

# Module 10



## Community Resilience Field Manual

### Community level

#### **Resilient Practices:**

Disaster risk reduction, social risk reduction, climate change adaptation, and sustainable livelihoods

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## INTRODUCTION TO THE SENDAI FRAMEWORK AND WORLD VISION TRAINING MODULES

The Sendai Framework for Disaster Risk Reduction 2015-2030<sup>1</sup> was approved at the Third United Nations World Conference on Disaster Risk Reduction, held from March 14 to 18, 2015 in Sendai, Miyagi (Japan). It is the successor instrument of the Hyogo Framework for Action (HFA) 2005-2015: Enhancing the resilience of nations and communities to disasters. It aims to guide disaster risk management in the face of the multiple risks to development at all levels of social organization, as well as across all governance and economic sectors. It proposes four priorities for action (inspired by the five priorities of the Hyogo Framework for Action), which are meant to guide activities to reduce risk and disasters on a global scale until 2030:

- **Priority 1: Understanding disaster risk.**
- **Priority 2: Strengthening disaster risk governance.**
- **Priority 3: Investing in disaster risk reduction for resilience.**
- **Priority 4: Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery, rehabilitation and reconstruction.**

With these actions, the goal is, by 2030, to achieve a substantial decrease in the losses associated with disasters in terms of lives, livelihoods, and health; together with the economic, physical, social, cultural and environmental assets of people, companies, communities and countries. Hazards, the exposure to these, and the vulnerability of people and assets that are exposed to these hazards, together form the cause of disaster. It is imperative to remember that disaster is always the result of the conjunction of these three elements. Within this framework, the notion of a “natural disaster” cannot exist: most disaster is really a “social disaster” with a “natural hazard” component.

The Sendai Framework proposes to achieve seven global goals by 2030:

1. To significantly reduce the global mortality caused by disasters and to reduce the global mortality rate caused by disasters per 100,000 people in the decade 2020-2030 compared to the period 2005-2015;
2. Significantly reduce the number of people affected by disasters globally, and achieve a reduction in the world average per 100,000 people in the 2020-2030 decade compared to 2005-2015;
3. Reduce the economic losses directly caused by disasters in terms of global gross domestic product (GDP);

<sup>1</sup> <https://www.unisdr.org/we/coordinate/sendai-framework>

4. Significantly reduce the damage caused by disasters to vital infrastructure and the disruption of basic services, such as health and education facilities, including developing their resilience;
5. Significantly increase the number of countries that have disaster risk reduction strategies at national and local levels;
6. Substantially improve international cooperation for developing countries through adequate and sustainable support that complements the measures taken at the national level for the implementation of this Framework;
7. Significantly increase the availability of early warning systems on multiple hazards, as well as information and assessments on disaster risk levels, and insure this is communicated directly to locals and other stakeholders.

According to the Sendai terminology, disaster risk management is the application of disaster risk reduction policies and strategies to prevent new disaster risks (prospective management), reduce the risks of existing disasters (corrective management) and manage residual risk (compensatory or residual risk management) thereby contributing to strengthening resilience and reducing disaster losses (Terminology, 2016<sup>2</sup>). The four priorities of the Sendai Framework, and therefore these educational modules, consider these three risk management measures.

The effective implementation of these actions must occur in the areas where people are at risk. As such, a global infrastructure needs to be deployed to allow for the measurement of progress at the local level, as was achieved with the HFA through the Global Network of Organizations for Disaster Reduction in their Views from the Frontline survey process during the first decade of the 2000's<sup>3</sup>. The network is currently working with other development and climate change networks to develop a bottom-up monitoring mechanism that measures local perceptions of progress among post-2015 global agreements (the Sendai Framework for Disaster Risk Reduction, the Sustainable Development Goals, and the Paris Agreement on Climate Change).

2 <https://www.unisdr.org/we/inform/terminology>

3 <http://www.gndr.org/programmes/vfl.html>

This training module is a tool for World Vision International community work to feed into this post-2015 Sendai Framework. Its implementation is focused on vulnerable communities in Latin America and the Caribbean, where a Diagnosis of Disaster Risk Reduction/Community Resilience has previously been made (see Community Resilience Field Manual module). Additionally, the modules recognize and are based on:

- (i) The capacity development approach for disaster reduction (CADRI)<sup>4</sup>
- (ii) Concept and practice of community resilience<sup>5</sup>

This module is organized in four parts, each one corresponding to one of the four priorities of action of the Sendai Framework. Additionally, this module is part of a collection of ten capacity building modules. The first four are defined according to the transition age ranges defined by World Vision for community training in the Sendai Framework and the last six according to different levels of government, community organizations, education, violence reduction and cross-cutting themes:

- (1) Children 6-11 years;
- (2) Adolescents 12-17 years old;
- (3) Young adults from 18 to 21 years old;
- (4) Adults 22 years and older;
- (5) Local Government;
- (6) National Government,
- (7) Urban resilience in Chronic Violence Situations,
- (8) Crosscutting issues (a) and (b)
- (9) Strategic guide for Disaster Risk Reduction in Schools
- (10) Field Manual for Community Resilience

4 <http://www.unisdr.org/cadri/>

5 <https://www.resilienciacomunitaria.org/index.php/en/> & <http://practicaresilientes.org/index.php/en/>

## Introductory note on the approach to community work

This module is presented as a tool for working in community training with application options in the general context of risk scenarios in Latin America and the Caribbean. It is important to note that “resilience” means “the ability of individuals, communities or nations to survive and thrive in the face of adversity”<sup>6</sup>.

The module has been designed and formulated thinking of the facilitators with previous experience in community development and who have known in detail the results of the “participatory diagnosis in community resilience” included at the end of this module.

The module does not describe in detail the Hyogo or Sendai framework of action, nor does it provide a thorough analysis of local risk and disaster management. It is considered that these aspects are essential for the development of the work and therefore it is assumed that a previous knowledge about these are fundamental to the achievement of the objective.

The proposed training approach recognizes the problem of disasters as an “unresolved development problem.” This falls under the precept that disasters are not a problem of nature per se, but rather an issue that concerns the relationship between the natural and the organizational, as well as the structure of society. Likewise, it recognizes that the modules are the cornerstone for the increase of awareness, being rooted in the understanding that the risk of disaster is not an independent problem, cyclical or exceptional, but, both in its causality as in terms of the real and viable options of being overcome, something that concerns society and development processes.

A concern in the development of this tool has been to not duplicate efforts already advanced in the region in similar or equivalent works. In this sense, part of the task has been to link and systematize previous efforts, creating a document that provides a thorough discussion on local risk management<sup>7</sup>. Finally, it is important to recognize the dynamic nature of risk and the processes that configure it. Thus, the modules must be taken as documents in constant revision and improvement, susceptible to changes arising from the implementation of these processes.

6 Definition contained in the Field Handbook on Community resilience

7 Particularly the work of the Latin American Network of Social Studies in disaster prevention – La Red. ([www.desenredando.org](http://www.desenredando.org))

CHILDREN, ADOLESCENTS AND YOUNG PEOPLE (BOYS) PLAY AN IMPORTANT ROLE IN ENCOURAGING AND GUIDING OTHER BOYS IN THEIR COMMUNITY TO BE LEADING ACTORS FOR RISK MANAGEMENT AND RESILIENCE IN CASE OF ADVERSE SITUATIONS.

### Module startup and completion assessment

This evaluation is done in writing and individually at the beginning of the module, the answers are collected and saved to be compared with the same questionnaire that will be redone during the closing of the module.

Questions can be modified before starting the module by the team of organizers or facilitators, however, it is important that the same questions be used to obtain as objective an appreciation as possible of the results of the training program.

#### Basic questions, answer false or true:

1. Disasters occur because of powerful or supernatural forces that act irremediably against humans (correct answer: false)
2. The situation prior to the occurrence of disasters is called "risk" (correct answer: TRUE)
3. Disasters occur as a result of unmanaged or poorly managed risks (correct answer: TRUE)
4. The risk issue is a problem only in the community that is affected by disasters (correct answer: false)
5. Vulnerability to threats or dangers is something created by nature (correct answer: false)
6. If the community knows the risk of disasters, if it is organized and everyone participates to reduce it, it is possible to avoid or prevent the next disaster (correct answer: TRUE)
7. If we know the risk of disasters, we are ready (correct answer: false)
8. The climate that is changing can increase the risk of disasters (correct answer: TRUE)
9. Action plans should be known to everyone in the community so that they can be executed (correct answer: TRUE)
10. An emergency plan tells us how to prevent the risk of disasters (correct answer: false)

FIRST SECTION:  
PRIORITY 1 OF THE  
SENDAI FRAMEWORK;  
**UNDERSTANDING  
DISASTER RISK**

## UNDERSTANDING THE RISK OF DISASTER

### I.1. Expected results of Section I

At the end of the implementation of section I, participants will have the skills to interpret the environment in which they live and understand the basics of risk, as well as access to information on risks and disasters. In addition, they will have developed communication skills to raise awareness through information.

### I.2. Main points to be discussed in Section I, Part I

- Knowledge of the environment and valuation of its elements
- Community Collective Memory Rescue
- Development of maps through social mapping applied to boys and girls
- Cause and effect relationships
- Importance of networks and communication
- Transmission and use of information
- Training and education processes for children as a key element in creating resilient communities

### I.3. Priority number I, a basic summary

Implementing Priority I requires, as suggested in the Sendai report:

- Strengthen technical and scientific capacity to leverage and consolidate existing knowledge, and to develop and implement disaster risk assessment methodologies and models, including vulnerabilities and exposure to all threats;
- Develop, periodically update and disseminate as appropriate, location-based disaster risk information, including the use of risk maps, among decision makers, the public and communities at risk of disasters, in a suitable format and using geospatial information technology;
- That there is a broader, more people-centered, preventive approach to disaster risk;
- Encourage the collection, analysis, management and use of relevant data and practical information
- Guarantee the dissemination of the information considering the needs of the users.

This would include: increasing knowledge and education, contributing to local development sector action planning, contributing to disaster preparedness, including early alerts for an effective response. A larger awareness campaign increases social demand, public accountability, and a political commitment to disaster risk reduction (VFL, 2009).

Community participation, including adolescents, in disaster risk reduction activities is a fundamental principle for increasing environmental awareness, not only knowing what can happen to be prepared, but rather to advance the fundamental purpose of risk management: to transform the conditions of risks into sustainability and to achieve community development.

Step 1. Understanding disaster risk is the first step in disaster risk reduction to increase community resilience in the face of disasters.

## Union creates resilience



## ENGAGING ON THE FRONTLINE TO ADVANCE THE RISK AND DISASTER REDUCTION IN OUR COMMUNITY!

In terms of our participation and awareness of sharing risk information at the local level, it is important that we reflect on the following questions as indicators of progress in this area.

- ☐ If ☐ No      Are community meetings held involving representatives from all sectors of the community, including children and other vulnerable groups, to assess the risk of disasters?
- ☐ If ☐ No      Does your community have early warning systems ready to raise awareness about potential risks?
- ☐ If ☐ No      Do children take or participate in diagnosing the risk of disasters in the community or school?
- ☐ If ☐ No      Are children involved in the establishment of early warning systems?

## I.4. Contents of Section I: Part I

This section considers as essential the motivation of the children in an experiential form. Also, the knowledge of the territory in which they live is key, as is the presence of the diagnosis of risk to disasters. The activities proposed below must be informed by the diagnosis in community resilience.

# SESSION PLAN:

## Activity I

### Components of participatory diagnosis of capacities and vulnerabilities

#### Duration

15 minutes

#### Description and Methodology

The purpose of this exercise is to help young adults in the community quickly understand what vulnerabilities, capabilities, causes and effects are. This is how the following simple definitions are used to the concept of resilience.

Vulnerabilities: Things that lead to the community one or more steps backwards Within the livelihoods (thematic areas) of the resilience wheel.

1. Human-Cultural
2. Financial
3. Health-Environmental
4. Socio-Political
5. Agriculture-food security
6. Physical-Structural
7. Science-Technology
8. Spiritual-Psychological

The purpose of this activity is to identify the vulnerabilities/impacts related to the specified key threats. To undertake subsequent activities, it is important for the community to have a clear understanding of how threats impact their lives: how they become vulnerable to a threat. Community members are asked to think about what happened when the last threat affected them, and what would happen if they hit them again, and try to identify as many vulnerability-related impacts as possible.

The capabilities: Those things that lead to the community one or more steps forward within one or more of the livelihoods (the thematic areas) of the resilience wheel. The capacities are factors of protection (mechanisms of adaptation and confrontation).

## Activity 2

### Community activities

#### Duration

10 minutes

#### Description and Methodology

In thinking about activities that can help develop capacities as adaptive mechanisms, it is important to consider traditional adaptation mechanisms and to try to identify ways to improve these adaptive mechanisms.

Consider the following three questions so that the community can diagnose how it faced disasters in the past or how it is currently facing a particular threat, and how it might face one in the future. The three questions are:

- Who is most affected by the threat (consider factors such as localization, livelihoods, and demographics); And how are these people affected?
- How do these people face the threat? What did the community do to survive the threat in the past? How did they change the way they live to survive?
- What could they do better to make sure that they will survive better in the future? What could they do differently?

## Activity 3

### Activities for children, adolescents and young Adults (boys)

#### Duration

10 minutes

#### Description and Methodology

Think about activities that can help identify community protection factors. The factors of protection are those things that young people, families and community members have, or that can be accessed by the community members, to mobilize the strategies of adaptation and confrontation of young people and their communities.

This approach in the development of protection factors is what distinguishes resilience activities from other activities that seek to address risk-related aspects. These activities should help communities identify the available protection factors.

The following are questions that can be explored to identify and develop protection factors:

- is the community focusing on young adults “at risk”?
- is the community focusing on addressing the needs of different age groups of children, adolescents and youth in times of transition and stress? e.g. Transition from primary to high school, or to puberty.
- Can the changes that lead to resilience be measured in the community based on evidence?
- Is there an approach to promoting support environments for children, adolescents and youth?
- Is there an inherent tendency in the community to try systematic (integrated) interventions?

## Activity 4

### Capacities as resources

#### Duration

30 minutes

#### Description and Methodology

This activity identifies community capacities/resources. It is explained that resources are the things that community members have, or that they can access, and that they can use to help themselves.

This activity should ask the community to simply provide a list of available resources.

- **Causes:** These are the reasons why the community is:
- **Vulnerable:** If we are referring to risk factors, or
- **Able:** If we are referring to the protection factors.

By using the impacts already identified, this exercise aims to identify the underlying causes of the impacts of danger, considering that “the cause” does not refer to how the threat began, but refers to the reason why the event is a threat for them. For example, the “original” cause of an earthquake is the tectonic plate movement, but the reason it poses a threat to a community is because it has unsafe housing, or because its inhabitants build on hillsides.

It is recommended that this activity be performed as a “problem tree” analysis activity, where the community can view the impact as the trunk of a tree and causes such as roots. In short, what makes the event become a threat to you? What are the reasons why it affects you? What factors determine the degree of exposure to a specific threat?

- **Effects** are the results or consequences that arise from the causes
- **Negative:** If we are referring to one or more risk factors
- **Positive:** If we are referring to one or more protection factors

*Note: The following definition is being used by the PRC of LACRO to describe resilience:*

The ability of an individual, group, community or society to anticipate, prevent, prevent, minimize, mitigate, withstand, absorb, recover, rehabilitate, rebuild, overcome and even be transformed by being exposed to an adverse event-i.e., impacts, stress factors, crises and/or adverse events-are of natural, social and/or socio-natural origin.

This definition can be applied to each of the following thematic areas associated with the multiple dimensions of resilience based on the following sustainable livelihoods: human-cultural, Socio-political, health-environmental, agriculture-security Food, economic-financial, physical-structural, technological-scientific and spiritual-psychological.

*Important Note: The next section that comes from COVACA (Capacity Assessment on Community Appropriation) can be used by adolescents, youth and adults.*

### Report on the basic facts about the Community<sup>8</sup>

1. Risk identification
    - Chronology of Disasters (group 1)
    - Food Calendar (Group 2)
    - Key changes (group 1)
    - Calendar of seasons (Group 2)
    - Health problems (Group 1)
    - Identify key risks (Group 1 & Group 2)
  2. Mapping vulnerabilities
    - Vulnerabilities/Impacts (Group 1 & Group 2)
    - Defense mechanisms (Group 1)
    - Causes (Group 2)
    - resources/capacities/identification of Community links (Group 1)
    - Prevention Systems (Group 2)
  3. Identification of the degree of promptness/mitigation activities, responsible parties
  4. Identification of the degree of speed/attenuation activities, responsible parties and time intervals (Group 1 & Group 2)
  5. Report on the previous year's activities
  6. Report on the COVACA process
- 
- 7 Previous summary of the structure of the tool for the activities of the COVACA (known by its acronym in English, participatory community diagnosis in vulnerabilities and capacities or community vulnerability and capacity assessment)

## Basic information

This component of the COVACA process requires filling in some basic information about your community. If you do not have access to all the information, you will be able to leave some of the blank points. On top of that, the supply of approximate numbers is acceptable: you don't have to be so precise if you don't have access to the exact numbers. This information does not need to be collected by the consultation group. You may fill out the form beforehand, either by yourself, or with the assistance of leaders/elders in your community.

The following information is required within that component:

- Community Name
- Community location
- Number of families
- Total population
- Number of adults of the male sex
- Number of adults of the female sex
- Number of widows/households supported by women
- Number of young children (and a definition of what is small children)
- Number of older men (and a definition of what is older)
- Number of older women
- Number of deficient (and a definition of what is deficient)

## Activity 5

### Introduction to Risk identification

#### Duration

10 minutes

#### Description and Methodology

The six activities below will make it easier for the community to choose what they judge to be the four most important threats.

If it were necessary for the reduction of time, the series of activities of “risk identification” could be eliminated, and the community should simply enumerate those threats that they judged to be the most important. However, those who were to use this approach should know that when we think about the usefulness of this series of activities, they are asked to enter the community which defined what are the four main threats to them, and only then were the Risk identification activities, and then volley their answers on the main threats identified.

What was identified was that, after the series of risk-identification activities were implemented, the communities altered their responses to the main threats. The risk of leaving this section on the outside is that communities could focus their energies by determining ways to mitigate threats that are not really their priorities.

#### Instructions:

1. Explain to the community that you will divide them into two groups. Once this division is made, they will go through a series of activities (do not tell them that the objective of the exercise is to identify disasters, because our experience has shown that, if you count in advance, activities are focused Exclusively in their perceptions of what is a disaster).
2. Explain to the community that a group will be called “Group 1” and the other “group 2”. If you prefer, you can ask them to give names to their groups once they are separated. Together with the other facilitating person, tell the groups which group will lead each facilitator. Tell the participants that each group will go through different activities at once, and then they will report to the other group after having gone through some activities.

3. Distribute participants in two groups. Try to ensure that the literate of the query group is equally divided between the two groups, and that the two groups have proactive members.
4. The activities will be applied in the following order:
  - o Chronology of Disasters (group 1),
  - o Food Calendar (Group 2)
  - o Key changes (group 1).
  - o Calendar of seasons (Group 2)
  - o Important Health problems (group 1)
  - o Identifying Key Risks (Group 1 & Group 2)
5. Divide the groups into two different spaces. Each facilitating person explains the first activity to their group.

**Recommendations:**

Do not distribute participants in groups until you have finished explaining the process. The formation of groups should be the last thing to do before moving the groups to execute the activities

## Activity 6

### The chronology of disasters

#### Duration

40 minutes

- 10 minutes for instruction,
- 20 minutes to talk about activities and dates,
- 10 minutes to set the time period

#### Description and Methodology

This activity allows us to remind participants of the disasters they have experienced in previous years. The chronology of disasters will also demonstrate the repeatability of some of these disasters and alert them to the increase in frequency. The goal is to collect information that can be displayed as they are exposed below.

#### Instructions:

1. Tell your group that you would like them to think about the disasters that they have already spent the past years.
2. Tell the group about the time it will be available to record information about previous disasters. Encourage to relate to disasters that have occurred in the last 30 years.
3. Let them know that they do not have to have the exact dates, and that setting an approximate period will suffice.
4. Establish input which were the most important events and when they occurred. Ask the group members to highlight the disasters that occurred during that period, with the approximate dates of each event so that the selected secretary within the group can score. Encourage the group to think about the most recent events first. Explain that they will have 15 minutes to record the information.
5. When groups have highlighted the events they remember, or time has expired, ask the Secretary to map those events on a timeline (10 minutes) on a large sheet of flipchart. Show how the timeline should be to the Group secretary.
6. To indicate these events, ask the clerk to use a word or two, or an appropriate symbol.

7. Once this has been done, ask the Clerk to show the timeline to the group, showing where and when each disaster occurred. Ask the group if that timeline covers all the disasters they can remember. If there were significant gaps in the timeline, ask the community to think about something that has happened in the period of those gaps.

### Key questions to ask:

- Could it be that some of those events had already happened before, and also happened afterwards?
- Besides that, would something else have happened in the same period? (For example, “El Niño” brought with it an increase in cases of malaria and other diseases, as well as soil erosion, etc.)
- Use This format: “Then, in.... You made...; And what happened next? “

### Recommendations:

- Communities always think less about the latest disasters and the disasters they may be experiencing today. It may be necessary for you to encourage the community to think about such events over the past 5-10 years.
- Make the community focus only on the disasters that affected your community. Focus them only in the main events.
- Don't let the group waste time arguing about exact dates. If they do not reach an agreement, ask them to write both dates.
- Be prepared to assist the Clerk in mapping events on a timeline.
- Make them understand that it is not necessary to place a different event for each year, and there is no problem in having several events the same year, because many times one event triggers another (as in the case of malaria).
- If the community is unable to provide the exact dates, each event may be recorded on a piece of paper by the clerk, and then placed in sequence on the timeline even without the dates.
- Periodically return to the events already reported in order to stimulate the memory and help to fill the gaps in the timeline
- Continually check and investigate to solve inconsistency problems

## Activity 7

# Food Calendar



### Duration

50 minutes

- 10 minutes for instructions
- 10 minutes to identify and list food
- 30 minutes to map amounts on the Flipchart



## Description and Methodology

The food calendar maps the foods that are produced and consumed during the 12 months of the year, including food from the region. This makes it easier for the community to identify the months where the food is scarce, but it also helps them to plan better for identifying which foods are available during the shortage periods, and then to better plan the storage and Rationing for the identification of which foods are available in the period preceding the period of scarcity.

At the end, the information will be presented in the following format:

Month of calendar year

[illegible]

**Instructions:**

- I. Explain the purpose of the food calendar.
2. Have the group identify all the foods they produce and consume, except for those they buy. Everything said by the different members of the group, will be annotated by the Secretary or secretary of the group in the format of the Flipchart, without being in the view of the group.
3. Encourage the group to also identify foods that are native or regional: this means what they do not cultivate in their orchards, but which can be found locally in nature, or in other nearby parts of their region. Mention them aloud so that the Secretary or secretary puts it in writing in the format of the Flipchart, without being in the view of the group.
4. Once the group has a large list of foods, show the format of the calendar to the community. Explain that the months should be recorded on the top line. Explain that the different foods are located on the left side of the format, in the first column.
5. Locate four stones. Make a circle on the ground. Explain that the 4 stones in the circle mean a lot of food in the month, while no stone means that there is nothing of that food in a month. At a lesser number of stones, there will be less of that indicator in a month. For example, using the “corn” indicator:
  - I. No stone in the circle means no corn in that month.
  - II. A stone in the circle means that there is little corn in that month.
  - III. Two stones mean a median amount of corn in that month.
  - IV. Three stones mean more than normal corn in that month.
  - V. Four stones in the circle mean a lot of corn in that month.
  - VI. Explain to the group that the months when they harvest most of the maize must have 4 stones and the same will apply for other foods.
  - VII. Ask the group to name someone other than the Secretary or secretary, facilitator and observer to be responsible for handing out the stones.
  - VIII. Explain to the group that they should choose a food, and then determine the availability of that food during the 12 months of the year.
  - IX. Explain to the Secretary that when the information is transferred to the sheet, it is important to do the following:
    - If for a certain month there are no stones (production) leave the picture blank
    - If you qualify with four stones, note in the corresponding box 4x
    - A stone equals X, 2 stones at 2x 3 stones at 3x.

**Key questions to ask:**

- Are there other foods available in that month?
- What do they eat in [mention a month]?
- Do you have other types of native or regional meals?
- What do they eat when the orchards do not produce enough food?
- Are these foods listed on the food calendar?

**Things to keep in mind:**

- Communities generally need a lot of encouragement to make known native and regional meals.
- Keep asking them about food they take from nature.
- When you are filling out the information, read about the food and not the month down.
- Some communities prefer to register directly on a sheet and not use stones in the process. Any form is acceptable.

## Activity 8

### Important changes

#### Duration

30 minutes

- 5 minutes for instructions
- 25 minutes to identify important changes

#### Description and Methodology

This activity seeks to identify important changes that have occurred in the place over time, which have affected the way the community lives, but are not normally identified as “disasters”, because they occur slowly. Many of these changes are environmental.

#### Examples can be:

- Decreased soil fertility (orchards do not produce as before).
- Fewer wild animals to kill to eat/minus fish than to catch it before.
- Less wild food available.
- The greater the population, the more pressure on the limited resources of the land.
- More erosion.
- Fewer trees to use as firewood/for construction.
- HIV/AIDS prevalence.
- Increase in the number of orphans.

#### Instructions:

1. Explain the purpose of the activity to the group.
2. Ask the group to think of major changes that have affected their community in the last 20 to 30 years.
3. Ask the group to list those changes that have occurred, for the secretary to write down.

Key questions to ask:

- What changes have happened that have hindered their lives?
- How has your environment changed?
- What's different today compared to 20 years ago?

Important changes that have occurred in your community over time

Important changes that have occurred in your community over time	Before	Ahora
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Recommendations:

- Traditionally, this technique has included communities to identify time frames within which changes have occurred.
- Experience has shown that many communities found this difficult to do and prefer not to put time frames on par with changes.
- The community can write positive and negative changes, but the emphasis is on the negative changes.
- In some areas, they have identified as a disaster, also a major change (e.g. increased malaria cases), “key changes” can also be noted.
- Let the community know that they can write any change they feel is important to them

## Activity 9

## Calendar of Seasons



### Duration

50 minutes

- 5 minutes for instructions
- 10 minutes to list important seasonal events
- 35 minutes to map amounts on the Flipchart



## Description and Methodology

The seasonal calendar helps the community identify aspects of the seasons that affect their lives. That is, things that do not happen all year round but only in a season or season. The community chooses the indicators it wants to show according to season, but the facilitating person provides examples to the community, verbally, to help them understand what this exercise is about.

The information will be presented in the following format.

**Instrucciones:**

month of a calendar year

[illegible]

1. Explain the purpose of preparing a calendar of seasons.
2. Provide the following examples of seasons, but do not write them down, go slowly for the group to write them all (try to make the community think about those seasonal indicators, which are important to them):
  - o Rainy season
  - o Drought
  - o Crops
  - o Crop sequences
  - o Temperatures
  - o Agricultural work
  - o Diseases affecting animals and plants
  - o Important human diseases
  - o Income
  - o Birth of children
  - o Expenses
3. Show the format to the community. Explain that the months should be entered along the horizontal or overhead line. The community can choose what month to start with (although most communities choose to start with January). Explain that the flags are located on the left side of the format, in the first column.
4. Explain the use of the stones, as was done in the food calendar. For example, use the "Rain" indicator:
  - o No stone in the circle means no rain in that month.
  - o A stone in the circle means little rain in that month.
  - o Two stones mean average rainfall in that month.
  - o Three stones mean more than average rainfall in that month.
  - o Four stones mean a lot of rain in that month.
5. Ask the groups to name someone other than the Secretary and the facilitating person to be responsible for handing out the stones.

6. For the calendar of seasons, explain to the clerk that when the information is transferred to the sheet, it is important to do the following:
  - o If for a certain month there are no stones (production) leave the picture blank
  - o If you qualify with four stones, write down in the corresponding box 4Xs.
  - o One stone is equal to 1 X.
  - o 2 Stones to 2Xs
  - o 3 Stones to 3Xs.
  - o If there were 4x in a certain frame, then use all the space.

**Recommendations:**

- All the diseases they mention should be included.
- All seasonal indicators (rain, drought, harvest, etc.) that the group mentions should be included in the calendar.
- The Seasons calendar may show predominant months or seasons.
- Start the year as it is used locally.
- If any inconsistency is detected, re-check the table with the group.

## Activity 10

### The timeline of disasters, food and seasons

#### Duration

30 minutes

If there were few threats/shock/disasters listed over the past 5-10 years, encourage the community to add some more recent events listed.

#### Description and Methodology

Use this opportunity to reinforce in the community the importance of mitigating disasters. Let them know that disasters are becoming increasingly common around the world, and that the forecast is that these disasters continue to happen more and more regularly and more severely, and that is why it is so important for the community to identify Ways to protect themselves against these disasters.

#### Food calendar (10 minutes)

Ask the Community:

- Does anyone have any questions or comments?
- Does anyone have anything to add?

Particularly, when you are making an introduction about the food calendar and the seasonal calendar, have the presenters understand that they do not have to refer to the food level available each month, but that they should only Mention each food and what to generally describe its availability (for example, "We have a lot of corn available between June and August, little maize in September and from there, there is only corn available in May").

Ask the community if there is any kind of wild food they consume that was not mentioned. Add any suggestions to the list.

Explain the importance of wild foods: Wild foods are well adapted to climate and local conditions, and therefore will not be so affected by adverse changes in conditions, as occurs with the first crops that are Planted in their orchards. The regenerative capacity of these plants makes them ideal not only in the provision of food while their orchards are not producing, but in other periods as well. Communities can even consider the cultivation of wild foods to ensure that there are enough wild foods during the period of scarcity.

Show the community that it is evident from the food calendar the period where there is less food available for the community. show that the food calendar also identifies the types of foods that are available during the scarcest periods, and therefore they should be planted in greater quantity, along with those available immediately before the period of scarcity, with that, one can plan the rationing and the necessity of an effective practice of Storage.

### **Recommendations**

Don't let the community waste time with long discussions on details of the availability of food over the course of the year.

### **Calendar of Seasons**

Make a correlation between the different elements of the indicators used in the calendar of seasons such as between rain and malaria, income and harvest, etc. Identify the most difficult periods of the year and confirm the information with the community.

## Activity 11

### Selecting Key threats

#### Duration

20 minutes

#### Description and Methodology

During the presentation, the facilitating persons must record all threats raised by the community to which they are exposed. At the end of the presentations, read this list aloud to the community, and explain that they will now choose the 4 threats they judge to be the most important to them.

The most likely threats to be on the visa Community list are:

- Soil degradation
- Earthquakes/landslide
- Floods
- Water shortage/drought
- Hunger/Food Insecurity
- Pests
- Fire
- Epidemics (including HIV)
- Malaria
- Conflicts

#### Instructions:

1. Request a clerk or assistant within the group, and then ask the community to say aloud to this person what threats they deem to be important for the clerk to write down in the Flipchart: Emphasize that we do not want them Repeat all the threats that were raised, but only those that they judge to be the most important.

2. Once that list is complete, if it exceeds 4 threats, ask the community to choose the 4 most important threats (those to which the community is most exposed; the most frequent or most serious). This can be done through group discussion, semi-quantitative method or the 10-seed technique. We suggest that you begin by eliminating those threats that agree not to be among the 4 most important, and then ask from among the remaining, which is more important, the second largest and so on. If the community does not reach a consensus, the facilitating person will have to vote. No threat should be included between 4 until there is more than 50% concordance between the community.
3. Clarify the community that they do not need to place in order the 4, but only select them.

### Recommendations:

- Encourage the community to think about all the threats that were enunciated (and that you just read). Sudden disasters are likely to be more prominent in community mapping, but some slower-manifestation threats may have a more devastating effect on the community.
- Do not allow the community to choose “Drought” as a key threat. Instead, ask them to identify why the drought, as an event itself, is a threat to them, that is, consider food insecurity, lack of water, soil erosion as well. Each one of these constitutes a key threat.
- If the community chooses “poverty” as a key threat, explain that poverty is a key contributor to vulnerability, but it is still not a threat.
- Explain to the community that “diseases” and “epidemics” are not key threats, but that they describe a specific health problem (i.e., malaria, HIV). Every health problem is a specific threat.
- Important to rescue the central idea: if there is no exposure to the threat there can be no risk or vulnerability in the face of this threat.

If in the attempt to choose the 4 key threats, the community remembers additional threats that have not been mentioned in previous activities or in the list of important threats, they can still be considered one of the four key threats. Simply add to the list of important threats that have already been identified by the community when it was lifted.

## Vulnerabilities, capabilities and defense mechanisms

Taking into account the 5 key threats already identified, the aim of these following activities is to think about early warning systems and activities that can be done in the community. You should take into account the information you can gather and organize in the tables titled " Natural/Social threat " and " diagnose vulnerabilities and capabilities, causes and effects what you will find in the next pages.

- Completing the Tables (briefly) – Group 1 and Group 2
- Early warning signs (group 1)
- Identifying Activities (Group 2))

### Show the community that:

- For the remainder of the COVACA process the community will only focus on the five threats identified by them.
- All the groups will run activities at once, and then they will report to the other groups.
- For this first exercise, they will be running the same activity, but addressing different threats. Then they will then join the other groups again and do a joint analysis of the first activity.

## Activity 12

### Early warning signs

#### Duration

1 hour, 10 minutes

- 10 minutes for instructions
- 60 Minutes to identify early warning signs

#### Description and Methodology

Make the community mouth their early warning signs, their responses to those signs, and identify ways to strengthen either the signal or the response to those signals.

**The information can be presented as follows:**

Threat

1. Description of signals.
2. How do you know when that threat comes?
3. How early is this signal given?
4. Action (s) taken in response to the signal
5. Can you strengthen the signal or the signal response?

#### **Instrucciones:**

1. Explain to the group that they have traditional ways by which they receive signals when a threat comes. Give the group an example that is applicable to your community.
2. Explain to the group that this activity is about identifying these traditional mechanisms, and whether there are more modern ways that the community can access to get advanced alerts from an imminent threat.
3. Give an example of a modern early warning system (such as radio announcements of a drought, or warnings in a nearby health clinic that there is a malaria epidemic in nearby villages).

4. For each of the threats identified, ask the community to answer the following questions:
  - What indicators or signals do you receive before the threat arrives?
  - How long is it between when they see the signal/receive the indicator and when the threat arrives? (each indicator for each threat will have a different alert time)
  - What do they do when they see the signal? What do you do to respond to the signal?
  - What do you do to protect yourself? How do you share information with others?
  - What can they do either to improve/strengthen the signal, or to improve/strengthen the response they take when there is that signal?

### Key question

What do they do in response to the signal before the threat arrives?

### Recommendations:

- The hardest part of this exercise is to make the group think about how they can strengthen the early warning signal. Spending time encouraging the group to think about what else they can do to realize that a threat comes.
- Monitor the group to ensure that they understand the need to declare what action they take in response to the signal (i.e., when they receive an indication that the threat is coming), not in response to the threat. This section focuses on what you do to prepare to prevent a risk, not what you do during the response.

### Presentations

Give 10 minutes for each presentation.

After each presentation, ask the community:

- Does anyone have any questions or comments to ask?
- Does anyone have anything to add?

# Activity 13

## Identifying activities

### Duration

- 1 hour, 10 minutes
- 10 minutes for instructions
  - 40 minutes for each group's work
  - 20 minutes for each group to see the work of the other group and add additional ideas

### Description and Methodology

Have the community collect all the information they have shared during previous activities in order to identify activities they can do using their own resources to improve their protection.

The information can be presented as follows:

Key threats	Potential solutions/ Mitigation strategies	Community activities
1.		
2.		
3.		
4.		
5.		

**Instructions:**

1. Explain to the community that this is the most important activity of the COVACA. Explain that the community has already done a lot of the work required for the last activity in its previous activities.
2. Explain that you are going to divide the community into two new groups, because each group has shared and learned different things in the past and will therefore have different information to contribute to that activity.
3. Explain that the new group 1 will go to analyze threats 1 and 3, and the new group 2 will go to analyze the remaining threats. Ask them to start each analysis on a new flipchart.
4. Tell the community that you would like them to think and write down about all the activities that can be done to better protect themselves from threats. That is, things that can be done to predict, prevent, prepare, deal with, react, and recover better from threats
5. Right away, ask the community to list all the activities they can do within their own resources to protect themselves against threats. Show the group that they have already done a lot of work showing that:
  - Group 1 already supplied many of the answers when they talked about defense mechanisms, and what could be done better.
  - Group 2 has identified the problems that need to be remade by identifying their cause.
6. Through the analysis of early warning systems, group 2 has identified ways for the community to anticipate when a disaster is yet to come, identifying what can be done to prepare for that disaster, and what can be done better.
7. Group 1 has analyzed what resources are available in the community to be used in order to improve their protection encourage the community to review the original impacts, to see if new ideas may arise on how to prevent, prepare or minimize such impacts. Divide the community into two new groups and ask them to discuss and gather information on these two issues.
8. Remember, activities identified can take the form of: Search for new information, creation of committees and community structures responsible for the activities of reaction and attenuation, strengthening of early warning signals – that is, Anything! When groups are finished, have them swap the papers where they scored all the information, and ask the other group to add activities that the other group may not have identified, always focusing on community activities.
9. Gather the groups again and ask the groups to present their conclusions. One representative from each group should present his group's findings on each threat.

Recommendations:

Take the community focus on the ideas that have emerged if possible in the last 4 activities, and individually address each of the issues raised in previous activities within the threats selected by them.

- Encourage the community to be very detailed. For example, instead of scoring 'improving farming practices', have them detail your answer: better diversity in the Plantío? Better seed quality? Better Land preparation? Etc.
- Have the group responsible for analyzing the food security problem carefully analyze the food calendar in order to determine how they can more effectively manage their food security (i.e., better rationing, Diversification in the Plantío, more intensive production of more resistant products, cultivation of available wild foods, etc.).
- Although the community may already be running some mitigation activities, ask them: how then can these activities be done in a better way? How can they encourage other members of the community to do that?

Natural/social threat (prioritizing in order of importance)

Threat Name	Frequency	Intensity	People affected	Who are the hardest hit?	How did that affect you?	What can be done beforehand to be prepared to face this threat?
1.						
2.						
3.						
4.						
5.						

**Diagnosing vulnerabilities and capabilities, causes and effects**  
community property of vulnerability or resilience

Sustainable livelihoods	Vulnerabilities	Capabilities	Causes	Effects
Human-Cultural				
Sociopolitical				
Environmental-Health				
Agriculture-food security				
Financial				
Physical-Structural				
Technological-Scientific				
Spiritual-Psychological				

**Risk maps**

Risk maps are associated with vulnerabilities, adaptive mechanisms, causes and effects, capacities and resources, and early warning systems that are visually communicated through paper illustrations for posters.

**Elaboration of the map (risk scenario)**

**Individual map**

This individual map consists of reconstructing the graphic representation they have on the territory. For the risk scenario, the following guidelines should be considered:

- What are the threats?
- is the community exposed to these threats?
- What can you see threatened?
- What are the existing vulnerability factors?
- How are these factors related?

At the base of the analysis of this scenario, we establish possible damages and losses, for this we answer:

- What are the losses and damages that can occur?
- How and to who would affect (damage and losses) in case of presentation?

## Collective map

The collective map consists of drawing the elements that we recognize from the territory, in various sheets of cardboard or newsprint, with the participation of all the attendees. The elaboration of the map has the information so far collected.

Steps:

1. To elaborate a preliminary design: houses, roads, crops, etc. with their respective conventions retaking the elements of all in the individual maps
2. Join several sheets of cardboard or newsprint and map the territory with the participation of all the attendants including the elements of threat and vulnerability.
3. Listed on one side of the map, the damage and losses and on the other the people who would be affected by those damages and losses

## Map Socialization

At the end of the activity will be a socialization where you will expose the maps made by adolescents, each explain why he made this map and what elements took into account for the elaboration of this.

It is recommended to place the maps in the classroom and leave them there for future work sessions.


## Color codes for risk maps and early warning systems

The concept is to declare a state of alert for taking precautions because of the likelihood of an adverse event occurring. These alerts are the announcements to the population to inform them about a situation of imminent risk with a detected evolution. The alert codes are:

- Green Alert level: When the expectation of a phenomenon allows the prevention of the appearance of an event that has a nature of risk for the population.
- Yellow alert level: When the emerging trend in the development of an event involves imminent risk situations and severe emergency situations.
- Red Alert level: When the phenomenon impacts a predetermined zone presenting adverse effects for people, places and things.

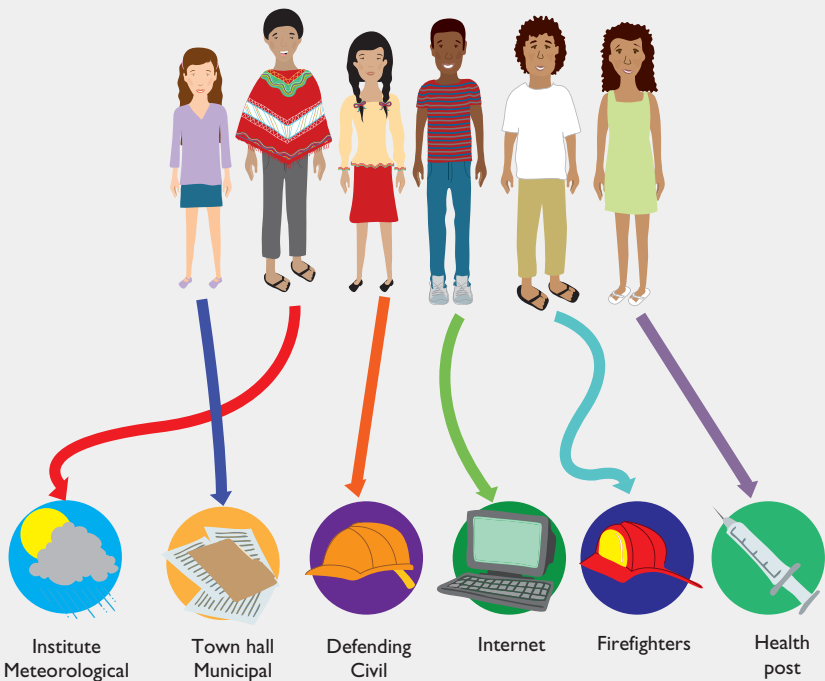
# Activity 14

## Reflection

 **Duration**  
10 minutes

### **Description and Methodology**

It concludes with a reflection on the part of the facilitating person on the commitment of local communities to make their own community diagnosis in vulnerabilities, capacities and threats-exposure in a participatory way, ensuring that young people They are the protagonists of their own diagnosis to guarantee the benefit to their communities.



## 1.5. Main points to be discussed in Section 1, Part 2

- Importance of networks and communication
- The transmission and use of information
- Education and communication as key elements for creating resilient communities

## 1.6. Priority I of the Sendai Framework, a basic summary

Implementing Priority I Requires: "The development of information socialization systems and services that allow access to it and its application. We suggest strengthening networks and promoting dialogue and cooperation between scientific and professional communities, as well as using standard terminology in the context of disaster risk reduction in educational plans and develop training and learning programmes on this subject at community level. " (ISDR, Words in Action)

In this regard, another important recommendation of the Views from the Frontline is: "Employing local knowledge of disaster risks to contribute to local programming and planning of major development sectors; Risk consideration should become routine in all development investment planning and scheduling" (Views from the Frontline, May 2009).

Awareness allows people to protect themselves in their daily lives and through their professional responsibilities. Understanding disaster risks and socialization and disseminating information also increases the effectiveness of early warning. Review: The first step in disaster risk reduction is to understand the risk of disasters

*Important Note: The following section can be used by teenagers, young people and adults.*

## ENGAGING ON THE FRONTLINE TO ADVANCE DISASTER RISK REDUCTION IN OUR COMMUNITY!

Some questions that we can ask ourselves in order to evaluate if our community is well informed about how to avoid and respond to a disaster:

- Si ☐ No ☐ Is key information about local threats and possible disasters effectively communicated to adults in the community?
- Si ☐ No ☐ Do adults learn how to prevent and manage or manage disasters in local schools or universities?
- Si ☐ No ☐ Do the adults in your community know enough about the possible risks of threats in order to respond in case of danger?
- Si ☐ No ☐ Are there awareness campaigns that teach adults how to take practical steps to protect themselves from the impact of threats?
- Si ☐ No ☐ Does the community know how safe school buildings are and what are the practical steps to take into account to ensure that any new and existing school is strengthened to provide protection from the impact of a threat?

*Important NOTE: It is recommended to use the most up-to-date version of Views from the Frontline (VFL), found on the Global network of Civil Society organizations web site for RRD <https://www.gndr.org/programmes/vfl/itemlist/category/168.html> . As of this field Manual, the most up-to-date version is the VFL 2019 <https://www.gndr.org/programmes/vfl/vfl-2019.html> .*

## 1.7. Contents of section I (Priority I of the Sendai Framework): Part 2

The exercises proposed for this priority seek to reinforce the idea in the young people that the risk of disasters is a social construction (result of a social process of accumulation of conditions of threat, exposure and vulnerability in the territory) and that the Knowledge of the same is vital for the intervention, as is the dissemination and use of this knowledge for the benefit of the development of the community.

### Duration

3:25 hours

## SESSION PLAN:

### Activity I

## Greeting

### Duration

15 minutes

### Description and Methodology

The auditorium is organized in a circle. The new assistants are welcomed, and a short presentation is made. The facilitating person voluntarily requests that they help you to summarize the previous session.

## Activity 2

### Raising awareness of the need to reduce the risk of disaster

#### Duration

30 minutes

#### Description and Methodology

Based on the analysis of capacities and opportunities made at the end of section 1, each group should develop an awareness strategy for a sector and/or actor of their choice in order to inform them about the level of risk to which they are exposed and raise awareness of the importance of acting to reduce risk. The strategy should consider gender aspects and alternative and creative forms of communication.

## Activity 3

### Presentation of the Strategy

#### Duration

35 minutes

#### Description and Methodology

Each group presents its strategy in plenary and proposes a collective dialogue to analyze the feasibility of the options presented, it is suggested the conformation of a “communication committee” among the attendees and is encouraged to plan and implement the strategy of greater probability of success.

## Activity 4

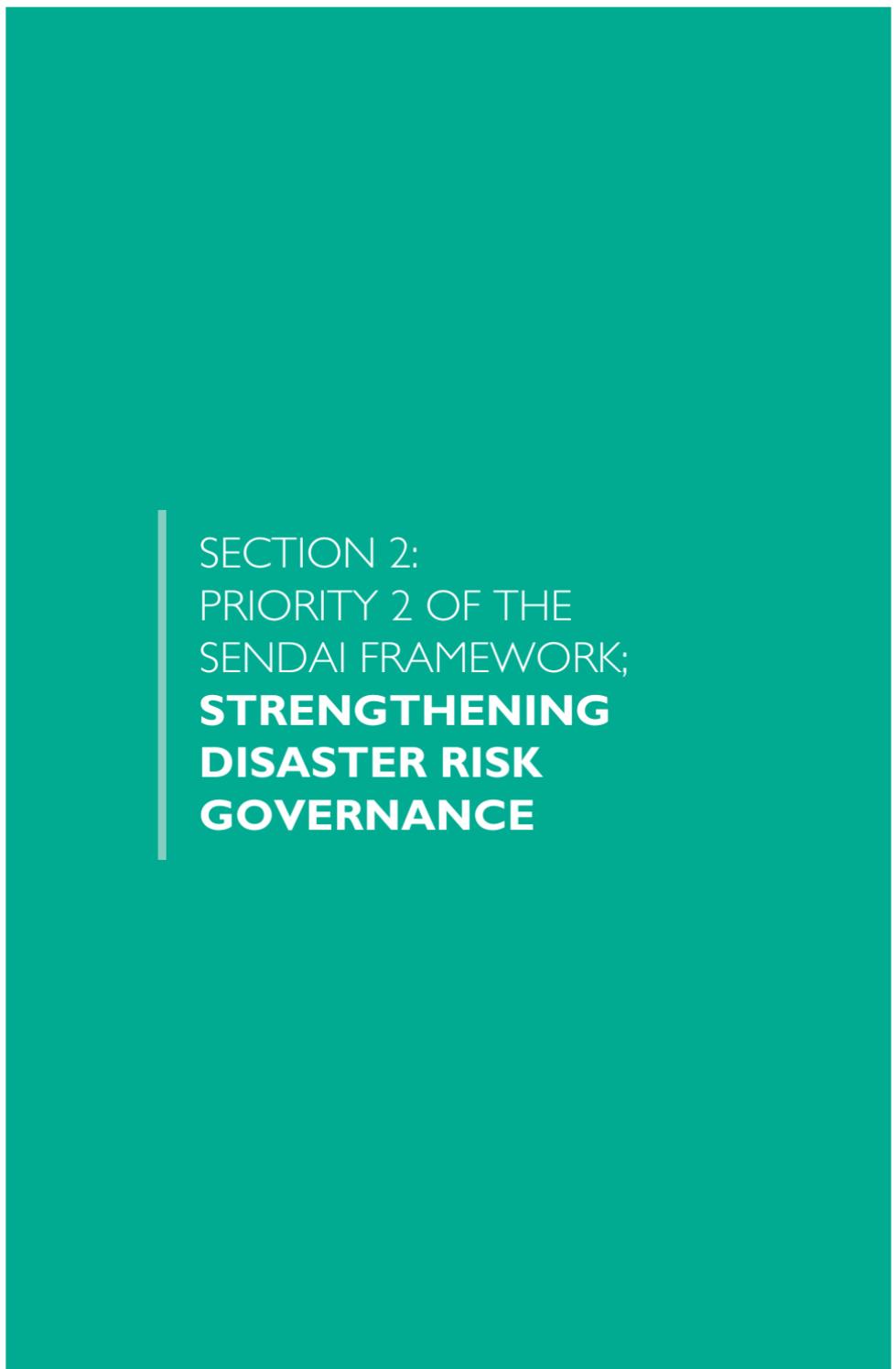
### Closing activity

#### Duration

15 minutes

#### Description and Methodology

The facilitating person closes the session by reinforcing the importance of using knowledge, innovation and education as a means to create a culture of security and resilience in all actors and sectors.



SECTION 2:  
PRIORITY 2 OF THE  
SENDAI FRAMEWORK;  
**STRENGTHENING  
DISASTER RISK  
GOVERNANCE**

# STRENGTHENING DISASTER RISK GOVERNANCE FOR RESILIENCE

## 2.1. Expected results of Section 2

At the end of the implementation of section 2, attendees will be sensitive to the issue of risk and disasters proactively and will be able to understand the importance of teamwork and community organization as a first step for their resolution.

## 2.2. Main points to be discussed in Section 2

**First step.** The main idea is to strengthen DRM (Disaster Risk Management) through the implementation of Sendai and sustainable livelihoods, contributing to improve the quality of life of the community. The second step in achieving this is to strengthen governance.

## 2.3. Priority 2 of the Sendai Framework, a basic summary

One of the guiding principles of the Sendai Framework is the primary responsibility of States to prevent and reduce the risk of disasters, with the participation of the whole society and all the institutions of the State. To effectively implement priority 2, it is necessary to strengthen disaster risk governance, including national platforms, which involves planning on the issue that provides budgets aimed at reducing the risk of disasters.

This module recognizes as a fundamental problem the existence of a significant gap between policies at the national level and what really happens at the local level in terms of the structural changes that are expected from its implementation, changes that should be seen in the lives of people exposed to risky situations. This concern has been expressed in the evaluative document called “Views from the Frontline”<sup>48</sup> Developed by the Global Network of Civil society organizations for disaster risk reduction: “Policies formulated at the national level are not generating widespread structural changes in local practices.” (Views from the Frontline, May 2009).

The participation of the whole community, men, women, children, adolescents and youth as individuals on the frontline, in decision-making for the reduction of the disaster risks to which they are exposed. It requires the adoption of specific policies, the promotion of concerted action, the strategic management of volunteer resources, the allocation of functions and responsibilities, and the delegation and transfer of the necessary authority and resources.

In this sense, the module promotes the improvement of the capacities of civil society including children, adolescents and young adults for their participation in disaster risk reduction actions that are implemented in their communities, as well as monitoring the progress that is achieved at the local level. To this end, it proposes the reflection at the beginning and at the end of the module, around a series of indicators, posed in the form of questions.

## ENGAGING ON THE FRONTLINE TO MOVE TOWARDS RISK REDUCTION AND DISASTER IN OUR COMMUNITY!

The “Views from the Frontline “ project has built some indicators that help the community, including children, adolescents and youth, to monitor the progress in risk reduction and disasters related to this priority of the Sendai Framework:

- If ☐ Not ☐ Does your community have well-organized groups or committees ready to decide what to do in the event of a disaster?
- If ☐ Not ☐ Are members of your community, including boys, aware of your rights and the Government's legal obligation to provide protection against the risk of disasters?
- If ☐ Not ☐ Does your community have access to financial or physical resources from the local government to reduce the impact of a disaster or to help recover from a disaster?
- If ☐ Not ☐ Are community representatives, including boys, provided with training on how to reduce the risk of disasters and how to respond in the event of a disaster?
- If ☐ Not ☐ Do the schools and hospitals in your community have functional (operational) committees that plan and carry out disaster prevention measures, as well as disaster response preparedness?
- If ☐ Not ☐ Does your community have children's' or young adults' groups and organizations that are actively addressing issues related to risk reduction and disaster?
- If ☐ Not ☐ Are the voices of boys in your community heard in speech and decision making processes about what to do to reduce risks and disasters?

## 2.4. Contents of Section 2 (Priority 2 of the Sendai Framework)

The wheel of resilience for the exercise of the “union leads to resilience”. This consists of a 1.8-metre-high metal rod welded to a bicycle wheel. It also requires 8 or 16 elastic or rubber cords (bungi) that will represent The 8 or 16 thematic areas of sustainable livelihoods (the brown rays in the resilience wheel).

### Duration

3:30 hours (max.)

## SESSION PLAN:

### Activity I

## Welcome opening and greeting

### Duration

10 minutes

### Description and Methodology

- Welcome.
- Presentation of Objectives

## Activity 2

### Exercise on community resilience (Part one: The three sources of resilience)

#### Duration

10 minutes

#### Description and Methodology

It begins by talking about a definition used by the PRC of LACRO to describe resilience:

The ability of an individual, group, community or society to anticipate, prevent, prevent, minimize, mitigate, withstand, absorb, recover, rehabilitate, rebuild, overcome and even be transformed by being exposed to an adverse event-i.e., impacts, stress factors, crises and/or adverse events-are of natural, social and/or socio-natural origin.

This definition can be applied to each of the following socio-thematic areas to the multiple dimensions of resilience: human and cultural, social and political, health and environmental, agriculture and food security, economic and financial, physical and structural, technological and scientific and spiritual and psychological.



Each member of the group is then invited to talk about their own interpretation of resilience. The auditorium is organized in a circle, every girl and every boy mentions her name and then chooses an option to form 3 groups: (i) we have (ii) we are, or (iii) we can (encourage the three options to be as possible with the same number of boys/girls. These are names that affirm value to the members of the group.

The facilitating person should reflect on the reason for the names, which are the 3 sources of resilience.

Remark: You can also choose to organize the differentiated groups by sex. At the end of the session will be verified the group with the highest score. The change from one group to another is possible, but with clear rules that must be defined by the facilitating person.

### **I we have**

- People who are around us, who we trust and love unconditionally
- People who set limits for us to stop before there is any danger or problem
- People who teach us to do things right through their actions.
- People who want us to learn to do things on our own.
- People who help us when we are sick, in danger or when we need to learn.

### **2 we are**

- People that others can love and want
- Happy to do good things for others and show our concern
- Respectful of ourselves and others
- People willing to be responsible for our actions
- Safe children that everything will be okay


### **3 We can**

- Tell others about things that scare or bother us
- Finding ways to solve the problems we have
- Control when we want to do something that is not right or dangerous
- Know when it's time to talk to someone or when it's time to take some action
- Find someone when I need it

After the reflection, the second part of the exercise on community resilience is completed.

# Activity 3

## Exercise on Community resilience (second part: Dynamics of the Resilience wheel)

 **Duration**  
20 minutes

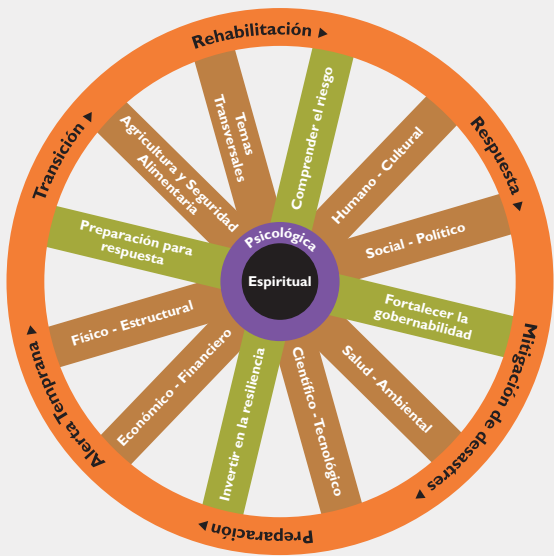
 **Description and Methodology**

Sensitization to risk management. Reflection on the importance of teamwork to solve common problems, teaching the value of solidarity and mutual support.

**Exercise on the importance of cooperation and organization**

Children are asked if they know what “disaster prevention” is, the same exercise is repeated for group representation.

The central idea of the session will initially be shared: it is very important that the community is able to prevent the next disaster; They are asked if they would like to help prevent disasters in the community; It is then mentioned that in order to achieve this, there must be an organization, and each one must participate from its capacities and strengths that are contained in community resilience.



Then the following exercise is carried out:

Each child is asked to choose to be one of the 8 or 16 thematic aerials of sustainable livelihoods (the brown-colored rays on the wheel of resilience). Each child places his/her cord on the bicycle wheel as if it were lightning that collectively form a complete bicycle wheel. They are asked to start rotating all at the same time to move the resilience wheel together evenly and neatly. Each child has to comment on how this area is chosen in the life of the community, indicating whether it is better or worse than last year.

They keep walking in a circle in an orderly fashion. One of the children is then asked to choose a “danger” and to try to create disorder in the order of the resilience wheel (for example, stopping, trying to walk to the opposite direction or walking slower than the rest of the group).

Finally, one of the children is asked to comment what is the lesson of the exercise? (The union makes resilience, only with group work can the wheel rotate in an organized way; the community symbolizes it).

It is recommended to start the exercise by showing the wheel of resilience without the rays, noting that only with the presence of the rays (which represent the sustainable livelihoods of the community), it can work.



SECTION 3:  
PRIORITY 3 OF THE SENDAI  
FRAMEWORK;  
**INVESTING IN DISASTER  
RISK REDUCTION FOR  
RESILIENCE**

# INVESTING IN DISASTER RISK REDUCTION FOR RESILIENCE

## 3.1. Expected results of Section 3

At the end of the implementation of section 3, the participants will have general elements to understand the advantages of using and managing the so-called capitals or assets of sustainable livelihoods in an integrated and sustainable way, integrating strategies for the prevention and reduction of risk and disasters. The 8 or 16 thematic areas of capital or assets in sustainable livelihoods are: human-cultural; health-environmental environment (including ecosystems and natural resources); agriculture-food security, socio-political; economic-financial; scientific-technological; physical-structural; and spiritual-psychological. These contents should be previously reviewed by the facilitators, in order to provide an adequate explanation to those who participate.

## 3.2. Main points to be discussed in Section 3

- Global climate change and what can be done from the community
- Reducing risk improves community quality of life
- By increasing the asset or capital base and improving sustainable livelihoods, the community can reduce risks and develop capacities and competencies in resilience
- How the assets or capitals of sustainable livelihoods relate to community resilience
- Cause and effect relationships (refer also to causes and effects in Priority 2)

## 3.3. Priority 3 of the Sendai Framework, a basic summary

Implementing Priority 3 requires among other things: To reinforce the sustainable use and management of ecosystems and to implement integrated approaches to environmental management and natural resources that incorporate disaster risk reduction. Fostering a culture of maintenance; and taking into consideration the economic, social, structural, technological and environmental impact assessments. Promote,

as appropriate, public and private investments for disaster resilience, in particular through structural, non-structural and functional measures for the prevention and reduction of disaster risk in vital facilities, Particular schools and hospitals and physical infrastructure; Improved construction from the outset to withstand threats through appropriate design and construction techniques that include the principles of universal design and the normalization of building materials.

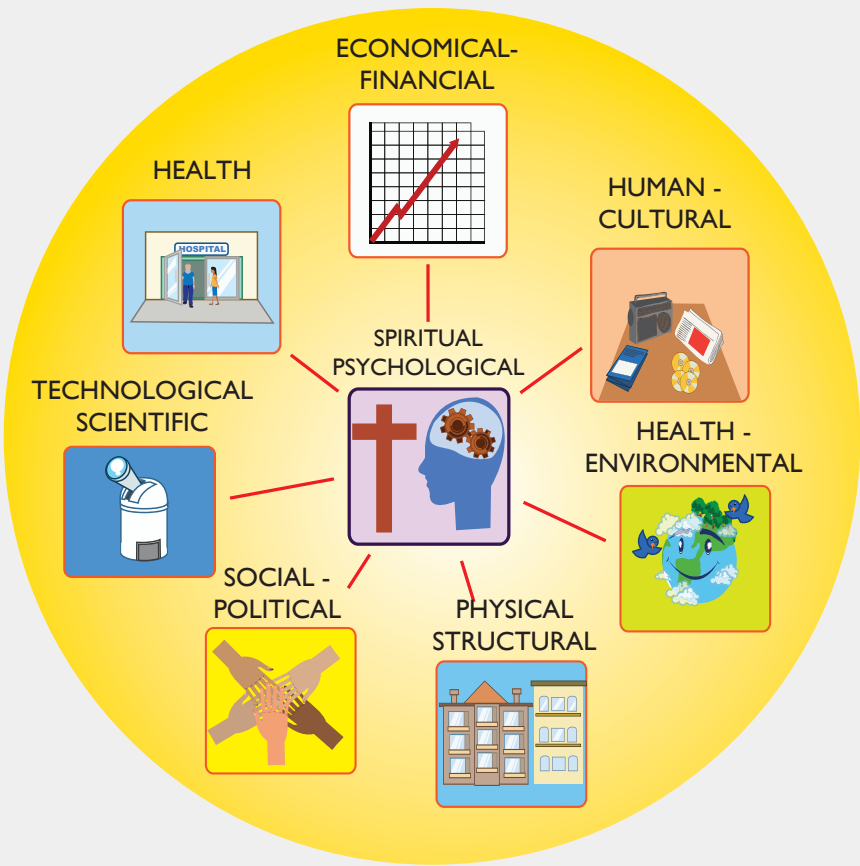
This module recognizes as a fundamental theme from the fourth result of Views from the Frontline : “Climate change creates a need, but it also provides an opportunity to address underlying risk factors, raise external resources and a political commitment to create resilience” (Views from the Frontline , May 2009).

Several national reports related to the Views from the Frontline (VFL) highlight climate change as one of the interrelated problems perceived at the level of households interacting with food security, poverty and well-being. (...) “The review found that opportunities are being lost to ‘reconstruct in a better way in post-disaster recovery’; On the other hand, “very little progress has been made in understanding the different vulnerabilities and characteristics typical of groups mostly exposed to risk, such as women and children.”

Indeed, the level of risk is conditioned by processes, often related to development, that can increase levels of exposure and vulnerability or reduce capacity, these are the so-called underlying risk factors (Sendai, 2016); Climate change is not the only underlying risk factor, so disaster risk reduction is not reduced to management for climate change reduction. There are actions for the reduction of risks that must be promoted at the community level, in addition to the collective actions at higher levels.

The third step in disaster risk reduction is to invest in disaster risk reduction for resilience at the local and communal levels.

# Sustainable Livelihoods



## ENGAGING ON THE FRONTLINE TO ADVANCE DISASTER RISK REDUCTION IN OUR COMMUNITY!

Some questions that we can ask ourselves to assess the local advancement in terms of our social, economic, environmental, and land use conditions related to disaster risk reduction are:

- If ☐ No ☐ Do your community's agricultural practices aim to protect the environment?
- If ☐ No ☐ Are the people in your community, including children, adolescents and youth, trying to adapt to future changes in climate and weather?
- If ☐ No ☐ Does your community have enough food reserves to be used in emergency times?
- If ☐ No ☐ Are vulnerable groups (such as the poor, women, seniors and people with disabilities) having access to basic social services during and after a disaster?
- If ☐ No ☐ Are community-based savings and credit plans available to vulnerable groups?
- If ☐ No ☐ Do people in your community, including children, adolescents and young people, have a high level of economic activity and work to help reduce the poverty of vulnerable groups?
- If ☐ No ☐ Does your community including children, adolescents, and youth, participate in planning for local development (including how land should be used)?
- If ☐ No ☐ Does your community comply with recommended standards so that all buildings are disaster-resistant?
- If ☐ No ☐ Does your community have the ability to build and maintain community facilities such as water supplies, pathways, health centers, and evacuation centers?
- If ☐ No ☐ Were the community's children, adolescents and young people effectively communicating the key information on local threats and possible disasters?

### 3.4. Contents of Section 3 (Priority 3 of the Sendai Framework)

This section identifies the key actions that must be carried out for the risk scenario and analyzes who should carry them out, investigating social actors (individual and collective) involved in disaster risk management.

#### Duration

3:20 hours

## SESSION PLAN:

### Activity I

#### Greeting

#### Duration

10 minutes

#### Description and Methodology

The greeting is made taking into account the presentation of new participants in the program. Volunteers are again invited to remember the agenda and the conclusions of the previous sessions.

## Activity 2

### Introductory presentation: reducing underlying risk factors

#### Duration

20 minutes

#### Description and Methodology

The facilitating person recalls the scope and purposes of this action priority. The presentation is set with the ideas already shared on the social character of risk, its linkage with the well-being of the population and the need to address risk management as an integral development strategy and not as an independent sectoral issue.

## Activity 3

### Collective reading on climate change

#### Duration


15 minutes

#### Description and Methodology

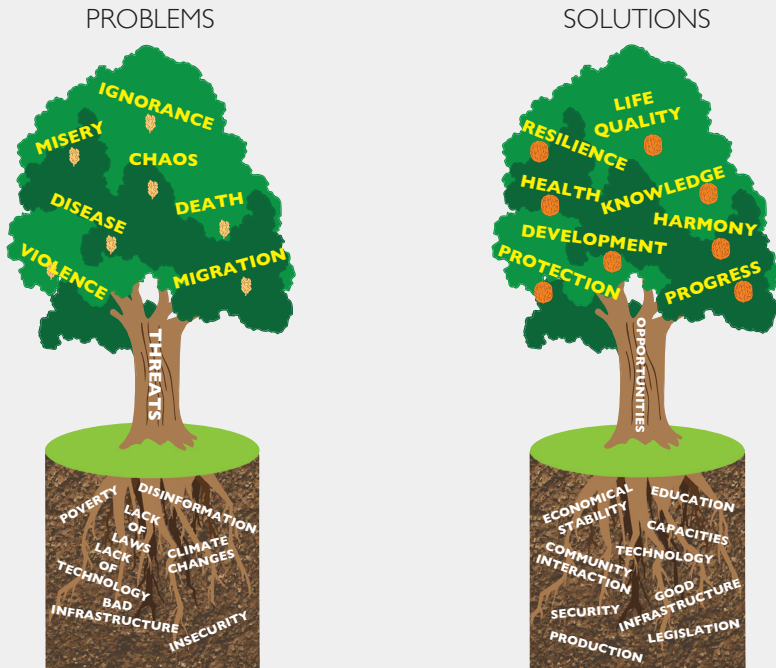
The reading on climate change proposed by the ISDR is carried out in the booklet number 1 that accompanies the Riskland board game then proposes a reflection on reading from the same questions of the previous year: What is climate change? What can we do to create community assets or goods from the larger, broader, and more diversified sustainable livelihoods to reduce the effects of climate change on the community?

## Activity 4

### Analysis of critical points

 Duration

4 hours



### Description and Methodology

Critical-point analysis – Use the current problem tree analysis as a guide if possible or if it comes to the case. For example, if the central problem is already known, and secondary problems are also known, then validate this information through this exercise. Then determine or ensure the original causes and effects related to the central and secondary problems.

Problem tree analysis is based on the premise that you can identify a tree by its fruits. As the Bible indicates, no grapes are collected from the brambles, or figs from thorns. (Luke 6:43-44) A healthy tree produces good fruit, and a sick tree produces bad fruit. A good tree cannot produce bad fruit, and a bad tree cannot

produce good fruit. So every tree that can't be healed to produce good fruit is cut and thrown into the fire. In short, the way to identify a good or bad tree is through the type of fruit it produces. (Matthew 7:17-20).

The basis of the critical point analysis (as defined by the following paragraphs) is to determine both "Positive" critical points as "negatives", which is extracted from the analysis of the problem tree. It is thus, as the analysis of the problem tree should not focus on determining what makes a tree (metaphor of the community) but rather what the community can do to transform a sick tree into a healthy tree that bears good fruit. The tree is a metaphor for the transformation we want to see in determining both positive and negative critical points. In doing so, we help create an enabling environment that will lead to a resilient community.

Definition of the original causes of the central problem (based on the results of the diagnosis in community resilience)

### Activity:

3 "x5" coloured note cards are distributed to all participants. Each participant is asked to choose a color that corresponds to the topic that this considers to be the central problem. There are 8 possibilities based on sustainable livelihoods (thematic areas) of the resilience wheel. The color-coded 3 x 5 note cards correspond to the thematic area associated with what participants believe to be the central and secondary (associated) problems:

- 1-Human-cultural Color
- 2-Socio-Political Color
- 3-Health-environmental Color
- 4-Agriculture – food safety
- 5-Economic-financial
- 6-Physical-structural Color
- 7-Technological-scientific Color
- 8- Spiritual-psychological

Thus, once all the cards are tabulated, it is possible to quantify statistically three things:

**1. The Central problem:**

What the community considers the central problem (and associated secondary problems) according to the sustainable livelihoods (thematic areas) of the resilience wheel.

**2. Negative critical point:**

Taking into account the thematic areas of the resilience wheel areas as a reference, what is the root cause of the problem that is causing the community to experience one or more risk factors (i.e. vulnerability and/or exposure to hazards)?

**3. Positive critical point:**

On the other hand, what is, or are the positive and major adaptation and confrontation strategies to counteract the negative critical point and help the community recover from the adversity (s)? How will the community deal with the primary root causes of the problem through one or more of several protective factors to prevent, mitigate, or exceed the risk factors?

**The positive critical point should be defined for both:**

- a. The thematic areas of sustainable livelihoods (see brown rays in the resilience wheel) and
- b. The thematic areas of Sendai Framework (see green rays on the Wheel of resilience) of the Wheel of resilience.

## Activity 5

### Final Reflection

#### Duration

10 minutes

#### Description and Methodology

The closing and final reflection is done around the transcendence of reducing and controlling disaster risks from various sectors and areas and the need to stimulate alliances and synergies among all stakeholders and sectors involved. In this strategic axis, other axes or priorities of the Sendai Framework converge.

Before the end of the session, the lessons learned are reviewed: (i), the risk of disasters increases as a result of climate change, (ii) Risk reduction actions should be planned and it must be clear who should implement them, (iii) plans for action should be disclosed so that it can be implemented.



Finally, it is mentioned that moving from risk knowledge to reduction implies the planning and coordination of actions. Increasing disaster preparedness is the fourth step in risk control in the locality, contributing to the increase in the resilience of the community in the face of disasters.

SECTION 4:  
PRIORITY 4 OF THE SENDAI  
FRAMEWORK;  
**INCREASING DISASTER  
PREPAREDNESS FOR AN  
EFFECTIVE RESPONSE**

# INCREASE DISASTER PREPAREDNESS IN ORDER TO PROVIDE AN EFFECTIVE RESPONSE AND TO “REBUILD BETTER” IN THE AREAS OF RECOVERY, REHABILITATION AND RECONSTRUCTION

## 4.1. Expected results of section 4

At the end of the implementation of section 4, participants will have skills to understand the importance of disaster preparedness and demonstrate a positive attitude towards self-protection.

## 4.2. Main points to be discussed in section 4

- Planning basic disaster response actions
- The action plan for disaster preparedness and the contribution of young people to improving the resilience of the community in the face of disasters
- Basic concepts of the preparation of people and institutions
- Self-protection in the context of risks and disasters

## 4.3. Priority 4 of the Sendai Framework, a basic summary

Implementing Priority 4 requires: To prepare or periodically review and update disaster preparedness and contingency plans, policies and programmes with the participation of relevant institutions and all sectors and actors. Support coordinated action in disaster preparedness and response and facilitate the exchange of information on lessons learned and best practices. Strengthening coordination and financing mechanisms and procedures for relief assistance and post-disaster recovery and reconstruction. Develop, maintain and strengthen multi-sectoral and people-centered early warning and multiple threat prediction systems. Expanding the channels for the dissemination of early warning information

on natural disasters. Promotion of the carrying out of periodic exercises of preparation, response and recovery in the face of disasters, according to local needs. Train the existing workforce and volunteer workers in disaster response. Empower local authorities and communities to reduce the risk of disasters, including through resources, incentives, and decision-making responsibilities, as appropriate.

This module recognizes recommendation Number 10 of Views from the Frontline : “To reform the system of humanitarian response, making this a system committed to the involvement and strengthening of preparedness and response/recovery capacities at both the local and national levels; In the same way, they base their intervention programmes on the assessment of the needs perceived as priorities for the population in relation to their capacities and vulnerabilities “. (Views from the Frontline , May 2009).

## 4.4. Contents of Section 4 (Priority 4 of the Sendai Framework)

This section is based on the disaster preparedness process, a common component of risk management. Staff are not intended to assume direct responsibility for disaster response to replace the role of specialized institutions and organizations in this area, but to understand the importance of this component and demonstrate a positive attitude in the face of self-protection.

### SESSION PLAN:

#### Activity I

#### Greeting

##### Duration

10 minutes

##### Description and Methodology

The greeting is made taking into account the presentation of new assistants in the program. A volunteer or volunteer is again invited to remember the agenda and the conclusions of the previous sessions.

## Activity 2

### Introductory presentation: reducing underlying risk factors

#### Duration

25 minutes

#### Description and Methodology

The facilitator (a) recalls the scope and purposes of the fourth priority of action of the Sendai Framework. Then the presentation is set with the central idea of the section: Despite efforts to prevent and reduce the risk of disasters in the community, it is advisable to always have a good level of disaster response capacity.

## Activity 3

### Awareness-raising exercise on the importance of disaster preparedness

#### Duration

60 minutes

#### Description and Methodology

The group is divided into four groups (representation of both sexes, ages and ethnicities). Instructions are given:

Two groups have the responsibility of issuing an alert for imminent danger and they must fill out a statement according to the format provided for that purpose. For this exercise these two groups have a maximum time of 10 minutes.

*Note: The other two groups are “observers” and take note without interrupting or distracting the staff once the communiqué is ready, it is delivered to each of the other two groups representing the community at risk, each member of these groups assumes a specific role ( Priest, the housewife, the young person, the girl, the older adult, etc.) and should act on the assigned role. In 10 minutes, the group will have to decide what to do to mitigate the impact of the event from the information they have received from the group in charge of issuing the official communiqué.*

*Note: During this second part, the first two groups (which produced the communiqué) Act as “observers”.*

After 10 minutes, the collective returns to a plenary. Each group shares in 5 minutes their experience from the following questions: How did they feel? Did you meet your goal? What role does time play in this exercise? What facilitated them and what difficult the work? With what capacities did the groups count to meet the objective?

The exercise is carried out using the following steps:


Step 1: Retake the following inputs:

1. Diagnosis in Community resilience
2. Identification of community strengths and weaknesses on risk awareness and early warning
3. Risk scenario (Result of section 3)
4. Finally, and more importantly, to use the results of the analysis of the Critical points (Section 4)

Important: Again, this should complement the existing Community Action Plan, the Community risk/resilience assessment.

# Activity 4

## Central exercise: Formulation of a basic action plan for emergency response or disaster plan.

 **Duration**  
60 minutes

 **Description and Methodology**

Step 2: Enunciate the capacities with which the community counts to respond to a disaster situation arising from the risk scenario.

Step 3: Develop the schematic Plan to strengthen the community response in the event of disasters.

For this, the action planning table is used:

Activities	What will be done?	How will it be done?	Who will be responsible?	When will it be achieved?	With what resources?
1.					
2.					
3.					
4.					
5.					

Step 4: Working groups are organized where each facilitator assumes a role.

For the formulation of the Plan of Action, 3 working groups are organized according to the three sources of resilience: (i) we have, (ii) We are and (iii) we can. Each group should identify 5 actions that they should make to prepare to respond, including the list of actions in sustainable livelihoods to address the risk associated with climate change and potential disaster impacts.


Each group should then resume the work done in sections 2 to 3 and methodologically define actions aimed at preparing to respond through the following guidelines:

1. To define a way of incorporating preparations for possible emergencies in the management of sustainable livelihoods and territorial planning.
2. Define a mechanism to increase the resilience of the population in conditions of poverty in the event of a disaster.
3. Create opportunities for the private sector to participate in the preparations to respond to a possible disaster and increase the security of the infrastructure of public and community services and ensure the continuity of the service they provide.
4. It is proposed that each group present the 5 actions in plenary, for which they must designate a secretary.

*Note: The facilitating person must orient the exercise in such a way as to avoid very general actions, such as "organizing to respond" or "disseminating information", instead, to encourage the identification of specific actions or tasks, such as: "Identifying potential shelters", "signaling the city" or "organizing emergency committees or brigades".*

# Activity 5

## Group consensus exercise

 **Duration**  
15 minutes

 **Description and Methodology**

The actions that result from the previous exercise are placed in a list. Then, a final vote is proposed to select from 1 to 5 – the most important in order of priority – according to the youth’s vision in the community. In other words, the three groups should put together their plans and create a single consolidated plan that collectively reflects priority actions in order of importance.

How to implement the activities

**Purpose**

Prioritize activities, specify how they will be implemented, who are going to implement them, and when.

**This information may be presented as follows:**

Activities identified last year	Comparison between progress and activities	Unfulfilled tasks	Tasks to be performed this year
1.			
2.			
3.			
4.			
5.			

## Activity 6

### Tiempo para Activity: 1 hora, 30 minutes

#### Duration

Time for activity: 1 hour, 30 minutes

- 10 minutes for instruction
- 10 minutes choosing the top priorities
- 40 minutes for 1st group to work (20 minutes per threat)
- 20 minutes for 2nd group Add new ideas (10 minutes per threat)

#### Description and Methodology

Instructions:

1. If the groups have identified several activities that they can do, ask them to prioritize those that they believe should be executed immediately next year.
2. Explain to the group that the choice of activities to be executed is the easy part; Putting those activities into practice is much more difficult. Explain that in this next exercise they will identify how the activities will be put into practice, and who will go to implement them. Explain that this detail is essential to ensure that the activities are put into practice.
3. Divide the groups again and distribute two threats for each group to parse.
4. Ask the groups to transfer the activities that were prioritized to a new sheet of paper.
5. Ask the group to discuss and elaborate on how such activities would be applied, who would be responsible for securing the implementation, and providing a specific timeframe.
6. Ask the groups to exchange their sheets again and add information to the work done by the other group.

#### Recommendations

When the community is discussing how to implement an activity, continue encouraging them to think about the next stage. For each item that is annotated, ask again ' how you will do that '. For example, if the Community notes ' farmers should be better trained in the methods of agriculture, ask ' how they will do that'. If they then write ' organizing training with regional agriculture agent ', ask how will they do that?

Similarly, when the community is identifying who will be responsible, ensure that the name of someone in the community is noted for each activity. For example, if the community notes ‘ regional agriculture agent ‘ as responsible for an activity ‘ ask ‘ who will be responsible for organizing them ‘ until someone within the community assumes responsibility.

Similarly, if the community distributes responsibilities for a committee that has not yet been formed, ask who will be part of that committee? ‘ Who is to be responsible for organizing the Committee and ensuring that the Committee is actually formed? Who will go to chair the committee? ‘ etc. It is rare for the community to name someone from within immediately de facto, so that process should always be encouraged. Do not be allowed to be appointed as the person responsible for all activities, instead, distribute the responsibilities among the community.

**Reports with previous activities**

This section should be filled every year, except for the first year. It allows you to see clearly the progress that has been made in the activities you identified the previous year, and what still needs to be improved in those activities. Activities that were not completed during the year should also be included in the previous tables of identification of community activities for next year.

You can complete that section together with the participating group of the COVACA or complete it before the COVACA exercise and then relate it to the group.

**The format for filling should be as follows:**

Activities identified last year	Comparison between progress and activities	Unfulfilled tasks	Tasks to be performed this year
1.			
2.			
3.			
4.			
5.			

## Activity 7

### Final Reflection

#### Duration

15 minutes

#### Description and Methodology

Before the end of the session the lessons learned are fed back:

- (i) Risk reduction actions should be planned and it must be clear who should execute them.
- (ii) Action plans should be made known for their implementation to be possible.

Finally, it is mentioned that moving from knowledge of risk to reduction implies planning and agreement of actions. Increase the preparation for an effective response and recovery, rehabilitation and better reconstruction in disaster cases as a fourth step in risk management in the locality, thus contributing to the increase of resilience in the face of disasters.

## Activity 8

### Closing activity: Evaluation of the course



#### Duration

15 minutes



#### Description and Methodology

Repeat the 10-point evaluation used at the beginning of the module (see evaluation questions at the beginning of this manual), the answers are not read or disclosed, they are only collected by the facilitating person for the evaluation exercise.

- What contributed to the work done in each one?
- Did everyone actively participate in the activities?
- What difficulties did they encounter during the preparation and implementation of the activities?
- How did you manage these difficulties?

It is recommended that the facilitator fill in the evaluation table presented at the end of this section and document the experience, seeking to incorporate the improvements derived from the subsequent reflection.



FIFTH SECTION:  
**SUMMARY AND  
SYNTHESIS OF  
MODULES 1 TO 8**

## SUMMARY AND SYNTHESIS OF MODULES 1 TO 8

### 5.1. Module 1: Children, 6-11-years old

#### Synthesis

This module is organized into 4 parts, each corresponding to the four action priorities of the Sendai framework. The pedagogical approach and the associated Dynamics suggested for the group of girls and boys between the ages of 6 and 11 are supported, firstly, in the concrete experience or experiences as a starting point and central axis of the teaching-learning process.

The foregoing is based on the premise that the ideas and thoughts of a human being are formed and transformed through experience, which allows to give a greater sense and meaning to the fundamental concepts that integrate each of the five priority areas of Sendai Framework and its multidisciplinary themes. This type of approach considers different moments in a sequence ranging from the participatory planning of the experience and its execution, to the review or analysis that those involved make of the work done through a feedback on the process.

Secondly, we have considered the general characteristics that the theories of the development of the child and the girl pose for this age group, which are focused on:

- I. The child's ability to apply logical principles to real situations, which is possible because the child begins to be less egocentric and to consider the point of view of others. This ability allows the understanding of relationships with the natural environment that surrounds it (causal relationships). This understanding empowers the child to elaborate an explanation about how this works.

- II. From the emotional point of view there are the conditions to develop their “self-concept” through socialization and the acquisition of new skills; Since self-esteem, at this age, it is influenced by several aspects, such as the level of knowledge that has of itself, or by family interactions and with their peers, it compares between themselves and by the extent to which the standards are reached and socialization highlights our expectations.
- III. The separation of sexes: it is recommended, for certain exercises and experiences, the conformation of groups of free association, since many children of this age do not want to make friendship with children of the opposite sex. The above should not concern the facilitator as it is a process of natural identity (children learn to do “children’s Things”, and girls do “girls ‘ stuff”).
- IV. Accuracy and truthfulness is recommended in the information to be shared with children, teaching must be systematic; In this sense, the methods can include historical data, geography and work with maps, for example, an essential recommendation has to do with taking advantage of the attraction for the activities of movement and the challenges, which generates a taste for competitions and races of all kinds.

Thirdly, it is considered as a central and fundamental axis of the process, the real exercise of participation and involvement of children in decision-making, usually through activities, projects or moments in the process. To achieve this, it is proposed that the facilitator together with children, establish from the outset their own rules and the ways in which decisions will be taken in the group. To this end, it is suggested that the facilitator initially introduces children to different models of participation in decision-making, allowing them to be aware of the way they exercise this fundamental principle.

Finally, the activities are presented sequentially and considering some recommendations raised in the document “ Views from the Frontline “, based on the 4 priorities of the Sendai framework of action “then. For example, how to recognize the territory and evaluate jointly hazards or vulnerabilities through risk mapping, such as “an initial strategic point for promoting critical awareness and understanding of (themselves), as well as for building relationships between the different actors. “

## Summary

### Objective

Support the development of capacities of children from 6 to 11 years of age in risk management through a strategy to increase the resilience of communities at risk in Latin America and the Caribbean.

### Target Audience

Children in the age range between 6 and 11 years old, from marginal communities in high-risk areas

### Expected results of the training program

At the end of the module implementation, girls and boys will be proactively sensitive to the issue of risk and disasters and will be able to understand the importance of teamwork. They will also be able to recognize some critical risk situations in the context of their community.

Section 1 of Module 1 aims to ensure that girls and boys have the skills and skills to interpret the environment in which they live and understand the basics of risk. This section considers as essential the motivation of the children in an experiential form. Also, the Knowledge of the territory in which they live is key, as is the presence of disaster risk diagnosis. The activities proposed a must be informed by the diagnosis in community resilience.

Section 2 of Module 1 aims to ensure that girls and boys are proactively sensitive to the issue of risk and disasters and have the capacity to understand the importance of teamwork. This section promotes the improvement of the capacities of civil society including children for their participation in the actions to reduce the risk of disasters that are implemented in their communities, as well as the monitoring and search of advances that in this Sense are achieved at the local level. To this end, it proposes the reflection at the beginning and at the end of the module, around a series of indicators, posed in the form of questions.

Section 3 of Module 1 aims to provide girls and boys with skills to access information on risks and disasters, and communicative skills related to the ability to raise awareness through information. The exercises proposed for this priority seek to develop in childhood skills related to management, access to, and management of information, and communicative skills related to awareness-raising through information.

## 5.2. Module 2: Teens, 12-17-years old

### Synthesis

The age period between 12 and 17 years in particular is marked by the stage known as adolescence, in front of which there is the belief between parents, mothers, educators and social workers, about the difficult and sometimes unmanageable task that is sharing with teenagers at this age. This belief does not prove to be true in all cases. Well, while it is true that it is a complex age, so is the fact that it is a definitive period for many processes of the human being, in which rapid changes occur.

They make the first decisions with long-impact impacts, which is also a potentiality. During adolescence, life begins to falter in the face of the uncertainty of today's world. Instead of saturating scattered information with adolescents, it is advisable and advisable to seek and orient the development of ingenuity, creativity and the use of available knowledge at the service of everyday life.

Adolescence is also marked by biological changes, related to sexuality, psychological type, related to the identity and sense of themselves that goes beyond the family and their peers: They acquire a new degree of independence. From the above, the sense of self-sufficiency that is in turn, influenced by the social environment surrounding the individual, is built. Adolescent needs in terms of educational processes:

- It is important to consider that at this age the human being is neither adult enough, nor a fully dependent child: It is recommended that they be given the opportunity to choose between a wide range of activities.
- It is also important to maintain opportunities for discussion in a formal and informal manner.
- Spaces and opportunities should be encouraged to recognize their capacities and take responsibility. This gives them a sense of trust and the opportunity to give feedback to the way they do things (reflection on the consequences of assuming, or not, responsibility for their actions).

- Carrying out activities for movement and physical activity, through programs that consider their size, strength and ability (it is important to consider these characteristics in first aid practices, rescue, drills).
- Provide opportunity to feel successful in their accomplishments and to serve others.
- The different spaces must provide clear rules and limits that are maintained when executing or developing certain roles or activities.
- Consider that teenagers constantly perform a reading of models or roles, which they usually want to imitate.
- It is ideal to develop a sense of cooperation and solidarity (group work), and for its social development, to prepare and guide young men and women for a sociopolitical commitment.
- Spaces can lead to individual reflection, expression of feelings, use of individual skills, etc.; Giving room to their individual interests, which at this age are very marked.

In the context of Latin America and the Caribbean, it should be considered that the crisis of values, consumerism promoted by the media and poverty, among other factors, are constituted in conditions that affect the healthy development of children and Adolescents. Therefore, pedagogical processes, whatever these are (formal and non-formal) must be understood fundamentally as an opportunity “to be” and “to be part” in the solution to crisis situations, in which creative development is key, Intellectual and values.

## Summary

### Objective

Support the development of adolescent capacities in risk management through a strategy to increase the resilience of at-risk communities in Latin America and the Caribbean.

## Target Audience

12-17-year-old adolescents belonging to marginal communities in high-risk areas

## Expected results of the training program

At the end of the module implementation, adolescents will be proactively sensitive to the issue of risk and disasters and will be able to contribute to improving the living conditions of their community, including the increase in resilience against to disasters.

Section 1-Module 2 Content 1 transmits adolescent skills and skills to interpret the environment around them and to understand and identify basic risk elements. This section focuses on motivating adolescents to know the territory in which they live and the diagnosis of the risk to disaster present in the same through experiential exercises. The Activities proposed below must be informed by the diagnosis in community resilience.

Section 1-Module 2 Content 2 develops skills in adolescent access to information on risks and disasters, and communicative skills related to awareness through information. The exercises proposed for this priority seek to develop in adolescents the skills related to management, access to information, management of information, and communicative skills that have to do with socialization and and information awareness.

Section 2 of Module 2 pretends that adolescents are proactively sensitive to the subject of risk and disasters will have the ability to understand the importance of community organizing as a second step for their resolution, the first being the Understanding of risk. This section focuses on ensuring that disaster risk reduction constitutes a national and local priority with a strong institutional basis for implementation.

In Module 2, section 3, adolescents acquire skills to understand the advantages of using and managing the Capitals or assets of sustainable livelihoods in an integrated way, integrating these into strategies for the prevention and reduction of the risk of Disasters. The 8 thematic areas of Assets in sustainable livelihoods are: human-cultural; Environmental health (including ecosystems and natural resources); Agriculture-food security, socio-political; Economic-financial; Scientific-technological; Physical-structural; and spiritual-psychological. This section identifies the key actions

that must be carried out in front of the risk scenario and analyzes who should carry them out, investigating social actors involved in disaster risk management.

In section 4 of Module 2, adolescents will have the skills and skills to understand the importance of disaster preparedness and demonstrate a positive attitude towards self-protection and disaster response.

## 5.3. Module 3: Young adults, 18-21-years old

### Synthesis

This module, like the other two, is presented as a tool for community training work with application options in the general context of risk scenarios in Latin America and the Caribbean. It is important to note that “resilience” in this module refers to “the ability of individuals, communities, or nations to survive and thrive in the face of adversity.” The module has been designed and formulated thinking of the facilitators with previous experience in community development and who have known in detail the results of the “participatory diagnosis in community resilience”.

The proposed training approach recognizes the issue of disasters as an “unresolved problem for development.” This falls under the precept that disasters are not a problem of nature per se, but rather an issue that affects the relationship between the natural and the organizational, as well as the structure of society. Consequently, with the foregoing, the modules expose the idea that increasing the resilience of the communities, is the basic objective of the Sendai Framework. It also recognizes that the modules are the cornerstone for the increase of the Organization in the awareness, rooting in that the understanding that the risk of disaster is not an independent problem, cyclical or exceptional, but, both in its causality as in terms of the real and viable options of being overcome, something that concerns society and development processes.

A concern in the development of this tool has been to not duplicate efforts already advanced in the region in similar or equivalent works. In this sense, part of the task has been to link and systematize previous efforts, creating a document that provides a thorough discussion on local risk management.

Finally it is important to recognize the dynamic nature of the risk and the processes that configure it. Thus, the modules must be assumed as documents in constant revision and improvement, susceptible to changes arising from the implementation of these.

## Summary

### Objective

Support the development of local capacities in disaster risk management as a strategy to increase community resilience in Latin America and the Caribbean, with an emphasis on young people aged 18 to 21 years.

### Duration

It will be carried out in sections focused on the priorities of the Sendai Framework and with a duration of 2 to 3 hours maximum for each one (note: For some priorities it could be done more than one section of work).

### Target Audience

Young people between 18 and 21 years of age, belonging to marginal communities in high-risk areas.

Expected results of the training program

At the end of the implementation of the module, participants will be sensitized to the topic of risk and disasters proactively and will have the capacity to recognize some critical situations of risk and to contribute to the improvement of the living conditions of Their community, including the increase in disaster resilience.

Section 1-Module 3 content 1 will equip attendees with skills and skills to interpret the environment around them and understand and identify the basic elements of risk. This section focuses on motivating young people on a knowledge of the territory in which they live and on the risk assessment of disasters present in the community through an experimental exercise. The proposed activities should be informed by the disaster risk assessment.

Section 1-Contents 2 of Module 3 allows to develop in the assistant's skills to access information on risks and disasters, and communicative skills related to encourage awareness through information. The exercises proposed for this priority seek to reinforce the idea in the young people that the risk of disasters is a social construction (result of a social process of accumulation of conditions of threat and vulnerability in the territory) and that the knowledge It is vital to the intervention, as much as it is to disseminate and use this knowledge to benefit the development of the community.

Section 2 of Module 3 will enable participants to be sensitive to the risk and disaster issue proactively and have the ability to understand the importance of teamwork and community organization as a first step in their resolution. This section will focus on highlighting the fact that young people in the community have an important leadership role in encouraging and guiding children and adolescents to be leading actors in risk management and resilience in the event of adverse situations. Therefore, they are leading, replicating and encouraging actors in the increase in resilience in communities.

Section 3 of Module 3 manages to impart to the participants skills to understand the advantages of using and managing the Capitals or assets of sustainable livelihoods in an integrated and sustainable way, integrating strategies for the prevention and reduction of Risk of disasters. This section identifies the key actions that must be carried out in front of the risk scenario and analyzes who should carry them out, investigating social actors involved in disaster risk management.

In section 4 of Module 3, young people will have skills to understand the importance of disaster preparedness and demonstrate a positive attitude towards self-protection. This section is based on the process of disaster preparedness as a component of risk management; Staff are not intended to assume direct responsibility for disaster response to replace the role of specialized institutions and organizations in this area, but to understand the importance of this component and demonstrate an attitude Positive against self-protection during an emergency.

## 5.4. Module 4: Adults 22 years and older

### Synthesis

This module, like the other three, is presented as a tool for working in community training with application options in the overall context of risk scenarios in Latin America and the Caribbean.

This module recognizes as a fundamental problem the existence of a significant gap between policies at the national level and what really happens at the local level in terms of the structural changes that are expected from its implementation; Changes that should be seen in the lives of people exposed to risky situations.

### Objective

Support the development of local capacities in disaster risk management with emphasis on adults 22 years of age onwards, as a strategy to increase community resilience in Latin America and the Caribbean.

### Target Audience

Adults 22 years of age onwards, belonging to marginal communities in high-risk areas

### Expected results of the training program

At the end of the implementation of the module, participants will be sensitized to the topic of risk and disasters proactively and will have the capacity to recognize some critical situations of risk and to contribute to the improvement of the living conditions of Their community, including the increase in disaster resilience.

Section I-Module 4 Content 1 will provide skills and skills assistants to interpret the environment around them and understand and identify the basic elements of risk. This section focuses on motivating young adults on a knowledge of the territory in which they live and on the risk assessment of disasters present in the community through an experimental exercise.

Section I Content 2 of Module 4 focuses on developing skills to access information on risks and disasters, and communicative skills related to encouraging awareness through information.

In module 4, section 2, community adults will have the skills to play a leading role in the motivation and orientation of children to be leading actors in risk management, adaptation to climate change and protection of life in the event of adverse situations. At the end of the implementation of section 2, the participants will be sensitive to the risk and disasters issue proactively and will have the ability to understand the importance of teamwork and the organization of the community as a first step for their Resolution.

The exercises proposed for this priority seek to reinforce the idea in the young people that the risk of disasters is a social construction (result of a social process of accumulation of conditions of threat and vulnerability in the territory) and that the knowledge it is vital to the intervention, as well as to disseminate and use this knowledge to benefit the development of the community.

Section 3 of Module 4 develops in the participants skills to understand the advantages of using and managing the Capitals or assets of sustainable livelihoods in an integrated and sustainable way, integrating strategies for the prevention and reduction of risk of disasters. This section identifies the key actions that must be carried out in front of the risk scenario and analyzes who should carry them out, investigating social actors involved in disaster risk management.

Section 4 of Module 4 develops young, reflective skills to understand the importance of disaster preparedness and demonstrate a positive attitude towards self-protection. This section is based on the process of disaster preparedness as a component of risk management; Staff are not intended to assume direct responsibility for disaster response to replace the role of specialized institutions and organizations in this area, but to understand the importance of this component and demonstrate an attitude Positive against self-protection during an emergency.

## 5.5. Module 5: Local government

### Synthesis

This training module for local governments is a working tool that foresees its implementation in vulnerable communities in Latin America and the Caribbean, where the diagnosis of community resilience has previously been carried out.

It also recognizes and is based on:

- (i) The capacity development approach to disaster reduction (CADRI)
- (ii) Concept and practice of Community Resilience

The module is organized into 4 parts, each corresponding to the Sendai framework's action priorities.

### Objective

Support the development of local government capacities in the topic of disaster risk management as a strategy to increase community resilience in Latin America and the Caribbean.

### Target Audience

Officials (technicians and professionals) and local government authorities belonging to marginal communities in high-risk areas.

### Expected results of the training program

At the end of the implementation of this module, the participants, officials and authorities of the local governments will be sensitive to the issue of risk and disasters proactively and will be able to recognize some critical situations of risk and Contribute to the improvement of the living conditions of your community, the increase in resilience to disaster from the work of local governments.

Section I-Module 5 Content I will provide in the authorities and officials of the municipality the skills and skills necessary to interpret the environment they occupy and understand and identify elements at risk. This section focuses on motivating local governments on the knowledge of the territory in which they live and the diagnosis of risks and disasters presented in the form of exercises Experiential.

In section 1-Module 5 Content 2, local government participants will have skills to access information on risks and disasters, and communicative skills related to the socialization of information. This section seeks to reinforce the idea that the risk of disasters is a social construction (result of a social process of accumulation of conditions of threat and vulnerability in the territory) and that the knowledge of this is vital for the intervention, as much as is to disseminate and use this knowledge to benefit the development of the community.

Section 2 of Module 5 has tools and exercises that will enable the attendees (authorities and local government officials) to be sensitive to the risk and disaster issue proactively and will be able to understand the importance of Work that from local governments should be propelled as a first step for their resolution. This section focuses on developing the ability of an individual, group, community or society to anticipate, avoid, withstand, minimize, and/or recover from the effects of adversity, i.e., impacts, stress factors, and/or crisis or adverse events, whether of natural, social or socio-natural origin.

Section 3 of Module 5 will develop in the participants skills to understand the advantages of using and managing the Capitals or assets of sustainable livelihoods in an integrated and sustainable way integrating strategies for the prevention and reduction of Risk of disasters. This section identifies the key actions that must be carried out in front of the risk scenario and analyzes who should carry them out, investigating social actors involved in disaster risk management and on the Responsibilities of local governments on the subject.

Section 4 of Module 5 allows participants to develop skills to understand the importance of disaster preparedness with the support and involvement of local government, demonstrating a positive attitude towards self-protection. This section is based on the process of disaster preparedness as a component of risk management; Local government officials and authorities are not intended to assume direct responsibility for disaster response to replace the role of specialized institutions and organizations in this area, but to understand the Importance of this component and demonstrate a positive attitude towards self-protection.

## 5.6. Module 6: National level

### Synthesis

The initiative for this module arises from with respect to the implementation of the Sendai Framework This is part of a collection of 8 training documents for World Vision's community training in the Sendai Framework, as a proposal of reflection with actors of the national level around the needs to strengthen the institutional base. However, it also aims to achieve joint, inter-institutional and inter-sectoral action, and the articulation that is required at the local level to make disaster risk reduction concrete and contribute to the improvement of disaster conditions of those who are on the frontline.

To do this, the module is developed in three sections. The first one called: "The Hyogo Framework for Action: achievements and difficulties 5 years later", seeks not only to expand the information and to make a reminder about the proposal of this document but also to socialize the results of two global evaluation initiatives.

The first is the "Global Assessment Report", carried out in the framework of the tasks of the International Strategy for Disaster Reduction (ISDR) and the " Views from the Frontline" report led by the global network of Civil Society organizations for Disaster Risk Reduction (DRR), which call attention to different points that Governments should consider.

The second section, called: "The four priorities of the Sendai Framework " proposes a reflection, with the help of different exercises and instruments, between institutional actors that allow the approach of strategies and joint mechanisms of action to strengthen Integration of disaster risk reduction (DRR) in development and national management with local management. The third section seeks that the group in full consolidate and prioritize the different strategies of action proposed for the strengthening of the topic in the country.

## Objective

To support the reflection of authorities, officials, institutions and agencies whose scope of action is the national level (ministries, specialized institutes, NGOs, among others), around the advances and difficulties to incorporate the reduction of the risk of disasters to the proposals that guide the development of the countries of Latin America and the Caribbean.

## Target Audience

Actors from different ministries, especially those of: agriculture, environment, social protection, national agencies responsible for planning, reduction and attention to disasters, relief agencies, international organizations to support the management of the state, research centres or institutes, meteorological institutes, among others. As well as representatives of NGOs with action in the national territory.

## Expected results of the training program

At the end of the implementation of this module, participants will be aware of the importance of advancing the incorporation of disaster risk management in development planning from an intersectoral, inter-institutional and System that achieves greater coherence with the purposes of development.

Section I-Contents I of Module 6 aims to develop in the participants the awareness of the progress that the country has in its institutional base, to integrate disaster risk reduction and adaptation to climate change in development. As well as, they will have some conclusions regarding the reflections on the gaps for the intra and inter-institutional action and to achieve a coordinated work at different levels of the management (both national and local).

The central idea of the session is initially shared: it is very important that the government (formed by all citizens, public institutions, private institutions, NGOs, among others) will be able to incorporate DRR in development planning. It is then mentioned that in order to achieve this, there must be a strong institutional basis, together with regulations, interinstitutional coordination mechanisms, organization, and that each one must participate from its competencies, capacities and strengths.

In short, the facilitating person remembers the content of the Sendai Framework Priority 1 and its intervention logic (why and for what). It explains what an early warning system is and expands the information with nearby examples.

In section 1-Module 6 content 2 Once the work on priority 2 has been completed ("Risk assessment, monitoring and alerting"), the authorities and officials of the institutions and agencies working from the national level will have reflected around the advances, difficulties and gaps with respect to:

- Knowledge about risk (i.e. knowledge of vulnerability threats and conditions) and the impact of climate change: its identification, evaluation and monitoring.
- Information systems, risk maps, use of statistics and indicators of risk and vulnerability.
- Early warning systems implemented in the country: their functioning, legal status (whether or not they have it), role of actors, inter-institutional and intersectoral coordination.

The reflection on these issues is intended to improve their weaknesses and strengthen their strengths, in the perspective of promoting disaster risk reduction in the processes of development in the country.

Work in Priority 1 will result in participants being aware of the country's progress and gaps in the legal and political instruments related to risk awareness and the impact of climate change, the use of information systems as well as early warning systems. It will also promote reflection on the difficulties in integrating policies, strategies and actions at the regional and local levels from an inter-institutional and intersectoral perspective.

In section 2 of Module 6, the participants will be aware of the achievements and difficulties that the implementation of the Sendai Framework will have, to confront in the reduction of the risk of disaster in the countries of Latin America and the Caribbean.

Given the purposes of the module, it is important:

- That the participants have previously prepared for the session by completing the self-diagnostic file (annex I of the modules to which it applies).
- That the reflection can count on the diversity of actors that intervene in the different aspects of the public management of the state and in a direct way the instances that at national level have in charge the RRD.

This section focuses on developing a collective dialogue to present the approach and basic concepts underpinning disaster risk management. These include: (i) the social character of Risk, (ii) the difference between risk and disasters, (iii) the relationship between risk and development, and (iv) disaster risk management as a strategy for development in general and for local and municipality development in particular.

In section 3 of Module 6, the participants will be aware of the progress that the country has on the legal and political instruments that facilitate the generation of a culture of security and community resilience to face the reduction of Disaster risk at the national level. Also, faced with reflections on difficulties in integrating the same policies, strategies or actions of socialization education and knowledge at the regional and local levels from an inter-institutional perspective and Intersectoral. This section seeks a reflection of the national actors on the progress and difficulties in integrating the knowledge and know-how against the incorporation of RRD in formal and non-formal education, at national and local levels.

In section 4 of Module 6, participants will have clearly identified the underlying factors of disaster risk reduction (DRR) and adaptation to Climate change (CCA), as well as advances, obstacles and action strategies for Integration of disaster risk reduction and adaptation to Climate change to these development sectors.

Participants will have the skills to better understand the benefits of using and managing sustainable livelihood resources or assets in a comprehensible and sustainable way by integrating strategies to prevent and reduce disaster risks. The seven thematic areas of funds or assets in the sustainable livelihoods are human and cultural, health and environment (including ecosystems and natural resources), socio-political, economic and financial, scientific-technological, physical-structural, and spiritual psychological.

This section identifies the advances and obstacles that, in terms of political and legal instruments related to risk factors, as well as multisectoral coordination and integration with regional and local countries, proposing actions to improve these aspects and advances in the incorporation of disaster risk reduction (RRD) and adaptation to Climate change (ACC) to the different sectors of social development.

## 5.7. Module 7: Urban resilience in situations of chronic violence

### Synthesis

This module, together with modules 6 and 8, is presented as a tool to build the capacity of the community with the ability to apply in the general context of risk scenarios or social threats in the Latin American and Caribbean region. It focuses on environments of social conflict or other situations of chronic violence.

It is important to note that “resilience” in this module refers to, “the ability that individuals, communities or nations have to survive and overcome, and even be positively transformed, by being confronted with adversity.” This module has been designed and developed for the facilitators with previous experience in community development and who have a detailed knowledge of the results of the “assessment of risk reduction/community resilience”.

### Summary

#### Objective

Support the development of local capacities in the reduction of social risk as a strategy to increase community resilience in Latin America and the Caribbean, with emphasis on children, adolescents, youth and adults at risk.

#### Target Audience

Children, adolescents, young people and adults from marginal communities in high-risk areas.

#### Expected results of the training program

At the end of the implementation of this module, the participants will be sensitive to the subject of risk and disasters proactively and will be able to recognize some critical situations of risk and to contribute to the improvement of the living conditions of their community, including increasing the increase in resilience to situations of chronic violence.

Section 1-Module 7 content 1 allows girls, children, adolescents, young people and adults to have the skills and skills to interpret the environment they occupy, understand and identify elements in social risk. Risk assessment, monitoring and alerting: Early warning is to identify the factors that cause the community to divide and inversely act as connectors.

Section 1-Module 7 content 2 develops in girls, boys, adolescents, youth and adults the skills to access information on social threats, situations of chronic violence, and communicative skills related to the socialization of Information.

This section helps participants to collectively conceptualize the word "conflict"<sup>12</sup>. Conflict is a shock situation that occurs when two people or groups have incompatible goals or interests and are interfered with to achieve them. Module 7 Section 2 teaches attendees girls, boys, adolescents, youth and adults to be proactively sensitive to the issue of risk and disasters and to be able to understand the importance of joint work and community organization as a second step for your resolution.

The objective of this unit is to reflect on what is and what is the importance of the spirit of community and what is its relationship with the organization and the communal integration. In this perspective, one experiences the different moments by which a group or an organization passes to reach the spirit of community. After the participants reflect on the results; They characterize for what moment their group or organization passes.

Section 3 of Module 7 helps girls, boys, adolescents, youth and adults develop skills to understand the advantages of using and managing sustainable livelihood capitals or assets in an integrated and sustainable way by integrating strategies for Disaster risk prevention and reduction. This section focuses on the process of analyzing the root cause of risk and determining the critical point. To achieve this, the positive and negative forces of a community or group should be analyzed at a given time; and develop a collective diagnosis.

In section 4 of Module 7, girls, boys, adolescents, young people and adults will have skills to understand the importance of preparing for human threats and to demonstrate a positive attitude towards response and self-protection to human threats.

This section examines how to unite people, through the use of a third person, to find a way forward that is mutually beneficial. The assumption is that the actors have agreed to participate in the negotiations based on their interests. The section provides a more detailed examination of the negotiating process. It highlights how to assist actors in moving through various stages of the negotiations — from establishing the objectives of shared negotiations and objectives, to concluding and monitoring agreements.

## 5.8. Module 8: Cross-cutting themes

Cross-cutting themes: gender, child protection, disability/special needs, health, HIV/AIDS and the environment

### First section-Gender

It starts in section 1 with the expected results, followed by a summary. Then we mention activities and application. Section 2 discusses the gender and resilience community; the first sub-section begins with a background and gender definitions and continues with an activity. Sub-section B discusses the importance of gender for disaster prevention. In sub-section C there is a division of labor-Men and women, public and private life, followed by an activity. Then there is a section on domestic and sexual violence after a disaster, as well as practical and strategic gender needs, followed by an activity. Finally, the section ends with a discussion of what needs to be done to develop community resilience. Mainly: A. access to health and reproductive health, B. Access to education and information, an activity, and C. Women as managers of environmental and natural resources followed by an activity.

### Second section-Child protection

It begins in section 2 with a summary, background and the connection between child protection, DRR and resilience, followed by activities and application--the game of what is it? The main points to consider are discussed: participation in DRR, education, safe places to live, learn and play after a disaster, followed by an activity: the play of the grip and life in fullness. The section concludes with the subject of abuse and an activity: the game of The Globe, and health services before a disaster-healthy childhood is more resilient.

### Third section-disability. Starts in section 3

The third section begins with a summary, followed by activities and applications, guidelines for the approach of disabilities, and four key questions about disability for the use of all, regardless of the context or source of funding. The question is asked, why is it important to think about the words we use to refer to disability? Followed by three words about disability and what to do when you talk to someone. Examples of terminology use are presented. It concludes with the organization of people with disabilities and disability organizations.

### **Fourth section-Child health and environment**

Begins in section 3 with an executive summary, followed by the issue of implementation through of the child health campaign first. After asking: Why take up the issue of child health and the natural environment through advocacy? Thematic areas.

Cross-cutting themes of Christian commitment and volunteerism  
Part 1 provides an elaboration on the cross-cutting theme of Christian engagement, specifically devotional to support Christian leaders and church members in times of emergency and CRISIS through the Emergency Resilient Churches initiative and crises (IREC), basically providing a guide for the devotional facilitators for the different age groups of childhood (boys, girls, adolescents and youth) and church leaders. Part 2 provides a elaboration on the cross-cutting topic of volunteering: Resilient churches in emergencies and crises (IREC). The “Churches in Emergencies” initiative has emerged as an action priority with strategic and operational importance for World Vision.

The Channel of Hope Initiative program clearly expresses the types of response – not only to HIV and AIDS – if not more generally, than global vision has prioritized according to the organization’s vision, mission, values and core skills. The programme serves as a guide for regional offices, national offices and World Vision support offices, while developing strategies and programmes against HIV and AIDS. This program includes a strategic framework and implementation methodology, which can be applied in times of emergency and crisis by churches, Christian leaders and members of the church, which are presented in this module.



# Annexes

## Annex I: Evaluation form of the training process

*Note: This part must be developed by the facilitating person at the end of each working session.*

Training Date

Place (community name)

Name of the facilitating person

Total number of young people

Total Men

Total Women

% positive average responses before program started

% positive responses at the end of the training program

Program effectiveness ratio (positive/negative)

Problematic elements (which hindered the training program)

1.
2.
3.
4.

Recommendations for improvement continues

1.
2.
3.
4.

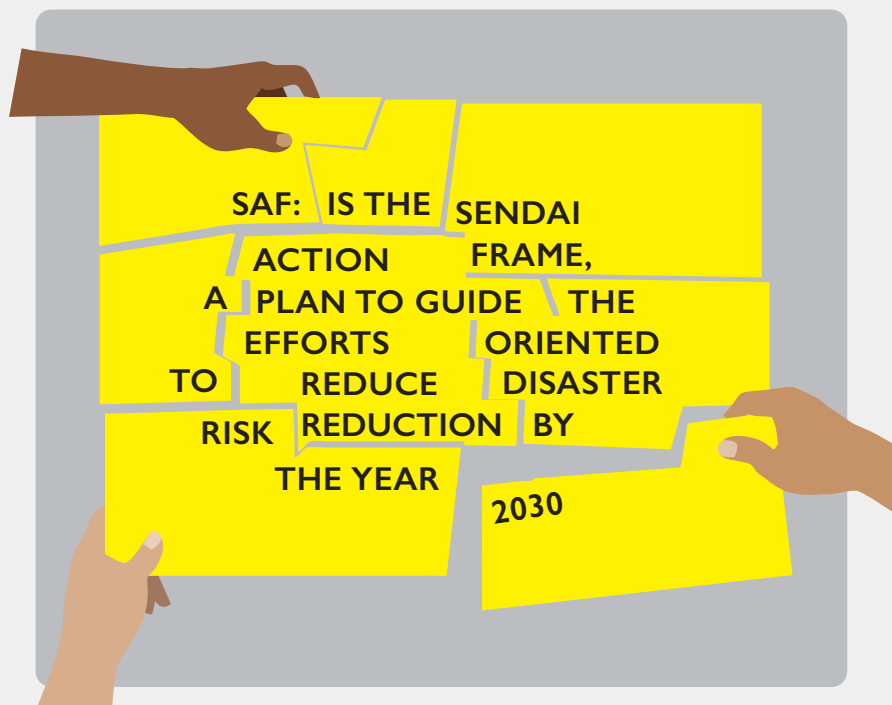
## ENGAGING ON THE FRONTLINE TO ADVANCE DISASTER RISK REDUCTION IN OUR COMMUNITY!

Some indicators that help us assess whether people and communities are well trained, equipped and have sufficient resources to respond and recover effectively from a disaster are:

- If ☐ No ☐ Does your community, including children, adolescents, youth, and adults have a clear plan of disaster preparedness and response?
- If ☐ No ☐ Are there people in your community, including children, adolescents, young people and adults, who have the range of skills to respond that might be necessary in the event of a disaster: first aid, search and rescue, water rescue, communication Wireless and radio, fire systems, water purification and similar skills?
- If ☐ No ☐ Does your community have clearly marked and accessible evacuation routes and safe shelters? Are there plans to evacuate people with limited mobility?
- If ☐ No ☐ Are your community emergency preparedness and response plans regularly tested with test exercises, including, but not limited to, children, adolescents, young people and adults?
- If ☐ No ☐ Are there emergency supplies that are managed by communities or in association with local organizations?
- If ☐ No ☐ Does your community, including children, adolescents, youth and adults, have plans to coordinate with neighboring communities, local officials or NGOs in the event of an emergency?
- If ☐ No ☐ Have young people participated in the development of an emergency preparedness and response plan?
- If ☐ No ☐ Do people in your community, including children, adolescents, youth and adults, have the range of skills to prepare and respond to their own safety in disasters?

### Cross-sectional Questions

- If ☐ No ☐ Does your community have clear systems for communicating, petitioning, and complaining to local government?
- If ☐ No ☐ Does your community, including vulnerable and young groups, participate in planning with the local government?
- If ☐ No ☐ Does your community, including vulnerable and young groups, participate in decision-making, planning and activities with local organizations?
- If ☐ No ☐ Do community members, including young people, volunteer in Disaster-related activities?



## Annex 2: Terminology

Source: <https://www.unisdr.org/we/inform/terminology>

### **Climate change**

(b) The United Nations Framework Convention on Climate Change (UNFCCC) defines it as a “climate change attributed directly or indirectly to human activities that alter the composition of the global atmosphere, and which is added to the variability of the natural climate observed and compared over periods of time. “

### **Capacity**

The combination of all strengths, attributes, and resources available within a community, society, or organization that can be used to achieve the agreed objectives.

### **Building Code**

A series of regulations related to standards that seek to control aspects of design, construction, materials, modifications and occupation of any structure, which are necessary to ensure the safety and well-being of human beings, including resistance to landslides and damage.

### **Public Awareness/Awareness**

The level of common knowledge of disaster risk factors leading to disasters and actions that can be taken individually and collectively to reduce exposure and vulnerability to threats.

### **Environmental degradation**

Reducing the capacity of the environment to respond to social and ecological needs and objectives.

### **Capacity Building**

The process by which the population, organizations and society systematically stimulate and develop their capacities over the course of time, in order to achieve their social and economic objectives, through better knowledge, skills, systems and institutions, among other things.

**Sustainable development**

Development that satisfies the needs of the present without compromising the ability of future generations to meet their own needs.

**Disaster**

A serious interruption in the functioning of a community or society that causes a large number of deaths as well as material, economic and environmental losses and impacts that exceed the capacity of the community or the affected society to cope with the situation by using their own resources.

**Exposure:**

The situation in which people, infrastructure, housing, production capacities and other tangible human assets are located in areas exposed to threats.

**El Niño Southern Oscillation (ENSO)**

A complex interaction of the tropical Pacific Ocean and the global atmosphere that results in cyclical episodes of changes in oceanic and meteorological patterns in various parts of the world, often with considerable impacts over several months, such as alterations in marine habitat, rainfall, floods, droughts and changes in storm patterns.

**Risk assessment**

A methodology to determine the nature and degree of risk through the analysis of potential threats and the evaluation of existing conditions of vulnerability that could jointly potentially harm the population, property, services and exposed livelihoods, as well as the environment they depend on.

**Risk Management**

The systematic approach and practice of managing uncertainty to minimize damage and potential losses.

**Disaster risk Management**

The systematic process of using administrative guidelines, organizations, skills and operational capacities to implement policies and strengthen coping capacities, in order to reduce the adverse impact of natural threats and possibility of a disaster occurring.

**Structural and non-structural measures**

Structural measures: Any physical construction to reduce or avoid the potential impacts of threats, or the application of engineering techniques to achieve resistance and resilience of structures or systems against threats.

Non-structural measures: any measure that does not involve physical construction and uses existing knowledge, practices, or agreements to reduce risk and its impacts, especially through policies and laws, increased awareness, training and education.

**Mitigation**

The reduction or limitation of adverse impacts of related threats and disasters.

**Disaster Risk Reduction Plan \***

A document that draws up an authority, a sector, an organization or a company to establish specific goals and objectives for disaster risk reduction, together with related actions to achieve the objectives set out.

**Planning/Zoning**

The process undertaken by the public authorities to identify, evaluate and determine the different options for the use of soils, including the consideration of long-term economic, social and environmental objectives and the consequences for different communities and groups of interest, as well as the consequent formulation and promulgation of plans that describe the permitted or acceptable uses.

**Preparation**

The knowledge and capacities developed by governments, professionals, response and recovery organizations, communities and individuals to provide for, respond to, and recover effectively from the impacts of events or likely conditions, imminent or current.

**Prevention**

The absolute evasion of the adverse impacts of threats and related disasters.

**Recovery**

The restoration and improvement, where necessary, of the campuses, facilities, livelihoods and living conditions of disaster-stricken communities, including efforts to reduce disaster risk factors.

**Disaster risk reduction**

The concept and practice of reducing the risk of disasters through systematic efforts aimed at the analysis and management of the causal factors of disasters, including reducing the degree of exposure to threats, reducing vulnerability of population and property, sensible management of soils and the environment, and improvement of preparation for adverse events.

**Response**

The provision of emergency and public assistance services during or immediately after the occurrence of a disaster, with the purpose of saving lives, reducing health impacts, ensuring public safety and meeting the basic subsistence needs of the affected population.

**Resilience**

The capacity of a system, community or society exposed to a threat to withstand, absorb, adapt and recover from its effects in a timely and effective manner, including the preservation and restoration of its basic structures and functions.

**Risk**

The combination of the probability of an event occurring and its negative consequences.

**Early Warning System**

The set of capacities necessary to generate and disseminate timely and meaningful alert information in order to enable people, communities and organizations threatened by a threat to prepare and act appropriately and with sufficient time to reduce the likelihood of loss or damage.

**Vulnerability**

The characteristics and circumstances of a community or system that make them susceptible to the harmful effects of a threat.