Participants	30 minutes

Expected outcomes

- Participants can reflect on their learning from previous day – to share insight, and enhance their knowledge of this process
- Participants gain a basic understanding of the process of Community Based Planning

Key Steps for the Facilitator

- Recap learning and achievements from day 3:
 - Ask some or all participants to share with the group or with a partner their reflections on the day:
 - What did you learn from the process yesterday?
 - Looking at the prioritized list of LCDRR actions, what are your thoughts on the outcome?
- Introduce the topics and agenda for day 4, putting it into context of the whole module.
- Introduce with a presentation and participation, the main elements of Community Based Planning.

Session 2 (Step 7) Community visioning

Expected outcomes

- Participants gain an understanding of what community visioning is, why it is used, and how to conduct it
- Produce a community visioning document
- Participants gain an ability to conceptualise and envision relevant DRR outcomes from VCA data
- Participants learn skills and confidence to facilitate this process in their communities

Set the tone of the session by explaining the rationale and the key elements of community visioning.

- Build on participants' knowledge of community visioning and create space for them to share their practical experiences.
- Facilitate group discussions to agree on their hopes and wishes in terms of what their community will look like in the future
- Discuss the future scenarios in plenary and allow participants to examine the pros and cons of each scenario.
- Build consensus on the emerging bigger picture of what the community will look like drawing from the different groups.



Figure 7: Sibabe Garden Sand Abstraction Pump Installation (Photo: R. Matengarufu)

Having a shared vision can be a great motivator for communities to work together in rebuilding their livelihoods resilience. Communities in all the three districts were trained to do their own installations for the sand abstraction pumps. Given the severity of drought in Matebeleland South Province, communities have agreed on a vision to harvest water for their food security and livelihoods using appropriate technologies, local resources and skills.

The next step in the CBDRR process, Community Visioning, aims to move away from problem-based planning, to a more **visionary** approach – looking at where a community desires to *be* in terms of the future development of their community, and how to get there.

Community visioning allows people to express their vision of their disaster-proofed community. If consensus can be reached in the community on common aspirations and priority long-term goals, a CBDRR plan of action (Step 8) will be more directed and **strategic** – this can enhance the selection, **prioritisation** and sequencing of actions in the plan. It will ensure that the LCDRR plan is **community-led**, and contributes not just to disaster risk objectives, but to achieving long-term community **development** ambitions – so truly integrating DRR into the development process. It is also this stage that communities will develop their own indicators for successful implementation of risk reduction initiatives, and these can be expressed as **outcomes**.

On the basis of Capacity Analysis, the Vision must be realistic and achievable – i.e. within current resources and capabilities. Participants may also be asked to imagine the roles they would play in attaining their vision. By focusing on hopes, ambitions, and roles, Community Visioning brings a sense of empowerment and motivation, building on the strengths of the current situation.

The process of conducting the vision is as important as the final outcome: it is a shared **negotiation** for community members to articulate and then coalesce around agreed priorities. It should deliberately include marginalised groups, who can make vital contributions to the direction of their future resilient society.

The aim is to develop an overall statement of what people wish for their community in the long-term (10 year) – e.g. “By 2020 we will be a vibrant community where people like to live and work, households are well-fed and resilient to threats from drought, and everyone is able to access health and education services...” To reach consensus in a large group, it is useful to start with small groups (these could be divided by socio-economic groups, or by issue areas) who discuss and write down their ideas for hopes and visions, then combine into increasingly large groups, to build up agreement across the participants. Once a vision statement (or key elements of it) is agreed by all, it is useful to specify clear shorter-term goals (5 years), focusing on issue areas (e.g. health, education, agriculture), that will define practical steps towards fulfilling the vision.

Expected outcomes

- Participants gain an understanding of what is expected in a plan of action, how to go about creating it
- Produce a disaster-resilient development plan of action
- Participants enhance their ability to conceptualise appropriate local level plans and institutional arrangements for driving LCDRR initiatives
- Participants can formulate relevant and practical indicators of effective local LCDRR institutions
- Participants gain/practice facilitation skills in conducting development planning
- Participants learn skills and confidence to facilitate this process in their communities

Key Steps for the Facilitator

A. Introduce action planning

- Explain (using visual aids if necessary) the rationale and the key elements for an effective (general) action plan.
 - Ask for participants reflections from their own planning on the key elements for effective action planning.
- Explain some of the key elements necessary for a disaster resilient action plan especially issues relating to disaster preparedness activities, capacity building, early warning systems, sustainable livelihood promotion and emergency response.
- Discuss and brainstorm various tools that can be used to create a detailed disaster resilient action plan in a participative way in communities:
 - *How can the process be participatory and community-led? How do you envisage this process be facilitated in communities?*
 - *What ideas do you have for tools to facilitate action planning?*
 - *What challenges do you envisage? How might you overcome those challenges?*



Figure 8: Madabe Community working on a Disaster Risk Reduction Plan
(Photo: R. Matengarufu)

Sustainable disaster resilient action planning brings together the information gathered in vulnerability and capacity assessments, livelihood analysis and vulnerability prioritization, to develop specific strategies, projects and activities for increasing the resilience of the community to their own identified disaster risks.

Guidance Notes for Step 8

The final stage of DRR planning is to develop a realistic and practical **plan of action** to implement those activities. This uses the tools of **Community Based Planning** – a participatory and democratic approach to development visioning and strategising. It should be a plan for community development to achieve the Community Vision – whilst being disaster resilient by including the priority DRR actions (including disaster preparedness) that address key vulnerabilities. These plans essentially contribute to the long-term development of the community.

In group planning the issue of organizing communities into different socio-economic groups enables inclusive participation taking account of the most vulnerable groups especially those affected by HIV/AIDS, women, the elderly etc.

For communities, planning is a key skill to learn for the future, so facilitators must ensure that there is strong ownership and leadership from within. However, with potential conflict over priorities and access to resources, this can be a time-consuming and challenging process.

Like all good planning, the resulting actions in the plan need to be **specific**. Detailed operational activities must be developed, that specify what actions will be taken (avoid broad statements such as 'livelihood opportunities will be diversified'). They should be **strategic** – so that the series of projects and objectives envisaged will, together, reap the greatest

rewards in achieving the vision and goals. Activities should be **timed** – with implementation of project activities sequenced over time, in short, medium and long term phases, and timetable targets set. The plan should ensure that relevant people, committees or groups take **responsibility** for overseeing the monitoring implementation. The plan should be **realistic** – ensuring that the activities are attainable by the people who take on the responsibilities, and that **resources** needed to implement the plan are identified.

The plan should include an action plan for the year ahead – with the most detail for projects and objectives for the year ahead. Communities need to store their VCA findings to return to and create further plans in the future.

To achieve this, common tools, including transect walks, seasonal calendars, focus group discussions, Venn diagrams, timelines, matrix ranking, participatory mapping, and gantt charts can be used.

Session 4 (Step 9): How to monitor the plan and manage for impact

Expected Outcomes

- Participants have a good understanding on the need for M&E in LCDRR
- Participants develop a good conceptual understanding of the shifting paradigms in M&E and can relate their practical experiences to LCDRR.
- Participants acquire knowledge to develop M&E systems for their action plans

Key Steps for the Facilitator

- Reflect with participants on their current challenges in monitoring and evaluation;
- Identify and cluster common areas of challenge and probe on why these challenges are being experienced
- Introduce a discussion on changing our M&E perspective by posing a question on what do we need to change if our M&E system is to improve.
- Work out with participants what a participatory and effective M&E cycle would look like in its most ideal form for a LCDRR project.
- Build consensus on a feasible M&E system for the preferred LCDRR project.
- Present a chart on M&E as a learning process and make participants reflect on what they have learnt on LCDRR so far using the learning log for participants (sample learning log shown in Appendix 1).
- Discuss the evaluation criteria for an effective LCDRR M&E system
- Agree action plan for improved M&E for LCDRR interventions in the community

Some of the most common challenges in M&E are:

- Reconciling the diverse interests of stakeholders and creating a balanced picture of their expected outcomes.
- How to deal with complex initiatives requiring collaboration with other stakeholders.
- How to deal with uncertainty in the operational environment.
- How to assess short-term and long-term impacts of LCDRR.
- How to create a learning culture
- Lack of reliable data and information
- Managing potential conflict
- How to develop a learning framework that creates new knowledge and new relationships during the M&E process.

Changing the M&E Perspective/ Philosophy

Participants need to understand that M&E will be carried for their benefit, hence the need to shift from the old paradigm: Need to shift:

From	To
M&E as a requirement for the donor and/or support agency	M&E as a requirement for all actors involved in the initiative
A focus on activity and financial reporting	M&E as a tool in understanding impact and reasons for success and failure
Collection of lots of data with very little analysis	Analysis and critical reflection by all actors involved in the initiative
Use of highly qualified technical experts	Focus on people processes, stories of change and lots of stakeholder participation
M&E as a boring, depressing moment in the project cycle	M&E as an exciting, rewarding and useful process to all actors involved in the initiative.

Key steps in designing an integrated M&E System for LCDRR Initiatives

Key step	What is involved	Who is involved	Expected Outcome
Developing the M&E system	Building mutual understanding on what needs to be monitored and what changes in institutional relationships, people's lives needs to be closely tracked	All key actors affected directly and indirectly by the initiative	Basis for detailed operational M&E plan for the initiative linked to the project log-frame or the objectives of the local initiatives.

Gathering and managing information	Communities and their local support organizations need to know which information will be required and how can they manage this information	Communities involved in the initiative Local disaster management committees Local leaders Local support organizations	Communities and local implementation agencies have developed clear systems for gathering and managing the information on their LCDRR initiatives.
Reflecting critically to improve action	This involves deciding from the outset how the initiative will make sense of the information that is being gathered and using it as a basis for making continuous improvements in the LCDRR initiative. This may include periodic community and stakeholder reviews.	All key actors involved in the project and some independent observers to help with the discussion. Sometimes reflection platforms to improve quality of the action are wasted due to poor planning and involvement of the right mix of stakeholders	Field data and evidence validating project outputs, outcomes and impacts.
Communicating and reporting results	This involves understanding the audience for the information. Need to establishment of the information needs of the different stakeholders involved in the project. For a LCDRR project, stakeholders range from the District Administrator, members of the Disaster Management Committees, Local Development Agencies – they all need to know what is coming out of the initiative.	Project coordinating teams at community, district and provincial level. Sometimes, the National Level, such as the Civil Protection Unit needs to know what changes are happening on the ground as a result of new approaches and new ways of doing thing.	Mechanisms for spreading good practices are developed and accessible to all interested actors.

Summary and Conclusion

A simple M&E matrix can be designed to guide the process with the following sub-headings:

1. Performance Question
2. Information needs and indicators
3. Baseline information needs and indicators
4. Data gathering, methods, frequency and responsibilities
5. Planning and resources: forms, planning, training, management, expertise required, resources for executing the process and responsibilities
6. Information use and linkages with potential audiences.

Session 5: Evaluation of the Four-Day Training Session

Expected outcomes

- o Ascertain transfer of learning and confidence in implementing the workshop tools in their communities
- o Identify areas of improvement of course facilitators.

Key Steps for the Facilitator

- Have your evaluation forms ready by the time you start Day 4 (see a Sample Evaluation in Appendix 1 which you can adapt to suit your needs)
- Explain the purpose of the evaluation form to the participants
- Make sure all participants have a copy of the evaluation form
- Create some time (about 10-15 minutes) for participants to complete the forms.
- Collect all forms for analysis.

There is a range of participatory tools which can be adapted to suit different contexts and topics for discussion. The purpose of these tools is to actively encourage all members of the community to participate and contribute to discussions. Using a variety of different tools helps different types of information and experience to be shared. Care must be taken to ensure that discussions are not dominated by vested interests or the most powerful community members. The process of analysis should aim to stimulate reflection and encourage ideas from participants, rather than to extract information. It is often necessary to facilitate some discussions with men, women and potentially marginalised groups separately to ensure that all voices are heard. The following are some brief descriptions of participatory tools that could be useful in LCDRR analyses.

Semi-Structured Interviewing

Semi-structured interviewing (SSI) is one of the main tools used in participatory analysis. It is a form of guided interviewing where only some of the questions are predetermined. SSIs do not use a formal questionnaire but at most a checklist of issues that need to be covered as a flexible guide. Many questions will be formulated as the interview proceeds. Interesting avenues are pursued; some questions become irrelevant and are dropped. Questions usually arise from the interviewee's response. SSIs can be conducted with individuals, with key informants or with groups. It is important to avoid leading questions and value judgements and questions that can be answered with "yes" or "no".

Ranking

Ranking or scoring means placing things in order and can help to understand people's priorities or the importance they place on things. Different options (such as hazards or proposed activities) can be voted on, or written on cards and then placed in order of importance or preference, either by putting a mark or token on each option. To ensure that the preferences of all sectors of the community are recorded, ranking may need to be carried out separately with different groups (e.g. men, women, the elderly, youth, etc) depending on the topic.

Wealth ranking

There are inequalities and differences in wealth in every community. These influence or determine people's behaviour, coping strategies and views and the constraints they face. Starting with 3 to 5 categories of well-being – e.g. destitute, very poor, average, doing well and rich and get people to allocate house holds to the different categories. Different socio-economic groups within the community may have different criteria of wealth. Discussion of the characteristics of the different groups e.g. landless, livestock owners, female-headed households, castes, etc can help to identify constraints, problems, coping strategies and opportunities for improvement.

Mapping

Mapping is a useful tool for identifying ecological zones, farmlands, grazing, buildings, populations or resources and areas affected by hazards. Further discussion can help explain the reasons for people's exposure and identify opportunities for reducing the impact of hazards. Maps can be used to explore where different people live and why and how their livelihoods are influenced by their location and their accessibility to community and other services. Different groups will have different perceptions of the relative proximity and importance of elements of their geography. These should be noted. Maps can be drawn on paper, on a blackboard or on the ground using sticks, stones, leaves and other locally available materials. The facilitator should take notes of the discussions as well as suggesting the addition of relevant information.

This is a planned walk through the community to observe how people are living, how the land is being used, while asking questions along the way. It can help to gain a preliminary picture of the layout of the community and how the land is being used and has been used in the past. Direct observation in the company of knowledgeable community members provides an opportunity to gain a comprehensive understanding of the community and an opening for further more intense discussion.

Seasonal Calendar

Seasonal calendars show different activities, problems and opportunities throughout the year in a diagrammatic form. It helps to identify times of activities (planting, harvesting, etc), periods of hunger, drought, rain, hardship and stress, including periods of greatest vulnerability. The calendar can stimulate discussion on who is affected when, and how, on shifts in climate (changes in seasonal patterns), on periods of greatest labour demand and on coping strategies in the face of various adversities.

Timelines

Timelines document the impacts and effects of significant events that have taken place in the history of a community. Drawing on the recollections of key community elders (both men and women), the frequency and duration of noteworthy events can help to identify trends in yields, prices, rainfall, floods, droughts, conflicts, etc. Historical profiles reveal important information for understanding the present situation of a community – how the past has influenced their current situation.

Venn Diagram

Venn diagrams show the key institutions, service providers and individuals within and beyond the community, their relative importance, influence and accessibility. Diagrams are usually made with circles of different sizes and colours, placed or drawn in relation to one another. A large circle, representing the community, is central. Lesser circles, their size representing their influence are placed around the community their proximity indicating their importance. For example, a largish circle representing AGRITEX would overlap into the community circle, indicating a strong and influential relationship with community farmers. A smaller circle representing the lesser influence of the CPU would be placed some distance from the community. Men and women, wealthy and less well-off, young and old are likely to produce different diagrams reflecting their individual perceptions of the significance of various institutions. Discussions often highlight challenges in accessing important services, which services are missing altogether and what changes people would like to see in the future.

Group Discussions

Most of the tools described will be facilitated with groups, which may be selected to represent particular sectors of the community, e.g. women, men, youth, elderly, a particular socio-economic or interest group; ensuring that their perspectives are clearly articulated. Focus group discussions examine specific issues in detail.

Individual interviews

Group interviews and discussions are sometimes inappropriate, such as when discussing personal financial issues, social exclusion or violence. Key informant interviews are usually one-on-one allowing the interviewee to express personal opinions in confidence. Case studies provide opportunities for individuals to tell their story without interruption. Permission needs to be sought to divulge information gained from private interviews.

Drama and story telling

Dramas and story telling provide opportunities for individuals and groups to freely describe memorable happenings with feeling. Emotive descriptions of events surrounding disasters, before, during and after can provide valuable insights into elements of preparedness, vulnerability and resilience. Descriptions of how people coped and rebuilt their lives and the psychological trauma suffered can point the way to possible improvements for the future.

A vulnerable livelihood

Gilbert and his family are subsistence farmers eking out an existence on a small farm in a semi-arid area. They have a few chickens and two goats and no savings. Without draught animals they are forced to cultivate their land by hand, limiting the area they can plant. They have few skills, never having attended any training or had contact with the extension services. They have two small children. Luckily the man of the house, Gilbert, is able to supplement their farming income with casual labour on nearby road-works. They are struggling, but surviving from day to day.

Then Gilbert loses his job – the road works are completed and no other labouring jobs are available. They are reduced to eating two meals a day and as they can no longer afford the fees, the eldest child is forced to leave school. But they are still surviving albeit under extreme hardship.

While out gathering firewood, Gilbert's wife is injured and requires treatment at the nearest clinic. Despite selling their remaining chickens, transport and medicine costs force them to borrow from a local money lender who charges exorbitant rates of interest. They are now in debt and the wife is unable to work.

Unable to afford the drugs needed to routinely treat their goats for worms, one goat dies and the other is rapidly losing condition.

A drought comes: the family have no reserves and despite resorting to eating only one meal a day, they are unable to cope. They have no options other than to become dependent on food aid or abandon their home and migrate in search of work.

A sustainable livelihood

Reckson and his family live under very similar conditions, but own two cows which not only provides a limited amount of milk, but is able to pull a small plough. They are able to cultivate a larger area. They have invested in a small poultry unit from which they are able to sell eggs. Reginald has attended a farmers' field school and learned to grow vegetables, which both supplement their diet and provide a small income. Contact with the local para-vet ensures that his goats are routinely dosed. The wife makes mats and baskets to sell in the local market. They are relatively wealthy, send their eldest child to school and have accumulated some savings.

Their reserves allow them to pay for the medicines needed by their sick daughter and the wife increases the number of baskets she makes for sale.

A drought comes: yields are decreased by some 80%, but the family are able to survive on their savings, egg sales and through the sale of a goat. By deepening the hand-dug well they have made, the family continue limited vegetable production. Despite having to tighten their belts, the family are able to cope and should be able to recover once the rains come.

History	What are the trends in hazard occurrence in living memory?
Timing	What is the typical frequency and speed of onset? How long does the hazard tend to last?
Location	Which physical areas of the community are affected?
Causes	Are there underlying factors causing the hazard to occur?
Warning signs	Is there local knowledge or established early warning systems to signal an impending hazard?
Who is most severely affected – how	Group by location, principal livelihood activity, social grouping.
Severity	How many people are affected? How acute is this type of hazard normally? How acute can it be in intense circumstances? What ability do people have to recover?

	Vulnerable Assets What are the impacts during or after the hazard (short/long term)?	Livelihood conditions / characteristics What characteristics of peoples livelihoods make those assets vulnerable?	Policies & institutions (local, regional, national) Which policies or institutions (or lack of) contribute to the vulnerable conditions? How?
Financial assets Discuss: seasonal activities (e.g. agriculture, fishing, wage labour, migration); how is cash income earned; times of hardship; saving/borrowing.	Which economic assets are affected? How? Are people forced to sell assets? What do they sell? Are people able to borrow money? Is it harder?	Are people heavily dependent on a single economic asset? Why are people forced to sell assets? Why are people unable to save or borrow money?	Consider: government line ministries; savings and credit schemes;
Natural assets Discuss: soils, trees, water (for drinking, irrigation, cooking, bathing)	Which natural assets are affected? How?	Why are these natural assets vulnerable to the hazard? Is there a lack of natural assets? Why? How does this affect people?	Consider: local institutions which might manage resources; land ownership; agricultural policy; industry
Physical assets Discuss: houses, wells, tools and equipment, buildings, communications, transport, etc	Which physical assets are affected? How? E.g. water supplies, buildings, communications, transport.	Why are these physical assets vulnerable?	Consider: local authorities; building regulations; land ownership; support from community/religious groups.
Human assets Discuss well being, skills, knowledge and individual strengths (health, motivation, etc)	What are the impacts on people (health, nutrition, physical wellbeing), both immediately and shortly after the hazard? Who is most affected?	Why are these people most likely to be affected? Do people have knowledge of the hazard and its impact?	Consider: access to health institutions, education.
Social assets Discuss: between men and women; community groups; NGOs; religious groups; people with power and authority	How are social relations affected after a hazard? What are the consequences? Do relationships between men and women change?	Why do social relations change? Why are they vulnerable?	Consider: historical traditions; social pressures; local authorities; traditional leaders

The identified hazard is **Drought**

	Vulnerable Assets What are the impacts during or after the hazard (short/long term)?	Livelihood conditions / characteristics What characteristics of peoples livelihoods make those assets vulnerable?	Policies & institutions (local, regional, national) Which policies or institutions (or lack of) contribute to the vulnerable conditions? How?
Financial assets	Loss of crops Loss of livestock Sale of assets for cash	Dependence on rain-fed agriculture Inadequate food and water stores for animals No alternative income source No savings	Ministry of Agriculture – limited support to small scale rain fed farming Church – festivals and rituals reduce livestock Lack of small savings institutions
Natural assets	Water shortage Dry pastures Soil erosion No wild food	Environmental degradation Deforestation Loss of traditional seed varieties Loss of traditional knowledge	No local institutions for NRM
Physical assets	Shallow wells dry	No water harvesting No protected water sources	No local institutions to manage water
Human assets	Malnutrition Death Loss of strength Stress	No early warning systems Poor health care & family planning Poor vocational skills for enterprise based livelihoods Low education level Large families	MoH – limited health care provision MoE – limited education support / high cost of education Village elders – promote large families
Social assets	Increased family conflicts Education disrupted Migration	Competition for limited resources Gender inequalities Weak civil society Lack of local employment	

Template Livelihoods Vulnerability Assessment table

	Vulnerable Assets What are the impacts during or after the hazard (short/long term)?	Livelihood conditions / characteristics What characteristics of peoples livelihoods make those assets vulnerable?	Policies & institutions (local, regional, national) Which policies or institutions (or lack of) contribute to the vulnerable conditions? How?
Financial assets			
Natural assets			
Physical assets			
Human assets			
Social assets			

	<p>Secure assets Which assets are protected during or quickly recovered after the hazard (include coping strategies)?</p>	<p>Sustainable livelihood conditions / characteristics What characteristics of peoples livelihoods helps them to be able to protect assets or recover quickly? What technologies could help protect or enhance assets at risk?</p>	<p>Policies and institutions (local, regional, national) Which policies or institutions help reduce vulnerable conditions? How? What opportunities exist to change or influence them?</p>
Financial assets			
Natural assets			
Physical assets			
Human assets			
Social assets			

	Protection	Promotion / diversification	Planning / early warning	Policies and institutions (local, regional, national)
Financial assets	Savings and credit groups Drought resistant varieties of existing crops	Introduce new income generating activities like handicrafts, small livestock, vegetable cash crops. The promotion of alternative crops or alternative methods of crop production		Approach relevant local government institutions for financial resources to implement the DRR plan. Approach savings and credit institutions or build on local institutions (such as women's groups) as a basis for saving.
Natural assets	Resources such as trees and forest products, which are heavily relied on in times of crisis, can be protected. Protection of water sources,	Cultivate utility trees around homes and lands to enhance reserves for food, fodder and cash.		Can existing institutions for forest or other resource protection be strengthened or new ones established.
Physical assets	Providing safe storage and post-harvest facilities,	Developing alternative building technologies Invest	Early warning towers Communications e.g. for weather reports or warnings	
Human assets	Making health and sanitation services available at community level through the provision of advice on health care, nutrition and basic hygiene will reduce the incidence of disease and epidemics.	Investments in education, especially functional literacy classes, increase people's chances to develop their knowledge and skills in different fields, thereby creating new opportunities.	Awareness raising Train people to monitor changes e.g. in river levels, signs of drought etc.	Conducting advocacy and campaigns to press government, from local to national levels regarding policies and issues that affect the local food security and nutrition situation and/or that form a barrier to solving problems.
Social assets		Strengthening social and organisational support structures to establish a spirit of community cooperation, through organisational development and management.	The formation of a disaster response committee, counter disaster planning, leadership training, campaigning and functional literacy training, day-care facilities, and improved communications.	Link local plans and committees to regional and national institutions, plans and policies Improve linkages between disaster planning institutions and other institutions

Annex 3: Example of a Learning Log used for individual assessment

Participant Learning Log

Name of Participant:.....

Individual Learning Objectives

- 1.....

 2.....

Session	Self-Assessment -Prior to Training	Self-Assessment – After Training	Any new insights Light bulb moments	Actions for future application of skills and knowledge					
				4	1	2	3	4	
	1	2	3	4	1	2	3	4	
Day 1									
Session 1: Introduction to the LCDRR Training Programme									
Session 2: Understanding hazards and disasters									
Session 3: Hazards vulnerability and disasters									

Session 4: Approaches to disaster management in Practice									
Session 5: Impact of hazards in Livelihoods									
Session 6: Learning Logs by Participants									
Day 2									
Session 1: Introduction to the LCDRR Approach									
Session 2: Community selection and profiling									
Session 3: Hazard Assessment									
Session 4: Vulnerability Assessment									
Session 5: Capacity Assessment									
Session 6: Learning Log by Participants									
Day 3									
Session 1: Introduction to Livelihoods and Risk Reduction									
Session 2: Over of coping and preparedness strategies									
Session 3: Overview of disaster prevention strategies									
Session 4: How to address prioritized areas of action									
Session 5: Learning Log by Participants									
Day 4									
Session 1: Introduction to Community Action Planning									

Session 2: Community Visioning									
Session 3: How to achieve the vision: Developing a disaster resilient action plan									
Session 4: Monitoring and Evaluation									
Session 5: Participants Learning Log									

1 = Limited need for training and new information

2 = Need for more coaching

3 = Need for more information

4 = No need for further training

SAMPLE EVALUATION FORM USED IN BULILIMA AND MANGWE DISTRICTS

Evaluation Form: LCDRR Training (28 June – 05 July 2010)

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Rating Criteria

- 1 = Very Poor
- 2 = Poor
- 3 = Good
- 4 = Very Good
- 5 = Excellent

➤ Logistics

How do you rate the logistical arrangements for this workshop in terms of the following?

- Invitation-----
- Transport-----
- Accommodation-----
- Food-----
- Teas-----
- Other (Add)-----

➤ Rate your understanding of the following topics at the end of the training?

- Opening and introduction of the workshop.....
- Participatory reflection on hazards and disasters.....
- Approaches in disaster management.....
- Understanding of livelihoods approaches.....
- Use of the learning log.....
- LCDRR Steps.....
- Risk Reduction Strategies.....
- Facilitating learning in DRR.....
- Working as a Team in DRR.....
- LCDRR Field Facilitation Skills.....
- Use of Rich Pictures in DRR work.....
- Disaster Resilient Action Planning.....

➤ Which areas would you need to be followed up in terms of training and capacity building?

➤ How do you rate your capacity to use the DRR training manual?.....

➤ Which areas of the manual would need to be simplified for your use in the field?

➤ How do you rate the facilitation of this course?.....

➤ Which areas of facilitation could have been handled better and clearer?

➤ What is your immediate plan after this training?

➤ What support would you need to achieve your plan?

➤ Do you have any other comments about this training programme?

1. *Blaikie, P., Cannon, T., Davis, I. and Wisner, B. 2002 (2nd edition). At Risk: Natural Hazards, People's Vulnerability, and Disasters. Routledge, London and New York. First edition in 1994.*

This DRR masterpiece is a foundational work exploring risk configuration. It draws attention to the need for a thorough understanding of people's vulnerabilities, including the underlying conditions that perpetuate vulnerability. Understanding this context will enable development facilitators to direct their risk reduction and livelihood initiatives towards greater community resilience. It clearly brings out a political economy approach to DRR, emphasizing the fact that whereas hazards can be natural, disasters are socio-economic. The book is a must for development practitioners, leaders of CBOs and academics seeking to understand the complex nature of disaster risk and vulnerability.

2. *Concern Universal Bangladesh (2009) Training Manual On Disaster Risk Reduction. Concern Universal Dhaka. http://concern-universal.org.bd/doc/CBDRR/training_modules/Training%20Manual%20on%20DRR.pdf*

The training manual was developed as part of a package of resource materials on development and DRR. It presents the practical how-to of disaster preparedness and risk reduction, focusing on implementation-oriented concepts, instruments and methods for risk analysis based on a community-based disaster preparedness project through 7 partner NGOs of Bangladesh and India. This manual assists field workers and communities to analyze people's vulnerability and capacity, draw action plans, mobilize resources and enact appropriate strategies to reduce their vulnerability to disaster.

3. *DFID 1999–2003, Sustainable Livelihoods Guidance Sheets. London: Department for International Development. <http://www.eldis.org/go/topics/dossiers/livelihoods-connect/what-are-livelihoods-approaches/training-and-learning-materials>*

These Sustainable Livelihoods guidance sheets are a valuable resource for understanding the sustainable livelihoods framework. The framework is broken down into its key components and analyzed in great detail. Of critical importance is their explanation of the vulnerability context and how it in turn modifies or feeds into assets, livelihood strategies and outcomes. Development practitioners and trainers will find this useful in acquiring foundational knowledge on livelihoods, vulnerability and capacity.

4. *De Satge, R., Holloway, A., Mullins, D., Nchabaleng, L., and Ward, P. 2002 Learning About Livelihoods: Insights from Southern Africa. Oxfam Publishing. http://www.eldis.org/vfile/upload/1/document/0812/SLA_Progress.pdf*

This is a comprehensive guide to applying the livelihoods approach in practice. It comprises a facilitator's handbook and filmed case studies from five Southern African countries on hazards and livelihoods. The book contains a series of ten training sessions, which build understanding of the factors that make poor families vulnerable, as well as their inherent strengths. The film documentaries show a diverse range of pressures and hazards facing people in Lesotho, Mozambique, Zimbabwe, Zambia and South Africa. This is an invaluable resource for development practitioners, trainers and managers in Southern Africa to enhance their understanding of at-risk communities.

5. Abarquez, I., and Murshed, Z. (2004) *Community-Based Disaster Risk Management: Field Practitioners' Handbook*. Asia Disaster Preparedness Centre (ADPC). Thailand. <http://www.adpc.net/PDR-SEA/publications/12Handbk.pdf>

This handbook is meant to help equip DRR practitioners with theories and practical tools that can be applied in community work. Part 1 focuses on Community-Based Disaster Risk Management - clarifying its basic concepts. Part 2 contains Resource Packs – essential tools for implementing various stages of the training and project process. Part 3 covers major considerations in undertaking community based DRR, including tools for a Gender Conscious Approach, and for effective Disaster Risk Communication. This handbook is a must for those involved in community based DRR work.



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