Session Manual

# Disaster Risk Reduction Orientation Cum Workshop for DRR partners

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## Date: 2nd to 5th June 2021

### I.     About BMZ Global Program

Of India's 35 states and Union territories, 22 are considered to be highly vulnerable to disasters, particularly the states of Assam, Bihar, Orissa and West Bengal. It is imperative that civil protection and preparedness, or risk reduction, must be community-led with the effective leadership of local governments and, the disaster risk reduction measures to be coordinated at the municipal, district and federal levels with proper mitigation plans and actions.  Besides, while India's economy has grown massively in recent years, there are still massive problems with hunger and malnutrition associated with natural disasters, especially in remote rural regions. In order to address these issues, **Caritas India and her partners, with the support of Federal Ministry for Economic Cooperation and Development (BMZ), Government of Germany and Caritas Germany have designed a community-led cluster program** which is multifocal with three development themes: **Resilience to natural calamities; enhanced Nutritional and Food Security and Social Inclusion**. Caritas India is active in various networks at the national and international level and is an important player in the humanitarian and development agenda.  Disaster preparedness has always been a priority for Caritas India.

The program is multi-level and will focus on the Indian states of Assam, Bihar and Odisha with some activities in the Sundarbans (West Bengal) in the first phase. An exchange of experiences and approaches is also foreseen with the adjacent areas in Bangladesh and Nepal. The main beneficiaries of the program are traditionally marginalized groups, officially defined by the Indian authorities as "Scheduled Castes" (SCs) and "Scheduled Tribes" (STs), which live in the rural areas of selected districts.  The programme will focus to simultaneously address the issues on a multi-level approach from Village to District, State and National levels in addition to cross border exchange between India, Nepal and Bangladesh. Total 260 villages in 17 districts in 4 states will be covered.

### II.     Introduction to Project Orientation Workshop

Project orientation is part of the project implementation process for the project team to have thorough understanding on the project.  It is one of the important activities usually carried out before the start of the project, as it lays a foundation for the project team to have common understanding on the overall concept of the project.  Moreover, to get to know each other which is important exercise for building team spirit. The orientation:

- Provides the team members with concise and accurate information of the project and make him/her more comfortable to achieve the expected results
- Encourages the team members confidence

### III.     Objectives of the orientation workshop

a.   To enhance conceptual understanding on Disaster Risk Reduction (DRR) and Disaster Management and its terminologies
b.   To understand the overall concept, outcomes, strategies, and process of implementation
c.   To understand the concept on Networking & Dialogue
d.   To understand the concept on PDRA
e.   To enhance conceptual understanding on social inclusion in DRR

## IV. Expected Outcome of the training

At the end of four-day training, the participants should be able to.
a. Explain the concept of Disaster Risk Reduction and its terminologies
b. Understand the overall concept, outcomes, strategies ad process of implementation of the project
c. Understand the concept on Networking & Dialogue
d. Understand the concept on PDRA
e. Understand the concept on social inclusion in DRR

## V. Who should attend the training?

DRR partners would attend the training particularly program coordinators, a social mobilisers, Accountants and Caritas India DRR teams.

## VI. Methodologies of the training

The training module has been designed for 11 hours in four days and would be conducted in virtual. The methodologies of the training would be presentation, group discussion, online puzzle, reading materials, video clips etc. Pre and Post-test of the training will be conducted.

## VII. OUTLINE OF THE FOUR-DAY TRAINING PROGRAMME

| DAY 1: | • **Introduction**<br>• **Terminologies of disaster risk reduction and disaster management** | | | | |
|---|---|---|---|---|---|
| **Session 1.** | **INTRODUCTION** | **Duration** | **40 minutes** | **Methodologies** | **Facilitator** |
| Session Objective | To provide the context and set the right tone for four-day training and get expectations from the participants | | | • Video<br>• Individual reflection | Thangsha Sebastian |
| Session Outcome | By the end of the session, the participants should be able to:<br>• Know each other by name<br>• Know the purpose of the training | | | | |
| **Session 2.** | **DDR Concept - BASIC TERMINOLOGIES** | **Duration** | **1 hours & 30 minutes** | **Methodologies** | **Facilitator** |
| Session Objective | To understand the concept on DRR and basic terminologies used in DRR *(Disaster, Hazard, Risk, Vulnerability, Capacity, Resilient etc)* | | | • Quiz<br>• Group discussion<br>• Presentation | Kalika Mohapatra |
| Session Outcome | By the end of the session, the participants should be able to:<br>• Explain, the concept of DRR<br>• Compare or interrelate key terminologies used in DRR *(Disaster, Hazard, Risk, Vulnerable, Capacity, Resilient et).* | | | | |
| **Session 3.** | **PROJECT OUTCOMES & OUTPUTS OF THE PROJECT** | **Duration** | **1 hour & 45 minutes** | **Methodologies** | **Facilitator** |
| Session Objective | To understand the outcomes and outputs of the project | | | • Group discussion<br>• Use of handout<br>• Presentation | Anjan Bag |
| Session Outcome | By the end of the session, the participants should be able to:<br>• Explain, the overall understanding of program outcomes & outputs under DRR sector | | | | |
| **DAY 2** | • **Understanding the outcomes and outputs of the project**<br>• **Networking and Dialogue at different level.** | | | | |
| Session 4. | **UNDERSTANDING THE OUTCOMES AND OUTPUTS OF THE PROJECT** | **Duration** | **1 hour 15 minutes** | **Methodologies** | **Facilitator** |
| Session Objective | To understand the outcomes and outputs of the project | | | • Group discussion<br>• Use of handout<br>Presentation | Anjan Bag |
| | By the end of the session, the participants should be able to:<br>• Explain, the overall understanding of program outcomes & outputs under DRR sector | | | | |

| Session 5. | NETWORKING AND DIALOGUE | Duration | 1 hour & 30 minutes | Methodologies | Facilitator |
|---|---|---|---|---|---|
| Session Objective | To understand the concept and roles of Networking & Dialogue in DRR at Community, District, State and National level | | | • Online Quiz<br>• Expectations<br>• Quiz<br>• Presentation | Hansen Thampi Prem |
| Session Outcome | By the end of the session, the participants should be able to:<br>• Explain, the concept of Networking and Dialogues at Community, District, State and National level<br>• Strategies of networking and dialogue with DRR stakeholders at different levels | | | | |
| **DAY 3** | • **Understanding the process of project activities**<br>• **Participatory Disaster Risk Assessment** | | | | |
| Session 6. | PROCESS OF ACTIVITIES | Duration | 1 hours & 30 minutes | Methodologies | |
| Session Objective | To understand the activities and the process leading to outcomes | | | • Group discussion<br>• Use of handout<br>• Presentation | Anjan Bag |
| Session Outcome | By the end of the session, the participants should be able to:<br>• Explain the process of activities | | | | |
| Session 7. | PARTICIPATORY DISASTER RISK ASSESSMENT | Duration | 1 hour & 15 minutes | Methodologies | Facilitator |
| Session Objective | To understand the concept of PDRA exercise | | | | Abhishek Kumar |
| Session Outcome | By the end of the session, the participants should be able to:<br>• Explain the concept of PDRA<br>• Use the learnings in the field | | | | |
| **DAY 4** | • **Concept of Social Inclusion in DRR**<br>• **General discussion and way forward** | | | | |
| Session 8. | CONCEPT OF SOCIAL INCLUSION IN DRR | Duration | 1hour & 30 minutes | | Facilitator |
| Session Objective | To understand the concept of social inclusion in DRR | | | | Lokesh **Kalika** |
| Session Outcome | By the end of the session, the participants should be able to:<br>• Explain the concept of social inclusion in DRR | | | | |
| Session 9. | GENRAL DISCUSSION & WAY FORWARD | Duration | 1hour & 15 minutes | | Facilitator |
| Session Objective | To clarify the doubts & way forward | | | | Dr.Jaison |
| Session Outcome | By the end of the session, the participants should be able to:<br>• Clear all the doubts and clarification<br>• Way forward | | | | |
| Session 10. | POST TEST OF THE TRAINING | Duration | 15 Minutes | | Facilitator |
| Session Objective | To know the knowledge level on<br>• On Disaster Risk Reduction and Disaster Management and PDRA<br>• Overall concept, outcomes, strategies, and process of implementation of the project by the participants | | | | Karuna |
| Session Outcome | By the end of the training, the participants should be able to rate the knowledge level on.<br>• DRR & PDRA concept and different terminologies used in Disaster Management and Disaster Risk Reduction<br>• Concept, outcomes & strategies. | | | | |

## VIII.   Session Plan

### DAY 1: Understanding of Disaster Management terminologies and Project outcomes

1. Understanding on DRR concept and its terminologies
2. Understanding of outcomes and outputs of the project

### Session 1. Introduction

### 1.1 Session Objectives

- To provide the context and set the right tone for training program

## 1.2 Outline of Content

This session essentially prepares ground for three-day e training programme by introducing the theme by different facilitators

## 1.3 Expected Outcome of the Session

By the end of the session, the participants should be able to:
- Know each other by name and begin to discuss among the team.

## 1.3 Detailed Session Plan

### Introduction of the training Program

During the introductory session, the facilitator will highlight the importance of the training

#### Introduction of the Participants with ice breaker

It is important that all the participants know each other's name and feel comfortable in the group. The facilitator will introduce all the participants in a creative way **(video recorded)**

#### Expectations from training
- Facilitator will ask participants to share their expectation from the training in 3 words by giving their inputs on www.mentimeter.com after offering a code.
- Facilitator will display the expectation and read out to the participants.

## Session 2. Disaster Management – Basic Concepts on DRR and Terminologies

### 2.1 Session Objective
- To understand basic concept on Disaster Risk Reduction (DRR)
- To have common understanding on the definitions and terminologies use in DRR & disaster management

### 2.2 Outline of Content

This session is mainly to make the participant understand the overall definitions and terminologies used in Disaster Risk Reduction and Disaster Management

### 2.3 Expected Outcome of the Session

By the end of the session, the participants should be able to:
- Explain, compare and/or interrelate key terminologies used in DRR
- Differentiate between hazard and disaster and elaborate on the definitions of disaster management (DM) and DRR

### 2.4 Detailed Session Plan

### Basic Concept on Disaster Risk Reduction (DRR)

- Facilitator will ask state wise disasters history of last 10 years. Priorities the disasters based on the impact – 30 minutes

- Detailed discussion of hazard, vulnerability, disaster, risk, capacity, resilience, preparedness and mitigation out of past disasters – 30 minutes
- Detailed discussion on disaster management cyclone – 20 minutes
- PPT presentation and discussion of disaster management concepts and terminology – 30 minutes
- Doubt clarification – 10 minutes

Resource materials: PPT on DM Concept

**Terminologies Use in DRR**

Facilitator will explain the terminologies given in the table

| Disaster | The serious disruption of the functioning of society causing widespread human, material, or environmental losses, which exceed the ability of the affected communities to cope using their own resources. Disasters occur when the negative effects of the hazards are not well managed. |
|---|---|
| Hazard | A potential event that could cause loss of life, or damage to property or the environment. |
| Risk | The probability of meeting danger or suffering/harm. |
| Disaster Risk Reduction | A framework and tool that determines the degree of risk and describes measures to increase capacities and reduce hazard impact on the elements at risk so that disaster will be avoided |
| Duration | How long the hazard is felt – i.e. earthquake and aftershocks, days/weeks/months that area is flooded, length of military operations |
| Early Warning | The provision of timely and effective information, through identified institutions, that allows individuals exposed to a hazard to take action to avoid or reduce their risk and prepare for effective response. |
| Forewarning | Time between warning and impact |
| Frequency | Does the hazard occur seasonally? Once a year or every five year? |
| Mitigation | Covers measures that can be taken to minimize the destructive and disruptive effects of hazards and thus lessen the magnitude of a disaster. Mitigation measures can range from physical measures such as flood defenses or safe building design, to legislation and non-structural measures as training, organizing disaster volunteers, public awareness, food security programs and advocacy on development issues |
| Period of occurrence | The time of year a hazard normally occurs. |
| Prevention | The activities designed to impede the occurrence of a disaster event and/or prevent such an occurrence from having harmful effects on communities and facilities. Usual examples are safety standards for industries, flood control measures and land use regulations. Other non-structural measures are poverty alleviation and assets redistribution schemes such as land reform, provision of basic needs and services such as preventive health care, and education. |

| Readiness | Group/community organization functioning as a system which is prepared for any hazard that is going to happen. |
|---|---|
| Resilience/Resilient | The capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing to reach and maintain an acceptable level of functioning and structure. This is determined by the degree to which the social system can organize itself to increase its capacity for learning from past disasters for better future protection and to improve risk reduction measures. |
| Speed of onset | Rapidity of arrival and impact. We can distinguish between hazards that occur without almost any warning (earthquake) and a hazard that can be predicted three to four days in advance (typhoon) to a very slow-onset hazard like drought and famine. |
| Survivability | To manage to stay alive or continue to exist, especially in hazard event. |
| Vulnerability | The degree to which an area, people, physical structures or economic assets are exposed to loss, injury or damage caused by the impact of a hazard. |
| Vulnerability Assessment | Identifies what people do in time of crisis to reduce the damaging effects of the hazard, and to secure sustainability of their life. |
| Warning | Signs and signals, including scientific and indigenous indicators, that a hazard is likely to happen. |
| Capacities | Refers to individual and collective strength and resources that can be enhanced, mobilized, and accessed, to allow individuals and communities to shape their future by reducing disaster risk. This includes prevention, mitigation, surviviality of the individual and readiness of the community. |
| Community Capacity Assessment | Identifies the strengths and resources present in individuals, households, and the community to cope with, withstand, prevent, prepare for, mitigate, or quickly recover from a disaster. Coping means managing resources in adverse situations. |
| Community Hazard Assessment | Defines the threats and understands the nature and behavior of hazards. The assessment brings out information on the characteristics of hazards, specifically warning signs and signals, forewarning, speed of onset, frequency, period of occurrence and duration. |
| Community Risk Assessment | The process of gathering all relevant data about the community, such as physical characteristics (e.g., location, area, natural resources, climate, etc.), demographic features, economic and sociopolitical aspects of the community, environmental problems, etc. and able to determine the nature and extent of risk by analyzing the characteristics of hazards, the degree of vulnerability and the capacity of the community. |
| Community Vulnerability Assessment | Aims to understand the complex combination of interrelated, mutually reinforcing, and dynamic factors. Vulnerability analysis is the process of estimating the susceptibility of "elements at risk" in the community to various hazards. |

## Session 3. Outcomes and outputs of the project

### 3.1.1 Session Objective
- To understand the outcomes and outputs of the project

### 3.1.2 Expected Outcome of the Session

By the end of the session, the participants should be able to:
- Explain, the overall understanding of program outcomes & outputs under DRR sector

### 3.1.3 Detailed Session

**Outcome 1: Increasing Disaster Resilience:**

- The facilitator explains the description of outcome 1 *"The vulnerability of the population to disasters and the number of victims and extent of damage caused by disasters are reduced by improving the disaster management system at the national, state and local levels"*
- Coordination between civil society and state institutions to develop disaster management plans and monitor their implementation at the state and district levels is regular and complies with legal rules.
- Risk management plans (implemented by disaster response teams, risk management committees and other civil society organizations, as well as public authorities and official control bodies at municipal and district level) will be implemented, inter alia, through appropriate infrastructure measures.
- In the target districts, particularly vulnerable households have increased their disaster resilience through self-initiatives, neighborhood assistance and increased use of existing government support services.

**Outcome 3: Improved Social Inclusion**

- The social and political participation of  marginalized groups on social problems (beyond food security and disaster prevention) and their use of corresponding government support services in the field of education, welfare and development has increased.
- Through exchanges and cooperation between the various commissions for the protection of minorities provided for in the Constitution (SC Commission, Mahadalit Commission, ST, Women and Minority Commission) and civil society actors, initiatives and networks in the project area, marginalized groups have improved access to government support programmes.
- Through intensive exchanges of organizations and advocacy groups of vulnerable and marginalized populations, these identify barriers to their access to education, welfare, and development programmes and develop tools to overcome the

**Outcome 4: Civil Society Learning Process**

- The work of various stakeholder groups in the areas of disaster preparedness and food security as well as social inclusion has been improved through systematic and regular exchanges at congresses, workshops, studies and further education programmes of specialist and higher education institutions, and channels for knowledge transfer are institutionalized
- Representatives  of participating NGOs and target groups are networked at national level with other relevant initiatives in the states (UP, Jharkhand and Chhattisgarh) and

at international level through triangular cooperation with actors in neighboring Bangladesh and Nepal and systematically exchange expertise

## Session 4. Outcomes and outputs of the project

Continuation of the previous session 3…

## Session 5. Networking and Dialogue

### Networking and Dialogue with the community
### 5.1. Session Objective

- To understand the concept and roles of Networking and Dialogue for DRR at Community, District, State and National level

### 5.2 Expected Outcome of the session

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

- Explain, the concept of Networking and Dialogues at Community, District, State and National level
- Strategies of networking and dialogue with DRR stakeholders at different levels

### 5.3 Detailed Session Plan

### Introduction

- Facilitator will ask participants to share their expectation on Networking & Dialogue in 3 words by giving their inputs on [www.mentimeter.com](www.mentimeter.com) after offering a code.
- A quiz will be conducted to test the Networking Skills of the participants (10 Marks)
- Facilitator will check if anyone is familiar with Networking and ask them to share their experiences, challenges, and best practices.

### What is Networking & Dialogue?

- Networking is a process of interacting with stakeholders for sharing information, resources and/or for advocacy related activities.
- Dialogue is a discussion with stakeholders to resolve common issues or to take joint initiatives towards achieving a common goal.

### Why we need Networking & Dialogue?

- Caritas India's BMZ Global Programme focusses to collectively work with a range of stakeholders (community, government, partners, corporates, networks, donors, etc.), all this cannot be accomplished without networking and dialogue.
- The BMZ Global Programme aims to contribute towards achievements of the Sustainable Development Goals 2 (Zero Hunger), 10 (Reduced Inequalities) and 13 (Disaster Resilience). This requires effective networking with stakeholders to work together in achieving the SDG targets.
- In addition to this the SDG 17 (Partnerships for the Goals) is focussed on strengthening the means of implementation and revitalizing the global partnership for sustainable development.

### How to do Networking & Dialogue?

- Two most important components for Networking & Dialogue are, well defined 1. Stakeholder specific Asks, and 2. Organization's Unique Selling Proposition (USP).
- The bottom to top Networking & Dialogue process need to be adopted at all the administrative levels (Community, District, State and National).
- The 4E GLOCAL approach enables a top to bottom stakeholder journey complimented by a bottom to top supporter journey.

- The Networking & Dialogue will follow 8 Steps through 4 Phases, 1. Stakeholder Assessment; 2. Defined USP & Asks; 3. Networking & Dialogue; and 4. Evaluation & Learning.

### Networking & Dialogue for DRR

- The Networking & Dialogue will look to analyse and strengthen the existing networks and stakeholder relation relations at all administrative levels.
- National Level – Sphere India, R&D, Academia
- State Level – Inter Agency Groups (IAG)
- District Level – Inter Agency Groups and local partners
- Community Level – Local partners and community

### Session 6:  Activities, Process and DIP

#### 6.1  Session Objective
- To understand and have clear process of activities implementation

#### 6.2   Expected Outcome of the Session
By the end of the session, the participants should be able to:

- Describe the process of activity implementation
- Implement as per the process described in the project proposal

#### 6.3  Detailed session plan
- Distribute handout which contained the list of activities mentioned in the budget to all the groups and discuss the same
- Ask if any of the group has any queries and need more explanation of the activities given in the list
- Ask the participant to describe how they are going to implement each of the activity given in the list
- Presentation on group work

#### 6.4  List of activities to be attached

| Sl. No | Activities | Process |
|---|---|---|
| 1 | Workshops and follow-up measures for municipal representatives* for planning, development, and approval procedures of DRR plans and their coordinated implementation with block and district administrations | |
| 2 | Coordination meetings at Gram Panchayat, block and district levels in Assam | |

| | | |
|---|---|---|
| 3 | Strengthening the Inter-Agency Groups (IAG) in all project regions at district level to train NGO personnel and coordinate coordinated response mechanisms | |
| 4 | Mapping of disaster risk areas at the district level and revision of DDMPs based on revised plans to implement prevention measures | |
| | Sub total 1.2.1.1 | |
| 5 | Subgoal 1.2. at the intermediate level: Risk management plans are implemented (by disaster response teams, risk management committees and other civil society organizations as well as government agencies and official control bodies at the community and district levels), including through appropriate infrastructure measures. | |
| 6 | Project Launching | |
| 7 | PDRA Participatory Disaster Risk Analyses are conducted at the community level for various disaster scenarios (Multi Hazard) and corresponding response plans are developed | |
| 8 | Preparatory training at panchayat level to provide orientation for the technical and methodological implementation of risk analyses and the development and implementation of DRR plans in line with government requirements | |
| 9 | Mobilization of village communities through public information campaigns | |
| 10 | Training task forces of volunteer emergency responders, climate change adaptation action groups and conducting annual emergency drills and providing equipment for emergency response. | |
| 11 | ICT and digitization of risk assessment and analysis | |
| 12 | Subgoal 1.3. at intermediate Level: Representatives of particularly marginalized groups participate in the various planning committees and in the implementation of the projects | |
| 13 | Capacity building and promotion of participation in DRR measures with representatives of particularly marginalized groups in special committees | |
| | Subtotal 1.2.1.2 & 1.2.1.3 | |
| 14 | Subgoal 1.4. at Micro-Level: In the target districts, particularly vulnerable households have increased their resilience to disasters through personal initiatives, neighbourhood assistance and increased use of existing government support services. | |
| 15 | Preparation of action plans at community and household level for individual protection of the basis of livelihood of particularly vulnerable families | |
| 16 | Identification and mapping of alternative options in agriculture and horticulture to protect the livelihoods of small farmers in the face of disasters and climate change | |
| 17 | Development of income alternatives in the non-agricultural sector | |
| 18 | Grants for exemplary model projects for on-farm innovations | |
| 19 | Grants for exemplary investments in model projects for alternative off-farm income opportunities | |
| 20 | Aid for innovative community measures to reduce disaster risks and increase resilience at household and village level | |

| 21 | Development of models for resistant rebuilding of houses or huts | |
| 22 | Staff and municipal representatives are trained on existing government support programs to be able to pass on relevant information to the general population | |

## Session 7: Participatory Disaster Risk Reduction

### 7.1    Session Objective
- To understand the concept on PDRA

### 7.2    Expected Outcome of the session
By the end of the session, the participants should be able to
- Explain, the concept on PDRA

### 7.3    Detailed session plan

### PDRA Concept
Participatory Disaster Risk Assessment is the first step towards designing interventions for reducing the vulnerability and enhancing capacities of target communities. The assessment aims to create basic understanding of

a) The community: number of households, social and economic status, its organization
b) Livelihood systems: key activities that people undertake for living and leisure.
c) Dependence on natural resources: linkage of livelihoods with natural resources, access, and benefit sharing
d) Profile of hazards: elements (natural, physical, social) that render livelihoods vulnerable, their trends, implications of their intensification
e) Current coping (short term) and adaptation (medium to long term) capacities: capacities (human and physical) that the community must deal with various hazards, and limits subsequent to which the hazard becomes a disaster
f) Factors limiting livelihood resilience: an understanding of reasons why the community is vulnerable and not able to cope with disasters
g) Intervention plans: what needs to be done to enhance capacities of communities to make them less vulnerable to increasing disaster risk, climate change and ecosystem degradation.

### PDRA Process
The PDRA process is therefore designed in three broad sections. The first section provides a context to the risk assessment through an understanding of the profile of the village, its inhabitants, and resources. Tools that are included in this section are
a) Village profile – enabling description of the broad geographical location and the governance systems.
b) Community profile – enabling description of demographic features, socio-economic status, and livelihood systems.

c) Ecosystem profile – enable description of the natural resource elements used by the villages within their livelihood systems and helps describe the availability, seasonality, and productivity of the natural resource asset base.

The second part of the tool pack focuses on the hazard and vulnerability assessment, and contains the following broad sections:

- Hazard and vulnerability profile – enabling description of livelihood elements at risk, trends and seasonality of disasters and climate induced risks.
- Capacity profile – enabling description of current coping and adaptation mechanisms including a focus on early warning systems and institutional arrangements that enhance readiness of the communities to disasters

The final section leads to the development of risk reduction plan and contains specific interventions needed for reducing vulnerability and hazard and enhancing capacities.

While participating in these exercises, people get a chance to explore, understand and draw lessons on various aspects of underlining risk and the concerned issue. It enables people to do their own analysis and develop their own points of view in a more informed way to reduce the risk factors for sustainable living. The exercises are designed in such a way that different kinds of data / information that is required for taking appropriate decision or to prepare plan of action for risk reduction and its measures, implementation, and monitoring, emerges through these discussions. As the entire process is participatory, people are aware why certain decisions are taken and take ownership of such decisions.

## STEP 1: VILLAGE PROFILE

A. **Landscape mapping - Respondent:** Elderly members of Village/ Panchayat/Region

B. Institutions mapping Respondent: Men and women who know about the various institutions and its function

## STEP 2: COMMUNITY PROFILE

A. **Social Resource Mapping-Respondent**: General community who knows well about their village

B. **Social Resource Mapping- Respondent**: Male and female (earning member) 18 - 55 years.

C. Credit mapping. - Respondent: Men and Women (earning members preferred) 18 – 55 Years.

## STEP 3: ECOSYSTEM PROFILE

A. **Resource mapping. - Respondent:** General community who knows well about their village.

B. **Venn Diagram**
   o  Venn diagramming is used to represent relationships between entities, including communities, resources, institutions etc.

- o Venn diagram in the present context will be used for stakeholder analysis, through showing graphical linkages between wetland (river, lake etc.) and its direct and indirect stakeholders.

C. **Seasonal Calendar for Resource availability- Respondent: General community who knows well about their village.**
- o A seasonal calendar is a useful tool to documents the flow of resources over a period and how resource collection changes over a season.
- o This information contributes to estimation of yields and contribution of natural resources to overall incomes of the communities.

D. **Natural Resources Transects.**
- Natural Resources Transect is a walk or series of walks across the village to assess the range of natural resources accessed by the village communities.
- Focal group discussions conducted during the geographical transect can throw important light on resource use, trends of productivity, problems limiting sustainable use and opportunities to promote the wise use of resources.
- Natural resources transect usually takes place walking across the village to all landscape features and field observations / discussions with the participating members. The recording of the observations should however be done along with the entire group.
- Consider the resources like manure heaps, straws etc used by the community

E. **Access and Control on Resources Respondent: Separately done with men and women and elderly persons.**

## STEP 4: HAZARD AND VULNERABILITY MAPPING

A. **Time and Trend Analysis for Hazard Profile.**

B. **Seasonality of Hazard. -Respondent:** Men and Women (Make sure that there is participation from elderly person).

C. **Time and Trend Analysis of Resource Vulnerability- Respondent:** Men & Women (Make sure that there is participation from elderly men & Women)

Timelines are an important source of information to highlight ecological, socio economic and / or institutional changes within a village.
- o Lake resources
- o Forest resources
- o Population
- o Migration
- o Agricultural Productivity

D. **Vulnerability Mapping (On Landscape map, Respondent: General community**
- o Which direction the flood/cyclone comes? (Applicable in case of flood and cyclone)
- o In how many houses water enters during hazard?
- o Mention the distance of the family and resources from the hazards.
- o Location of the family and resource (elevated and low lying)
- o Time of hazard (early morning, afternoon, evening, late night)
- o Show the location which is prone to flood/cyclone/epidemic/drought near to hazard.

- o  Please mention which of the families and resources are fully or partially hit by hazard.
- o  The catchment area in the village along with the areas from where hazard enters?
- o  Where the shops/markets are available? (no. of shops/market)
- o  Capture the institutional vulnerability and what are the elements which become defunct during disaster
- o  Capture the human relation/trust factor during disaster
  - E.  Mobility Pattern. -Respondent: To be conducted separately for adult male, female, boys, girls, pregnant women, physically challenged, elderly persons.

## STEP 5: CAPACITY PROFILE

- A.  **Coping Mechanisms- Respondent:** Community members (Please ensure to record the individual capacities of male, female, and children.
- B.  **Focus Group Discussion**
- **Family Readiness -Respondent:** Individual Families.
- **Community Readiness - Respondent:** PRI, General community (men & women) who knows the existing system on community readiness.
- DO'S AND DNTS.

## Session 8: Concept on Social Inclusion in DRR

8.      **Session objective**
- To understand the concept on social inclusion in DRR

**8.1     Session outcome**
- By the end of session, the participants should be able to explain the concept of social inclusion in DRR

**8.2     Detailed session plan**

The facilitator would explain what all about social inclusion in DRR is

The purposeful engagement and the participation in decision making bodies are the two key aspects in the people –led developmental actions. The BMZ Global Program has identified social inclusion as a cross-cutting theme in order to empower the community stakeholders towards inclusive Disaster Risk Reduction (DRR) measures and better socio-political participation.  By aiming at building the capacity of the BMZ Global Program team to follow and facilitate the inclusive approach at macro, meso and micro level, the session will deliver the following outcomes:
- -  Understanding on meaning and concept of Social Inclusion
- -  In-depth understanding on social inclusion in DRR
- -  Discussion on the strategies, process, and activities –Social inclusion
- -  Enable the team for incorporating a gender and social exclusion analysis into the assessment and management of risk situations.
- -  Derive action points on priorities of socially excluded groups in the DRR management programs during the selection and implementation process.

## A. Meaning of Social inclusion and exclusion

- **Social inclusion** is defined as the process of improving the terms of participation in **society**, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.
- Social Exclusion is a process that deprives individuals and families, groups and neighbourhoods of the resources required for participation in the social, economic and political activity of society as a whole
- Social exclusion describes a process by which certain groups are systematically disadvantaged because they are discriminated against on the basis of their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live.
- Discrimination occurs in public institutions, such as the legal system or education and health services, as well as social institutions like the household, and in the community' (DFID 2005). However, the degree of discrimination varies from one society to another, as do the forms that social exclusion takes.

## B. Excluded People
- Excluded from a livelihood, secure & permanent employment, earnings, property, land, housing education, and skill.
- People who have zero /poor access to basic amenities, entitlements
- Who are marginalized and restricted to participate in decision making and governance

## C. Domain of Social Exclusion
- Exclusion from Sources of Livelihood
- Exclusion from access to social welfare schemes /programs
- Exclusion from political organization and representation
- Family-and community-based Exclusion

## D. Forms of Inclusion
- Political Inclusion
- Economic Inclusion
- Inclusion in social service access

## E. Four attributes of inclusiveness
- Opportunity: should be created to earn a living and increase their income over time
- Capability: is the economy providing the means for the people to create or enhance their capabilities in order to exploit available opportunities
- Access: is the economy providing the means to bring opportunities and capabilities together
- Security: is the economy providing the people to protect themselves against a temporary or permanent loss

## 1. Social Inclusion in DRR

**Vulnerabilities and the people at Risk: -**The impacts of any disaster is not equally distributed over the population, since some groups of people are more vulnerable than others. Hence the most vulnerable people suffer the most from the disaster damages and have least capacities to resist and recover from the losses sustained from a hazard or other threat. Women and children, Persons with disabilities (PWDs) as well as the socially excluded people are most vulnerable

people in these hazards due to their high degrees of base vulnerabilities. When determining vulnerability by establishing the capability of these groups and their encompassing environment to anticipate, cope with, and recover from emergencies, it is important to consider the level of volatility and the potential rates of change that may exist.

- (How to conduct vulnerability analysis with focus on social inclusion and gender (facilitate discussions …)

- Mention how does the current Covid context is leading to multiplied vulnerabilities

## 2. Most Vulnerable People in Disaster

The women, children, PWDs and socially excluded groups constitute the most vulnerable segments of the society and are disproportionately affected by the negative impacts of any disaster. They have some additional vulnerability against different hazards and often remain 'invisible' in disaster reduction or emergency response programs.

Additionally, different marginal groups and people in very low earning households are rather prone to be in disaster as they are usually poorest amongst the poor; and more vulnerable amongst the vulnerable.
Some of these most vulnerable groups are:
- Children and Adolescents and Women (Including Female Headed Households, Victims of Domestic Violence, Pregnant and lactating )
- People with Disabilities (PWDs)\
- Religious Minorities Groups
- Trafficked Persons n HIV Positive Individuals
- Older Persons/ Elderly Citizens n Indigenous Minorities n Occupational Minority Groups and Very Poor/Homeless n Refugees
- Covid infected/affected people

## 3. Need and Steps to mainstream inclusion and gender in DRR project villages

- Inclusion analysis
- Gender gap analysis
- Children cantered DRR
- Preparation of inclusive DRR plan, PDRA
- Focus on WASH, menstrual health, education
- Inclusive VDMCs
- Engagement of CSOs, dialogues
- Participatory monitoring of DRR programs other developmental programs

## 4. Social Inclusion component in BMZ Program

**Objective 3.1.-Macro level-** Through exchanges and cooperation between the various commissions for the protection of minorities provided for in the Constitution (SC Commission, Mahadalit Commission, ST, Women and Minority Commission) and civil society actors, initiatives and networks in the project area, marginalized groups have improved access to government support programs.

| Activities | Process |
|---|---|

| | |
|---|---|
| Supporting government agencies and civil society organizations in reviewing and implementing the Inclusion Agenda to Promote Social Participation | |
| Joint fact-finding missions and recommendation reports | |
| Execution of fact-finding missions at district and Buindes state level and documentation of results on the situation of socially excluded social groups | |
| Joint seminars with government agencies and international NGOs/institutions to develop further measures to promote social participation and participation | |
| | |

**Objective 3.2-Meso level**-Through an intensive exchange of organizations and advocacy groups of vulnerable and marginalized populations, these identify barriers to their access to education, welfare and development programs and develop tools to overcome them

| Activities | Process |
|---|---|
| Training and capacity building for representatives of marginalized communities | |
| Executive training and capacity building for CBO representatives | |
| Promote joint reflection meetings and meetings between NGOs, platforms of marginalized communities and government offices in Odisha and Bihar | |
| Execution of fact-finding missions at community level and documentation of results about socially excluded social groups | |
| Seminars with government representatives, regional and international NGOs to discuss the problem of overcoming discriminatory practices within the caste system | |

5. **Micro level Actions**

**Integration of Social inclusion in following actions**

- Selection of villages
- Identification of community stakeholders/beneficiaries
- Formation of VDMCs
- PDRA- Social exclusion and disability mapping
- DRR –plan preparation
- Access to and utilization of resources
- Please add more specific points

**Session 9: General discussion**
9.      **Session Objective**

- To clarify any doubts from the last three-day training By the end of the session, the participants should be able to:

## 9.1 Expected Outcome of the session

By the end of the session, the participants

- Clarified all the doubts
- Gave feedback & suggestions for the improvement

## Session 10: Post Test of the training

## 10. Session Objective

To know the knowledge level on

- Concept on DRR. PDRA & terminologies used in Disaster Risk Reduction & Disaster Management
- PDRA
- Concept, outcome, strategies, and process of implementation

## 10.1 Expected Outcome of the activity

The participants should able to

- Use the apps for post-test training assessment

- Rate their knowledge level