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# Table of Contents

## Module 1: Current context of CBDRM

<table>
<thead>
<tr>
<th>Session 1.1: The CBDRM Process and Elements</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential elements of CBDRM</td>
<td>3</td>
</tr>
<tr>
<td>CBDRM process</td>
<td>4</td>
</tr>
<tr>
<td>Outcomes of the CBDRM Process</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 1.2: CBDRM Commonalities and differences in Latin America &amp; Caribbean, Africa, and Asia</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBDRM Status in Asia, Africa, Latin America and Caribbean</td>
<td>11</td>
</tr>
</tbody>
</table>

## Module 2: Characteristics and Success Factors for Institutionalizing Sustainable CBDRM

<table>
<thead>
<tr>
<th>Session 2.1: The Characteristics and Success Factors for Sustainability</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition and characteristics of sustainability</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2.2: The Characteristics and Success Factors for Institutionalization</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition and characteristics of institutionalization</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2.3: Designing Projects using the Success Factors</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “Recipes” of Sustainable and Institutionalized CBDRM</td>
<td>24</td>
</tr>
<tr>
<td>CBDRM Project Proposal</td>
<td>25</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Session 3.1: Adult learning methodologies and techniques</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of adult learning and critical elements of learning</td>
<td>29</td>
</tr>
<tr>
<td>Using visual aids</td>
<td>35</td>
</tr>
<tr>
<td>Delivering an effective presentation</td>
<td>37</td>
</tr>
<tr>
<td>Checklist before giving a presentation</td>
<td>41</td>
</tr>
<tr>
<td>Evaluating Trainings – using Kirkpatrick’s Method</td>
<td>42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 3.2: Planning for In-Country Trainings</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps to a successful in-country training program</td>
<td>46</td>
</tr>
</tbody>
</table>
Module 1: Current context of CBDRM

Module Purpose: Aims to provide a common understanding and basis of the training by providing a recapitulation of CBDRM, its processes and its elements, and sharing of experiences from the participants.

Session 1.1: The CBDRM Process and Elements

Sub-Sessions:
- Recap of CBDRM Process and elements
  - Participants briefing of their respective CBDRM work

Learning objectives:
- By the end of the session, participants are able to:
  - Recapitulate the process and essential elements of CBDRM
  - Know the work of other participants on CBDRM

Reference materials:
- Selected in-country case study
  - If participants selected for the in-country trainings have submitted a case study, they are free to use and refer to the case study submitted.
  - If participants selected have not submitted, a case study, trainers can pre-select 4-5 in-country submitted case studies for participants to review before the training.
  - Participants are also free to bring in their own case study.

Background

Despite a number of national and international initiatives (e.g., the Hyogo Framework for Action 2005-2015, the subsequent Sendai Framework 2015-2030, the establishment of regional and national platforms for DRR), disasters have continued to exact a heavy toll over the last 10 years. Over 700,000 people have lost their lives, over 1.4m people have been injured, and approximately 23m have been made homeless as a result of disasters. Overall, more than 1.5bn have been affected in different ways, with women, children and people in vulnerable situations disproportionately affected. Total economic loss has been estimated at more than US$1.3tn and, between 2008 and 2014, an estimated 144m people were displaced by disasters. Furthermore, these figures do not include the impacts of recurring small-scale disasters that particularly affect communities, households and small and medium enterprises, constituting a high percentage of all losses but often going unreported and unaddressed.

The concept of disaster resilience has gained prominence in humanitarian aid and development circles over the past decade, prompted by the recognition of increased severity of disasters and ineffective efforts to reduce vulnerability to them. However, the negative impacts of ‘disasters’ on communities are persisting and organizations and governments continue to fail to institutionalize effective and sustainable approaches to manage those risks at the local level, where disasters have the biggest impact. Past studies have shown that the majority of the disasters that vulnerable communities face are recurrent, small-scale disasters that do not trigger media or government attention nor attract external support. Furthermore, data has shown that a lack of financial resources is a critical limiting factor for DRR in countries in Asia, Africa and the Americas, including India, the Philippines, and Senegal, highlighting a lack of political commitment.

If national DRR activities do not take into account the local realities that only local communities, local governments and civil society groups can speak to, and do not include the capacities and resources that local level actors can offer, they risk being inappropriate and ineffective, and the Sendai Framework for Disaster Risk Reduction (SFDRR) will not be able to reduce losses and build the resilience of communities. Within the emerging Regional Implementation Plans we can see many commitments to utilize local capacities, build on local knowledge and connect to community activities. For example, in
the Asian Implementation Plan, we see the commitment to ‘institutionalize community-based disaster risk reduction to strengthen the resilience of communities’. However, the plans give very little guidance as to how to achieve this ‘institutionalization’ or what enabling factors it requires. Community-based disaster risk management (CBDRM) has been implemented for some years, but such community-based approaches to DRR are rarely successfully scaled out but rather remain ad hoc and isolated.

### Community Participation in Disaster Risk Reduction

Since the 1990s, parallel efforts in various regions of the world called for a shift in paradigm from the prevailing emergency management framework to disaster risk management to reverse the increasing trends in disaster occurrence and loss, especially from small and medium scale, and intensive and extensive disasters. These highlighted the need for proactive disaster risk reduction activities and the significant role of local communities.

These efforts recognized the reality that whether a disaster is major or minor, of national or local proportion, it is the community who suffers most from its adverse effects. Community members use coping and survival strategies to face and respond to the disaster situation, even before outside help from the government or non-government agencies arrive.

Having experienced damage and loss, community members are keen to protect themselves from harm and suffering through disaster risk reduction activities, and often identify local actions to help them protect themselves.

The application of community-based approaches in disaster risk management also corrected the defects of the top-down approach in disaster management and development planning. Focusing mainly on structural and technological solutions which relegate community participation to provision of labor in self-help schemes, the top-down and traditional aid approaches ignore the potential of local resources and capacities, and may have even increased people’s vulnerabilities.

Community-based approaches in disaster risk management are also very relevant in the light of radically changing patterns of disaster occurrence and loss. While occasional large catastrophes associated with earthquakes, volcanic eruptions, and cyclones continue to occur, it has been documented that rapid increase in disaster occurrence and loss is due to the exponential increase in the occurrence of small to medium scale disasters associated with socio-natural hazards such as landslide, flood, drought, and fire.

### Relevance of the Local Scale

Disaster risk is context specific, and it is experienced in particular places and times that shape local patterns of exposure, vulnerability, adaptive capacities and resilience. Risk profiles may change over time and the local scale is where these changes are more directly perceived and action is taken. Generally, local actors - including governments (politicians, civil/public servants), the private sector, CSOs and NGOs, community-based organizations, and representatives of vulnerable groups - take part in DRM processes and consolidate development pathways that include DRR.

**Why do we need to localize DRR?**

- Impacts of disasters are most immediately and intensely felt at the local level.
- Many of the most effective tools to reduce exposure to hazards such as land use regulations and enforcement of building codes are at the local level.
- The local level is where the basic environmental management and regulatory governance functions that are essential for effective DRM are concentrated.
It is at the local level where governments and communities can best engage with each other and work together. Local DRR goes hand-in-hand with the promotion of sustainable local development and local environmental management. Local actors are the first responders when disasters occur, hence, feedback and adjustments can be adopted and implemented more quickly and according to the specific context.

It is important to emphasize that local DRR and DRM are not limited to the municipal political-administrative boundaries. More and more, the metropolitan or city-region scale is gaining relevance in terms of development planning. To this end, supra-local authorities and agencies are formed to coordinate between municipalities, cities and local governments. However, there are a few reasons that explain why the municipal scale (and the city/municipal/local government) has such a strong relevance when referring to local DRR and DRM, namely:

- DRM requires relatively consolidated and sustainable organizational and institutional structures.
- Local governments are the “first port of call” for citizen concerns on risk and vulnerability and therefore can face intense pressure to act.
- Local governments bear the ultimate responsibility for the safety of their citizens and communities.
- Local governments are in charge of promoting local development, and therefore offer a real option for linking DRR with development.
- Local governments have normative and control responsibilities.

**Essential Elements of CBDRM**

CBDRM is an approach, and process of DRM in which at-risk communities are actively engaged in the identification, analysis, treatment, monitoring and evaluation of disaster risks in order to reduce their own vulnerabilities and enhance their own capacities. This means that people are at the heart of decision-making and implementation of DRM activities.

Experience in the implementation of CBDRM point to these essential features:

**Participatory process:** CBDRM is a process in which at-risk communities are actively engaged in analysis of disaster risk issues and challenges and capacities, as well as in decision making, as nobody can understand local opportunities and constraints better than the local communities themselves. CBDRM recognizes that different people (men, women, adults, children, elderly, disabled, minorities, etc.) have different perceptions and vulnerable characteristics, and might have different understanding and experiences in coping with risk. CBDRM tries to obtain the views of a variety of stakeholder groups, particularly the most vulnerable who are often excluded in traditional, top-down DRM.

**Responsive:** Community involvement leads to actions and ownership of the CBDRM process and its outputs. CBDRM contributes to addressing the root causes of vulnerabilities and transforming the structures that generate inequality and underdevelopment. Based on the community’s urgent needs, CBDRM prioritizes disaster risk and risk reduction measures so the community claim role of vulnerable groups and persons is central in disaster risk management, since ultimately it is about their life.

**Integrated:** Pre, during and post DRM and DRR measures are planned and implemented as necessary by the community that address short-term impacts as well as enhance long term community resilience building with linkages with other communities, organizations, and government units/agencies at various levels especially for vulnerability which the local community cannot address with its own existing resources and capacity.
**Proactive:** CBDRM focuses on pre-disaster interventions and measures of risk identification and assessment, prevention, mitigation, and preparedness. CBDRM involves reducing vulnerabilities and increasing capacities of households and communities to prevent and withstand damaging effects of hazards. CBDRM contributes to progressive realization of safety, disaster resilience and development for all.

**Comprehensive:** CBDRM utilizes structural (hard, physical) and non-structural (soft, health, literacy, public awareness, education and training, livelihood, community organizing, advocacy, reforestation and environmental protection, etc.) measures for preparedness and mitigation are undertaken. CBDRM also optimizes community DRR and DRM adopting viable options for environment conservation, ecosystem-based DRR, coastal management, and others.

**Multi-sectoral and multi-disciplinary:** CBDRM uses a wide range of multi-sectoral and multi-disciplinary knowledge, technical expertise and skills. While also using local traditions and values that support the objective of realistic disaster management planning. It also combines indigenous/local knowledge, practices and resources with science, technology and innovative approaches to reduce disaster risk and the vulnerabilities of communities.

**Empowering:** People’s options and capacities are increased with more access to and control of resources and basic social services through concerted actions, such as more meaningful participation in local DRR/DRM decision making which affects their lives, and more control over the natural and physical environment. Participation in CBDRM develops self-esteem, self-reliance and confidence among community members to participate in other development endeavours.

**CBDRM Process**

There are six basic steps in the CBDRM process. The sequence in the application of these steps might differ depending upon the social, economic, political and organizational factors in a given area. These six steps of the CBDRM process are non-negotiable, but additional steps can be added. For example, integrating CBDRM into local development planning can be added as an additional step.

The process is based on local actors’ perspectives aiming to use CBDRM process as a mean to engage community in all steps, bringing about local knowledge, skills and perception to identify local risk, to decide on locally viable and doable DRR and DRM options, and to embed DRR and DRM functions/responsibility in community-owned and community-organized committees/bodies.

**Step 1. Selecting the Community**

NGOs, disaster management agencies, the government and other intermediary organizations such as national or regional level people’s organizations play a key role in initiating the process of CBDRM. They either respond to requests coming from vulnerable communities or select at-risk communities where disaster risk reduction programs should be prioritized. Criteria for the selection of at-risk communities may include the following: most disaster prone area, most vulnerable to a particular hazard, least served by the government and/or by NGOs, additional consideration such as possibility of replication or spread effects of the program to neighbouring communities, presence of existing development projects or community partners.
In some cases, several community members or an organization in the community approaches an intermediary organization for assistance after experiencing a disaster or in preparing for an impending threat.

In many instances, an impending threat can be turned into an opportunity to start a community-based disaster risk management program. When the community knowledge, skills and experiences in disaster risk reduction are systematized and disseminated, it is likely that there will be more community-to-community sharing on how to get started and implement CBDRM.

**STEP 2. BUILDING RAPPORT & UNDERSTANDING THE COMMUNITY**

Practitioners who support their community in disaster risk management actions need to build a picture of the nature, needs and resources of the community. This step usually involves building rapport/trust with the community through integration with them and gathering basic information to have a general description and understand of the community.

An understanding of the community’s development position and the context upon which disasters will impact includes the following basic elements:

- Social groups
- Cultural arrangements
- Economic activities
- Spatial characteristics
- Vulnerable households and groups

**STEP 3. PARTICIPATORY COMMUNITY RISK ASSESSMENT (PRA)**

Participatory community risk assessment is a process to identify the risks that the community faces and how people overcome those risks using local knowledge and resources. The Participatory Community Risk Assessment unites the community in common understanding of its disaster risks. The size of its problem as well as the resources and opportunities involved are identified and analysed.

Community risk assessment generally has four components as follows:

- Hazard assessment
- Vulnerability assessment
- Capacity assessment
- People’s perception of the risks
**STEP 4. PARTICIPATORY RISK REDUCTION PLANNING**

Preparedness, prevention and mitigation measures to reduce disaster risks are identified. These risk reduction measures are not necessarily big projects. The important point is to start off the risk reduction process through community mobilization based on existing capacities and resources within the community’s immediate reach.

Overall objectives and strategies are translated into operational plans and activities. The people, timetable, resources within and outside the community needed to turn the intent of the plan into reality are identified. Community targets in undertaking DRR measures in terms of particular capacities increased and vulnerabilities decreased are also identified.

At the planning stage, agreements with intermediary organizations are formalized regarding their support in the risk reduction plan implementation and their expectations/requirements for resources, which they commit to mobilize. Outsiders are usually expected to assist the community in the following areas:

- Community capacity building through training and education activities and materials;
- Resource mobilization to supplement the community’s efforts to generate resources to realize the risk reduction plan;
- Facilitating linkages with concerned government agencies and NGOs for access to information, resources
- Etc.

**STEP 5. COMMUNITY-MANAGED IMPLEMENTATION**

The formation and/or strengthening of a community disaster management machinery is usually helpful in the implementation of the risk reduction plan. A wide range of organizational arrangements which can be the core in the implementation of the plan include the following:

- a committee of an existing community organization
- a disaster volunteers team
- a community organization
- a project management committee
- a network of community organization for disaster management
- etc.

Aside from monitoring the implementation progress, this core group usually motivates the community by translating the plan into action. This group also leads in necessary adjustment of targets and plans, when necessary to keep on course with set objectives to reduce vulnerabilities and increase capacities in the immediate and long term.

**STEP 6. PARTICIPATORY MONITORING AND EVALUATION**

Evaluation is concerned with the effects of the risk reduction measures in terms of increasing the community’s resilience. If resilience has not been significantly increased, the reasons for this are analyzed. The participatory monitoring and evaluation also looks into how the capacities have been enhanced.

Participatory M&E is concerned with the difference the results of the risk reduction measures have made to the community situation and its overall quality of life. Lessons are drawn and best practices are shared with other groups and communities to promote the CBDRM framework and strategy.

**OUTCOMES OF THE CBDRM PROCESS**
Outcome 1: Community-Based Organization (CBO)

To run the CBDRM process, CBO is essential. CBOs might be formed exclusively for community DRR activities with the committees and members selected among community people. It is also common that existing community organizations/bodies such as community development committee, take up additional DRR’s role and functions. The CBOs for CBDRM may draw its members from existing help-groups such as local farmers’ associations, women’s groups, and youth volunteers. Roles and responsibility will be defined and can be allocated among sub-committees or task forces such as Search and Rescue, First-Aid Team, Early Warning Team, etc.

Outcome 2: Community Disaster Risk Reduction Fund

Community Disaster Risk Reduction Fund will be established to ensure availability of resources for the implementation of community disaster risk reduction and preparedness measures. In general, the funds allocated are used to implement priorities activities as identified by community. Additional funding could be mobilized through community donation, or other available resources such as community saving groups, local cooperatives, and from other local stakeholders such as private sectors and local enterprise. Sustaining fund for community DRR initiatives is one of major challenges. Funds generated by community self-help groups, livelihoods groups, and community-led social enterprise have emerged in the past years and have been utilized to secure financial resources for DRR.

Outcome 3: Community Hazard, Vulnerability, Capacity Map (HVCM)

A thorough assessment of the community’s hazard exposure and an analysis of their vulnerabilities, capacities and local resources is the basis to build common understanding on key challenges, what could be done, and what shall be prioritized to address collective concerns as well as special needs of different groups under different circumstances.

The HVCM, the products of Participatory Risk Assessment (PRA) process, visualize hazard, vulnerability and capacity, that help develop common understanding of the community’s disaster risk situation. Participatory tools and techniques are valuable in generating and analyzing information with communities even among illiterate groups, ensuring that different views of community groups and stakeholders in the locality are brought into the open. The HVCM, often accompanied by descriptive risk profile, community geographic, demographic and socio-economic data as well as resource information, will be validated through participatory process and shared with community members.

Outcome 4: Community Based Disaster Risk Management Plan

A Community Based Disaster Risk Management Plan unites the community (and with other stakeholders) in commitments and actions to reduce these risks. The Plan is the blueprint, road map, or guide in changing or transforming at-risk communities to become disaster resilient communities. The CDRM plan is geared towards prevention, mitigation and preparedness measures, specifically how the community can:

- Avoid loss, rather than replace loss
- Avoid social dislocation
- Protect assets of households, community, local facilities and local institutions
The plan is generally composed of the following information:

- Protect community safety nets (family, health, food supply, business, education, culture).
- HVCM and community risk profile, identification of hazard hotspots, time and duration, and location of high exposure
- Who is likely to be affected by the problem? (vulnerable people)
- What could be done to address the problem? (lists of structural and non-structural activities, with priorities indicated for immediate, medium and long term)
- Who is going to solve this problem? (e.g. volunteers and community based disaster risk management committees)
- What resources are required and how could they be mobilized? (human, physical and financial resources)
- When will the activities be implemented?

Outcome 5: CBO Training System

CBO training system enhances the technical and organizational capability of community organized groups, volunteers and community members, ensuring that they are equipped with required knowledge and skills to implement CBDRM activities as planned. Capacity building may extend to strengthening livelihood security, ecosystem conservation and weather-sensitive cropping and agricultural practices.

Outcome 6: Community Drills System

Drills system is an important aspect of community preparedness and ensures the readiness of communities for disaster response. It is also crucial exercise for responsible teams/community volunteers to internalize emergency management skills and functions. After taking certain training, the drill system is crucial to test if the trained volunteers/CBOs member are able to carry out effective, timely and appropriate actions taken in well-organized manner. Similarly, the drills system reinforces communities’ disaster preparedness, as well as preparedness of other stakeholders including local authorities, hospitals and DRR related agencies at local level. The drill systems design and set up regular timeline for conducting drills such as end-to-end and community early warning systems, safe evacuation drill, first aid drills, firefighting, search and rescue, etc. The lessons, drawn from each drill, will inform the shortfalls of skills, actions, functions, and coordination of community and CBOs, and helps improve training and plan.

Outcome 7: Community Learning System

A pool of capable human resources created and trained through the CBDRM process could together reflect upon lesson learned, success factors and hindrance accumulated through time. As each community is unique in term of their setting, risk, vulnerability and existing capacity, learnings is considered valuable. Documentation of knowledge and lessons learned from participatory process of CBDRM shall be collected systematically and kept at community learning centres or libraries. The learning system would also help in strengthening ownership and reinforcing DRR momentum within the community. The compiled learning resources could be used as reference for CBDRM practitioners, local governments and other stakeholders for follow up actions and or other CBDRM or local DRR initiatives.

Outcome 8: Community Early Warning System

Community Early Warning system is crucial to inform community members about impending hazards and precautionary measures. While community early warning system could be developed using locally available methods such as observation, rainfall monitoring, or flood
gauge, such systems deem not to be stand-alone, but connect with the systems operated by local authorities, adjacent communities and national authorities.

The early warning system also makes use of people’s indigenous knowledge for early detection of hazards, and for information sharing mechanisms. Different channels for dissemination of warnings, and warning messages (understandable, with lead time, and with proper suggestions) are critical to get the warning messages across effectively. It is also crucially important to ensure that upon receiving the warnings community members can act upon them and take precautionary measures or prompt evacuation. Preparedness activities and drills are integral part of effective community early warning system.

**Outcome 9: Active Link with Local Authorities**

Local authorities play a crucial role in promoting good governance for the well-being and development of people. They are expected to provide opportunities for people’s participation in local decision-making mechanisms and processes. This would allow the people to choose the course of their own development. Local authorities have an essential role in managing disaster risks, but would not be able to achieve success without the active involvement and participation of the community.

**Important note!**

The outcomes of the CBDRM process is not limited to the list above, treat the list above as the minimum standards of the expected outcomes of the CBDRM process. As more steps are added in the CBDRM process, more outcomes are expected. For example, if the CBDRM process includes integrating CBDRM plan into local development plan, this will result in an integrated CBDRM and a risk sensitive local development plan.

For more information on each individual characteristic including case studies on the implementation and challenges of each of the characteristic, see the minimum characteristics handbook, available online [www.nrrc.org.np](http://www.nrrc.org.np) (source: http://flagship4.nrrc.org.np/cbdrm)

**Recommended Activities**

**Option 1 – Case Study Briefing:** Participants to give a 5 minute briefing of their respective CBDRM work in their countries or a briefing of their case study with a focus on the CBDRM process and to highlight if other steps were added and resulted in an additional CBDRM outcome. Participants should highlight the various challenges of implementing CBDRM in their contexts.

The output of the activity should lead to highlight that although significant work has been done, there are still critical issues on institutionalizing CBDRM while ensuring its sustainability.

This activity should set the “tone” and put participants in the same mindset - one that recognises that in order to succeed with CBDRM, it needs to be institutionalized and sustainable.

**Sources and for Further Reading**

- ADPC, CBDRR 19 Participants Workbook Module 2.
### Session 1.2. CBDRM Commonalities and Differences in Latin America & Caribbean, Africa, and Asia

**Session 1.2:** CBDRM Commonalities and differences in Latin America & Caribbean, Africa, and Asia

**Sub-Sessions:** What are the differences and commonalities between the elements of the process?

**Learning objectives:** By the end of the session, participants are able to:
- Understand the current status of CBDRM in the three regions
- Identify commonalities and differences between the success and barriers

**Reference materials:** Pre-selected case study used from previous session

### CBDRM Status in Asia, Africa, Latin America and the Caribbean

#### Asia Overview:

Asia faces threats from diverse and frequent incidents of hazards in the region. The risk posed by hydro-meteorological and geological hazards have the ability to undermine the fragile development progress of many countries. Limited resources, constant threats, and diverse terrain complicate efforts to reduce risk. As a result, CBDRM has become a much-used tool for helping at-risk communities. Information dissemination and capacity building has been a common element of CBDRM in Asia. NGOs have been significant contributors to CBDRM activities through their work in facilitating capacity building and skills development (livelihood related).

**Political Commitment**

There are many national policies and plans that mention CBDRM. In some countries across Asia, CBDRM strategies, plans, and policies describe vertical linkages between CBDRM with sub-national DRM arrangements and structures, indicating institutionalization of CBDRM for synergy and coherent DRM across all levels.

These policies and plans take a strategic and programmatic approach to CBDRM and embed them in frameworks, such as the National CBDRR Framework (2015) for Mongolia, and the National CBDRR Framework (2014) in the Maldives.

Other countries include CBDRM as part of National DRM Plans or Strategies. For example, Myanmar’s Action Plan for DRR (MAPDRR, 2012) has several components, one of which is CBDRR. Thailand’s National Disaster Prevention and Mitigation Plan (2015) indicates CBDRM as a component under the strategic focus on increasing preparedness and emergency response capacity, building upon government interventions and supporting the strengthening of CBDRM.

Government agencies at the national and local levels play a critical role in reaching out to communities. CBDRM implementation in South and Southeast Asian countries is traditionally supported by NGOs in partnership with local government units. It is also generally known in the region that implementation of CBDRM should be participatory and community-led.

Though Asia has strong national policies on CBDRM, in practice, there are still challenges surrounding risk governance, an enabling environment, developing incentives, and understanding of the actual policies and mandates, particularly at the local level. There also remains a need to support CBDRM through...
technical and financial support at the local level and to continue building the capacities at the local government and community levels to ensure sustainability.

**Financial Commitment**

There are a number of key agencies that fund CBDRM across Asia. These include the National Red Cross and Red Crescent Society, DFID, AusAID, ECHO, World Vision, JICA, JTI, CARE, Oxfam, World Bank, the Asia Foundation, Australian Department of Foreign Affairs and Trade, USAID, ADK, the Rockefeller Foundation, Bill and Melinda Gates Foundation, Swarovski Foundation and other global enterprises with community development programmes, international NGOs and their local NGOs network agencies, NDMOs and local LGUs. However, community-initiated sources of funding for DRM activities is limited, making sustainability beyond the end of CBDRM projects an issue.

**Organizational Commitment**

While the Asia region lacks NGOs who focus solely on DRM, a number have incorporated certain elements of CBDRM into their wide-ranging initiatives. These include NGOs working on various DRM cross-cutting issues at the community level, whose interventions include CBDRM elements or contribute to reducing vulnerability. There is also evidence across the region of increased partnership between NGOs and local authorities in the implementation of CBDRM interventions.

In addition to NGOs, there are other actors who have played an important role in CBDRM, including private sector companies who provide funding for CBDRM interventions through corporate social responsibility (CSR) programmes. This shows the trend in private sector support to CBDRM in a more holistic manner, rather than the traditional practices of providing communities with relief or equipment for emergency response.

**Capacities**

The Asia Region has access to and uses CBDRM guidebooks and other learning resources, which have been developed by NDMOs, development agencies and technical partners such as academia, and are available in local languages.

There are multiple approaches to early warning systems (EWS) across the region. Some countries use community-based practices such as colour-coded river measurement tools to help communities understand the different threat levels and the activities needed in response to those threat levels. Others use more comprehensive approaches of end-to-end multi-hazard EWS, though these require the support of national climate, hydro and geological services or a central unit such as NDMOs, which generate and disseminate the warnings from the national level, to the sub-national and down to the community, where it is disseminated through text messaging.

**Africa Overview**

Africa as a continent, has struggled for decades with development-related challenges and high rates of extreme poverty. The ongoing complexity of risk faced in this region is compounded by the spread of HIV/AIDS and its effects on already vulnerable populations (Holloway et al., 2015). Governments, NGOs and aid agencies have recognized the need for seeking to reduce disaster-related risk in the region.

In West Africa, drought is the primary threat, though flooding, coastal erosion, poor urban planning, conflicts, vulnerable infrastructure, land and environmental degradation, extreme poverty and disease continue to drive risk and undermine resilience.
In Sahel and West African countries, policies and programs have played a significant role in addressing disaster risk. Some countries also have a National Strategy for DRM and have the option to integrate these DRM issues into their Strategic Poverty Reduction Strategies.

Within the Global Alliance for Resilience (AGIR), some West African countries have developed national resilience priorities through inclusive consultations with a wide range of stakeholders. However, there is a need for greater recognition of the role of CSOs, through greater involvement in decision-making, policy and programme design, implementation, monitoring and evaluation.

**Financial Commitment**

In West Africa, the ECOWAS Disaster Risk Reduction Policy and Mechanism – a part of the Peace Fund dedicated to disaster management – provides critical financial resources to DRR and is used to attract donor support. Other funders of DRR in the region include UN-OCHA, UNHCR, UNICEF, FAO, EU, WFP, USAID-OFDA and DFID. However, funding capacity for adequate disaster response remains limited.

**Organizational Commitment**

Organisations involved in DRM in West Africa include the Red Cross, Oxfam, Enda Energie, IED Afrique, Christian Aid, Care International, Catholic Relief Services, Mercy Corps, Action Aid, Concern Worldwide, Action for Life, Welthungerlife, Plan International and ODI.

**Capacities**

The BRACED programme to build resilience has generated knowledge, evidence and learning on resilience and adaptation. This programme seeks to influence policies and practices at the local, national and international level by improving the integration of DRR and climate change adaptation methods into development approaches.

**Latin America & Caribbean Overview**

The Latin America and Caribbean (LAC) region is exposed to a wide range of threats due to its geographical and climatic features. Flooding is common in many countries across the region and extreme temperatures and droughts are increasing in frequency and severity. The western side of the region is highly susceptible to earthquakes and tsunamis as well. In addition to affecting the well-being of the population, these disasters also have severely affected economic growth and social infrastructure in the LAC region.

**Political Commitment**

DRM processes in LAC are carried out by the State through risk management and national disaster management agencies governing bodies, which are represented at the local level through an administrative politician. These risk management governing bodies and disaster management policies and plans do include and govern community involvement. However, it is often challenging to determine which ones are truly based on CBDRM approaches. The region normally updates its plans at the local level on a 4-, 5- or 10-year basis, but that does not necessarily apply to CBDRM policies and plans.

Significant improvements in political commitment to CBDRM has been evident since the implementation of the Hyogo Framework for Action, which has continued through the Sendai Framework for Disaster Risk Reduction, further emphasizing the importance of working with CSOs and local communities. However, government involvement in CBDRM remain limited.
Financial Commitment

From the financial point of view, major donors focusing on strengthening local capacities have been DIPECHO and USAID-OFDA. Other donors such as JICA, DFID and SDC have provided funds to national governments that contribute to sub-national and local-level programmes. Other funding bodies have included multilateral banks (inter-American Development Bank and World Bank), but these funds tend to be at the national level.

Organizational Commitment

In the LAC region, it falls on the NGOs and grassroots organizations to promote CBDRM, as there is a lack of political ‘maturity’ in local governments and even many urban communities to prioritize CBDRM. The perception of risk is not linked to the development process and DRM efforts continue to prioritize preparedness and response.

Capacities

Though there are many local and community-level risk management initiatives, not all correspond to CBDRM. This is because of the implications of CBDRM on effectiveness and sustainability, pointing to development and the importance of working it into underlying risk factors, which are not always addressed; rather, risk management efforts tend to focus on mitigation and preparation. That being said, there are some training initiatives on risk management at the community level as part of local and national projects.

Source


Recommended Activity (TOT and In-Country):

Sharing of good practices and challenges on CBDRM

Participants are requested to share their experiences on good practices and challenges regarding CBDRM on governance/political commitment issues, regional financial commitment, organizational commitment, and capacities. Participants can use samples of challenges from case studies or from their own experiences identifying the successes and barriers. Discuss before the activity begins what is meant by Governance, Financial Commitment, Organizational Commitment, and Capacities indicated in the table.

<table>
<thead>
<tr>
<th>Governance</th>
<th>Financial Commitment</th>
<th>Organizational Commitment</th>
<th>Capacities</th>
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<tbody>
<tr>
<td>• Participation</td>
<td>• Available financial commitments</td>
<td>• NDMO</td>
<td>• Training activities</td>
</tr>
<tr>
<td>• Rule of law</td>
<td>• International funds</td>
<td>• NGOs</td>
<td>• Disaster education programs</td>
</tr>
<tr>
<td>• Transparency</td>
<td>• National funding</td>
<td>• CSOs</td>
<td>• Public information</td>
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<tr>
<td>• Responsiveness</td>
<td>(ex. Budget allocation)</td>
<td></td>
<td>• Technical assistance</td>
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<tr>
<td>• Consensus oriented</td>
<td>• Private sector</td>
<td></td>
<td>• Knowledge sharing</td>
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<tr>
<td>• Inclusiveness</td>
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<td>and dissemination</td>
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<td>• Effectiveness and</td>
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<tr>
<td>efficiently</td>
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<tr>
<td>• Accountability</td>
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Present the following steps in a PowerPoint slide for ease of reference:

Step 1. Share within your groups the experiences on the following successes and barriers with regards to (1) governance, (2) financial commitment, (3) organizations commitment, (4) national, sub-national capacities. (recommended time: 15 mins)

Step 2: Participants should enumerate the successes and barriers on a flip chart (recommended time: 15 minutes)

Step 3: Group presentation (recommended time: 5 minutes per group)

Step 4: Open questions and discussions, facilitated by the trainer (recommended time 5 minutes)

Tips for trainers! - Managing the time
During trainings, managing the time is vital. There are different options for managing the time:

Option 1: Make the participants accountable for their own time keeping – trainers can pre-select beforehand an in-group time keeper.

Option 2: Trainers themselves can manage the time and let the participants know how much time is left. Trainers can use cue cards indicating the time left to finish the activity or to wrap up the presentation.
Module 2: Characteristics and Success Factors for Institutionalizing Sustainable CBDRM

**Module Purpose:** Aims to discuss the characteristics and success factors of institutionalized and sustainable CBDRM, this module also includes the practice of utilizing the characteristics success factors into future CBDRM projects by integrating them into the CBDRM process and its elements.

To increase the common understanding of the characteristics and its success factors for the institutionalization of sustainable CBDRM, GNDR and 9 partners in Asia, Africa, and Latin America & Caribbean went on to a scouting mission to identify the best practices of CBDRM. Project partners were able to collect a total of 264 cases of sustainable CBDRM across 3 regions, which were then assessed using an evaluation framework developed collaboratively by the project team. The representatives from top 25 cases in each region attended a workshop and identified the key factors which contributes to sustainable and institutionalized CBDRM. These workshops also provided a platform for countries to share experiences and practices, and to identify the common underlying factors of success.

Module 2 is based on a global report that was developed following these workshops, the “Cookbook on Institutionalizing Sustainable CBDRM”, which includes the characteristics and its success factors resulting from discussions with local actors from Africa, Asia, and Latin America & Caribbean came together to share their experiences in CBDRM actions.

### Session 2.1. The Characteristics and Success Factors for Sustainability

<table>
<thead>
<tr>
<th>Session 2.1:</th>
<th>The Characteristics and Success Factors for Sustainability</th>
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</thead>
<tbody>
<tr>
<td><strong>Sub-Sessions:</strong></td>
<td>What are the characteristics of sustainable CBDRM?</td>
</tr>
<tr>
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<td>• Success factors for permanence</td>
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<td>• Success factors for effectiveness</td>
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<td>• Success factors for Adaptiveness</td>
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<td>• Success factors for Inclusion</td>
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<td><strong>Learning objectives:</strong></td>
<td>By the end of the session, participants should be able to:</td>
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<tr>
<td></td>
<td>• Enumerate the characteristics and describe the success factors for sustainable CBDRM</td>
</tr>
<tr>
<td><strong>Reference materials:</strong></td>
<td>• The Cookbook on Institutionalizing Sustainable CBDRM</td>
</tr>
<tr>
<td></td>
<td>• Participants pre-selected CBDRM case study</td>
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</table>

### Definition and Characteristics of Sustainability

The definition and characteristics of Sustainability were jointly developed by all project partners during the inception workshop in 2017 in order to frame the project.

Sustainability is defined as the “ability to be maintained at a certain rate or level or over a period of time.”

The characteristics that defines Sustainability of CBDRM consists of permanence, effectiveness, ownership, adaptiveness and inclusion. These are further defined below.

### Success Factors for Sustainable CBDRM

The following success factors are actions that project implementers should take when designing, planning and implementing CBDRM activities. They are to be considered cross-cutting and overarching
approaches to ensuring sustainability in CBDRM initiatives; as each context is different, these cannot be prescriptive and should be adapted to fit into the specific context.

These success factors are grouped under five main categories which reflect the main characteristics of sustainability jointly determined by partners at the start of the project. Some elements support the achievement of multiple characteristics of sustainability, but were placed under the category to which they are more directly linked.

**PERMANENCE**

This characteristic refers to the fact that CBDRM activities occur through the mobilization of the community and continue after significant external support has ended.

1. Include a set of actions aimed at strengthening local frameworks for CBDRM (e.g. hold a workshop on analysis of national and local DRM policies)
2. Frame the CBDRM initiative as part of risk-informed development plans, by, for example, aligning activities and targets with other local initiatives including development plans
3. Strengthen the community’s abilities to mobilize and manage financial resources
4. Instil behaviour change to counteract negative actions and to promote a community of active agents of resilience

Success factors listed under this characteristic have been used in CBDRM case studies in various forms: from participatory budgeting at community level, to integration of village risk management plans into local development policies. Increased understanding of the existing policies and plans at national and local level results in increased ability to liaise with local authorities in planning and budgeting for CBDRM activities. CBDRM activities often produce information that is beneficial for strengthening local DRM frameworks to the realities on the ground, thus making these frameworks more effective. Community’s engagement results in behaviour change that promotes greater resilience: giving a role to vulnerable groups (such as children and youth) supports their involvement in the social life of the community and promotes their engagement as actors of change.

**EFFECTIVENESS**

This characteristic refers to the need for CBDRM activities to successfully build local capacities to cope with disasters.

1. Develop participatory risk maps of the community that detail local realities from the perspective of the local people
2. Consider cultural factors in analysing risks and the underlying causes, and be mindful of potential cultural barriers for the project activities
3. Foster collaboration between CSOs, government, communities by creating spaces for open dialogue
4. Perform a stakeholder analysis to understand existing groups, consult all stakeholders from the design stage, especially vulnerable groups

The use of these success factors in the CBDRM case studies analysed demonstrates that effectiveness is based on a solid understanding of the actors involved and the risk context in which they operate. Participatory mapping of risks, capacities, territories, resources, etc. is among the most common
ingredients in recipes from all the 3 regions. Collaboration is another strong ingredient for effectiveness: spaces for dialogue where civil society, government, private sector and others can bring their expertise to the table, have the double effect of increasing understanding of the context and of identifying the most effective actions to address the highest priority risks.

Ownership

This characteristic refers to the importance of ensuring community’s buy-in through coordination processes, government support and use of local knowledge.

1. Ensure continuous and passionate leadership at local level in all phases
2. Map and utilize local capacities (including resources, materials, knowledge)
3. Encourage self-organization e.g. establishment of local governance and thematic committees

Communities’ involvement as “partners” rather than “beneficiaries” is a widely used success factor: communities can offer local resources and material, in addition to experiences and skills in dealing with disaster risks that they know very well. The case studies show that when communities are involved from the start and are given a leading role in prioritizing the activities to implement, their commitment to the CBDRM project often lasts longer than the duration of the project itself. The use of local resources and funds becomes essential to then allow communities to keep the CBDRM activities going after external support stops.

Adaptiveness

This characteristic refers to the need to ensure that project activities are flexible to respond to changes in the conditions where the project takes place (this could refer to hazard patterns, emergence or new important actors, political or economic changes, etc).

1. Designate role of monitoring and reporting lessons learnt from the process and have a structure that ensures feeding of lessons learnt into future planning
2. Strengthen communities’ capacities to adapt a project to changing conditions
3. Encourage integration of innovative thinking into traditional practices, so as to couple local experiences with new ideas

Disaster risks and underlying conditions are not static and can change within a project time frame. Ensuring that activities can adapt is essential for the sustainability of the CBDRM project. Adaptiveness ingredients have been used in various recipes in the form of the creation of dedicated M&E teams that are in charge of improving the project over time, monthly or bi-monthly reviews conducted by the project team and the community to analyse whether activities are effective, or regular reviews linked to seasonal or political changes.

Inclusion

This characteristic refers to the importance of engaging with all societal groups, to ensure that all perspectives (including those of minorities or marginalized groups) are taken into consideration.

1. Identify marginalized groups before the project starts so they can participate from the onset
2. Identify clear roles of all actors and ensure community representatives have a decision making role
3. Create safe spaces for social groups to raise their voices and concerns
4. Lobby local leaders for their plans and budgets to be inclusive
Success factors of inclusion are among the foundation elements of many of the case studies analyzed in this research. In many cases it translates into careful consideration of the enabling factors that allow marginalized groups to participate in the activities (e.g. holding a separate women’s consultation, engaging directly with teachers and pupils at school, consider physical barriers that would preclude participation of people with certain types of disabilities). Inclusion also translates into adopting a different mind-set, one that considers marginalized groups as resource groups that provide knowledge, experiences and human resources to the CBDRM activities.

**RECOMMENDED ACTIVITY: OPTION 1**

**Case study:**

Step 1: Participants will be given a case study, and will discuss, identify and justify the different characteristics and success factors of **sustainability** using the case study.

Step 2: Participants will then present the findings from the case study which analyses the characteristics and success factors of **sustainability** in a larger group. Participants will be recommended to put the key points on a flip chart.

**RECOMMENDED ACTIVITY: OPTION 2**

**What ifs**

To ensure a deeper understanding of the importance of the success factors, participants will be requested to brainstorm on the **what ifs**. The key steps are as follows:

Step 1. After discussing the list of success factors, participants within the group to think about what would happen to their CBDRM project if the key characteristics and its success factors of **sustainability** were not considered. Groups can enumerate these on a flip chart.

Step 2. Present the results of group discussions to the larger group. As the facilitator, make attempts to link and consolidate ideas between the groups.

Depending on the size of the participants, this activity can be done differently. For example, in a larger number of participants, each group can focus on 1 characteristic, while in a smaller number of participants, each group can focus on 2 characteristics.

For ease, flash the following instructions on your visual:

- Within your groups, think about what would happen to your CBDRM project if the key characteristics and its success factor for **sustainability** was not considered.
  - Pick characteristics for sustainability
  - Identify at least 3 most crucial impacts if the success factor of sustainability was not included
  - For example, write “If my CBDRM project does not include [insert success factor for sustainability], then [insert possible impact]”

**Activity output:** Key messages on the importance of integrating the different success factors
SESSION 2.2: THE CHARACTERISTICS AND SUCCESS FACTORS FOR INSTITUTIONALIZATION

**Session 2.2:** The Success Factors for Institutionalization

**Sub-Sessions:**
- What are the characteristics and success factors for institutionalization?
  - Success factors for policy environment
  - Success factors for structures and mechanisms
  - Success factors for capacities
  - Success factors for culture
  - Success factors for funding
  - Success factors for accountability

**Learning objectives:**
By the end of the session, participants should be able to:
- Enumerate the characteristics and describe the success factors for institutionalized CBDRM.

**Reference materials:**
- The Cookbook on Institutionalizing Sustainable CBDRM
- Participants pre-selected CBDRM case study

**DEFINITION AND CHARACTERISTICS OF INSTITUTIONALIZATION**

The definition and characteristics of Institutionalization were jointly developed by all project partners during the inception workshop in order to frame the project.

Institutionalization is defined as the “action of establishing something as a norm in an organization of culture”

The characteristics that defines Institutionalization of CBDRM consists of policy environment, structures and mechanisms, capacities, culture, funding and accountability. These are further defined below

**SUCCESS FACTORS FOR INSTITUTIONALISED CBDRM**

The following success factors are a list of actions to be taken by a variety of actors (from project implementers, to local authorities, to national government).

As some of these elements cannot be achieved within the time frame of a project, government’s involvement is essential: actions that can be achieved in a shorter time frame should be included within CBDRM projects, these are marked with a (*).

The success factors in this section are grouped under six main categories representing characteristics of institutionalization. As mentioned for sustainability, certain ingredients could be listed under more than one category, but they are placed under the one they are mostly linked to.

**POLICY ENVIRONMENT**

This characteristic refers to the need for CBDRM to be included in government policies and plans at both national and local level.

1. Promote synergies [including joint targets] between different policies including those for sustainable development, poverty reduction, CCA, food security, etc.
2. Decentralize DRM frameworks by promoting local DRM strategies that are owned by the local government and informed by local actors
3. Embed CBDRM projects in local government work plans and reporting
4. Conduct a sunset review of national DRM policies to evaluate them at the end of the term (*)

The case studies analysed referred to the need for decentralization in DRM frameworks, to reflect the localization of risks and impacts, but also the need for a holistic approach towards resilience building.

Success factors that contributed to establishing a conducive policy environment related to the presence of a space for local voices to influence decision-making and to be taken up to the national and international level. This includes tapping on the strength of international network, adapting the Sendai Framework’s target to the local realities, or creating coordination units at village or neighbourhood level that can become part of a chain of communications between local and national.

**STRUCTURES AND MECHANISMS**

This characteristic refers to the importance of having government-recognized committees and structures in place down to the local level responsible for CBDRM activities.

1. Allow for members of CBDRM committees at community level to report up to national platforms (*)
2. Recognize informal structures (e.g. community leader groups) as channels for effective engagement
3. Define roles and responsibilities of national and local structures in CBDRM and develop TORs for community DRM committees to define their roles in these structures (*)

The creation and recognition of local structures, such as committees or task forces, are an essential success factor for institutionalization. Most of the case studies highlighted how the use of this success factor has helped the communities in gaining access to decision-makers and being able to influence DRM policies.

When community mechanisms are formed and linked to existing local or national structures, the flow of information benefits. This allows for local priorities and needs to be heard and taken into consideration, thus contributing to the development of stronger local or national DRR systems.

**CAPACITIES**

This characteristic highlights the importance of including elements of technical support to strengthen CBDRM capacities of different actors.

1. Encourage sharing of capacities and best practices between communities (*)
2. Increase access and use of communication tools by community members (*)
3. Use capacities within CSO networks to fill individual organization capacity gaps (*)
4. Hold trainings for community leaders on the process of managing DRM projects (including capacities to access international/external sources of funding for CBDRM) (*)

Capacity strengthening success factors are all elements that can be found within the project implementers and that can be achieved in a relatively shorter timeframe.

The case studies generally mention strengthening of technical knowledge by various community groups (e.g. early warning systems, preparedness and response measures), in addition to strengthening of capacities by the community to take responsibility of the activities and taking the lead in managing the project itself. Sharing of experiences with neighbouring villages via meetings, WhatsApp groups or other social media was also referred to as a key ingredient in the institutionalization process.
CULTURE

This characteristic refers to the recognition of the benefits of CBDRM by communities and governments, as well as to the creation of a common sense of responsibility towards resilience building.

1. Sensitize local political leaders to the priorities of communities through visits and impacting perception data (*)
2. Promote and share evidence of the role of communities in DRM and good practices at national and regional events (*)
3. Promote a culture of including marginalized groups in disaster risk governance by establishing mechanisms where marginalized groups are adequately included

Cultural changes, although harder to achieve, have longer lasting impact: it comes as no surprise that several recipes have used culture ingredients in their dishes. Increased family cohesion, mutual support among marginalized groups and government authorities, changes in the perception of women’s role and capabilities, are just some of the ways these ingredients have been used. Communities’ realization of their role and the power of their voice when they come together has also been an effective way to influence policies and actions. Government’s real understanding of what communities have to offer (knowledge of risks and underlying causes, experiences in tackling with disaster impacts, understanding of the needs and priorities of marginalized groups) often leads to the development of a culture of inclusion of communities as partners in the decision-making process. This is particularly effective when community consultation results in the authorities realizing that there are risks the community is exposed to that they had never even considered.

FUNDING

This characteristic refers to the need for financial support to be stable and adequate at organizational and government level for CBDRM initiatives.

1. Allocate specific budget for CBDRM activities in local and national plans
2. Use existing community structures for resource mobilization so as to increase trust
3. Establish multiple funding mechanisms with different time frames and actors for CBDRM funds
4. Advocate for larger proportion of emergency funds to go to preparedness and risk reduction (*)

The danger of CBDRM projects that are supported by external actors is that when the project time frame is over, and this support is withdrawn, activities stop, even if they were beneficial to a community’s resilience.

Key success factors for institutionalization include working with the national government to ensure that CBDRM is adequately supported, whether through government channels or through informal structures (such as community committees or task groups), and defining a clear guidance on how non-DRR funds can be assigned to CBDRM activities. For example, CBDRM projects could benefit from funds be allocated for climate change adaptation programs or development plans, when the DRM activities are clearly linked to the government’s priorities in these other sectors.

ACCOUNTABILITY

This characteristic refers to the need to promote monitoring and evaluation of CBDRM initiatives by various actors, including community members.

1. Conduct participatory auditing of CBDRM projects
2. Create transparent systems for allocating budget for CBDRM activities
3. Create local bodies (watchdogs) to monitor government policies, planning and budgeting around CBDRM (*)

Joining forces in designing and implementing a project translates also in collaborative monitoring and evaluation of the activities planned: participatory systems to assess progress and to assign responsibilities have been identified as key success factors that support accountability in CBDRM projects. Trust is essential to ensure a smooth collaboration between communities and local authorities, and some ways to increase trust are related to improved transparency in policy development and budget allocations, as well as increased participation in assessing the effectiveness of government policies around DRM.

**RECOMMENDED ACTIVITY: OPTION 1**

**Case study:**

Step 1: Participants will be given a case study, and will discuss, identify and justify the different characteristics and success factors of institutionalization using the case study.

Step 2: Participants will then present the findings from the case study which analyses the characteristics and success factors of institutionalization in a larger group. Participants will be recommended to put the key points on a flip chart.

**RECOMMENDED ACTIVITY: OPTION 2**

**What ifs**

To ensure a deeper understanding of the importance of the success factors, participants will be requested to brainstorm on the what ifs. The key steps are as follows:

Step 1. After discussing the list of success factors, participants within the group to think about what would happen to their CBDRM project if the key characteristics and its success factors of institutionalization were not considered. Groups can enumerate these on a flip chart.

Step 2. Present the results of group discussions to the larger group. As the facilitator, make attempts to link and consolidate ideas between the groups.

Depending on the size of the participants, this activity can be done differently. For example, in a larger number of participants, each group can focus on 1 characteristic, while in a smaller number of participants, each group can focus on 2 characteristics.

For ease, flash the following instructions on your visual:

- Within your groups, think about what would happen to your CBDRM project if the key characteristics and its success factor for institutionalisation was not considered.
  - Pick 3 characteristics of institutionalisation
  - Identify the top 3 the most crucial impacts if the success factor of institutionalisation was not included
  - For example, write “If my CBDRM project does not include [insert success factor for institutionalisation], then [insert possible impact]”

- Participants are free to add more indicators of success factor for the country context

**Activity output:** Key messages on the importance of integrating the different success factors
SESSION 2.3: DESIGNING PROJECTS USING THE CHARACTERISTICS AND SUCCESS FACTORS

Session 2.3: Designing Projects using the Success Factors
Sub-Sessions: Project designing using the elements and processes of CBDRM
Learning objectives: By the end of the session, participants should be able to:
  o Practice the application of how to integrate the characteristics and its success factors into future CBDRM projects
Reference materials: o The Cookbook on Institutionalizing Sustainable CBDRM

THE “RECIPES” OF SUSTAINABLE AND INSTITUTIONALIZED CBDRM

An analysis is based on the 75 identified best practice case studies received in the context of this project and on discussions with local CBDRM actors at regional meetings shows that government support and contexts where DRM is a higher priority in the political agenda create a conducive institutional environment that encourages the development of CBDRM activities. The cases all include some level of government support, mostly local, and there seems to be a recognition that decentralization of DRM plans and delegation of responsibility to local actors have an impact on the sustainability and institutionalization of CBDRM.

Communities’ self-organization and the development of income-generating activities appear to be particularly relevant in countries where DRM is not among the highest priorities of a national government’s agenda, such as in Somalia, Niger or Burkina Faso. In such cases, where communities recognize the importance of DRM at local level but there is no heavy endorsement at national level, there seems to be a recognition of the fact that communities themselves need to more actively take the lead: when institutional support is weak, self-organization and use of local resources is key for a CBDRM project to continue over time.

Synergies with other frameworks have been mentioned in many case studies, but these seem to translate in practice more than at policy level: while not many case studies mention alignment of targets and indicators among different frameworks at national level, there is a clear recognition that DRR activities can be designed in a way to address multiple issues at the same time.

For example, developing DRR skills for children and youth aims at increasing their capacities, increasing their involvement at community level, and providing an opportunity for them to improve their leadership skills. This reflects the evidence that risks take a multidimensional feature at local level and that different risks could result from similar underlying cause.

Participatory risk mapping to better understand the realities at local level is a recurrent success factor that can be found in recipes from various countries in different regions and in different contexts: local communities have the most in-depth knowledge of their reality and there is a general recognition that a thorough analysis of the local context is essential to ensure the project’s sustainability. This ensures that community groups (including marginalized groups such as women, youth, elderly and persons with disabilities) are involved in any CBDRM project from the very start, thus increasing their sense of ownership.
CBDRM PROJECT PROPOSAL

The key activity under this module is to practice the application of utilizing the success factors and recipes into the process of CBDRM.

A scenario will be presented and the participants will try to understand how to create a CBDRM project based on the given information. Participants will develop a project proposal with a plan for risk treatment options and will be presented to the group.

The following scenario were pieced together from real cases of CBDRM projects and based from the professional experiences of CBDRM experts.

The case study was developed as a reference for ADPC classroom discussion and study. Participants are playing the role of a CBDRM practitioner assigned to Easyville Town, in the Bay of Aydeepeacey, located in the Pacific Ocean.

**SCENARIO: EASYVILLE TOWN, BAY OF AYDEEPEACEY.**

**BACKGROUND AND RISK PROFILE OF EASYVILLE**

Easyville has a total of 20 hectares of total land area, and is inhabited by 2,906 people composed of 1,220 adult males, 1,336 adult females and 350 children (information not disaggregated between boys and girls). Its topography is mostly rolling with alternating ridges and low areas due to its location in the Municipality of Aydeepeacey (also known as the Bay of Aydeepeacey).

Easyville is considered as a peri-urban town, with over 12 hectares with urban development, and 8 hectares dedicated for agriculture products such as corn, rice and root crops, coconut and palm, and for fisher folks located closed to the Bay. The 12 hectares of urban development are commercial (20%), institutional (10%) and residential (70%). Most of the population is depended on locally grown agriculture products.

Easyville is considered as the lowest portion of the Bay of Aydeepeacey which becomes a flood basin. This was due to the town being historically build on a swampy area surrounded by mangroves and water plants. Pineapple River, which crosses Easyville is the main channel of all flood water from neighboring towns which exits into the Bay. Due to the historical location, the placing of the river and the topographic features of the Barangay, the community is highly susceptible to hydro-meteorological impacts, and could further be affected by climate change impacts such as sea level rise.

The Bay of Aydeepeacey is exposed to two specific hydro-meteorological hazards: hurricanes and flood events. While describing hurricane occurrences, the local government agencies identify it as the primary hazard, while flood can be considered as the secondary hazard, as it would naturally be a result of typhoon and heavy rainfall. The Bay of Aydeepeacey is affected by potentially destructive hurricanes once every two years, and historical information is analyzing a trend that there is a reduction in the frequency of hurricanes, but its intensity is increasing with sustained winds over 95 miles per hour (152.8 kph). Hurricanes generally happen when oceans are warmed from June until November.

As a result of the increase in the intensity of hurricanes, Easyville, along with the Bay of Aydeepeacey has experienced flash floods, landslides, and mudflow due to the heavy rainfall in a short amount of time. The last 3 hurricanes affecting the Bay of Aydeepeacey were considered destructive. Hurricane Alpha, which occurred in 2012 resulted in 50 casualties, with 250,000 USD in damages, the hurricane did not have strong winds, but brought in excessive rainfall within a short amount of time which led to flash floods. Hurricane Beta had wind speeds over 186 miles per hour (300 kilometers per hour) but resulting in
moderate flood, occurred in 2015 and resulted in 14 casualties, with 250,000 USD in damages. Hurricane Gamma was a combination of both previous hurricanes with strong winds, and heavy rainfall, occurring in 2018, caused 5 casualties with over 450,000 USD in damages.

Floods have become frequent and occur annually, it has been observed that there are has been changes in rainfall, the annual average rainfall has increased 10% from 2005-2015 based from the 1990-2005 average of 350mm annually. The rainy months in Bay of Aydeepeacey are June, July, and August. On average, floods affect over 200 homes, damaging over 50 houses annually.

In addition, due to the location of the Bay of Aydeepeacey, it is susceptible to earthquake and tsunamis. The Bay is seated on the foot of an inactive volcano and the island was created by molten lava millions of years ago. No volcanic eruptions has been recorded. Localized earthquakes do occur, but on average of 4.5 magnitude and is historically non-destructive with no indications of increase in frequency and magnitude. However, according to historical data, the Bay of Aydeepeacey was affected by a large tsunami in 1919 causing 460 casualties (over 50% of total population during 1919).

The following table describes the socio-economic conditions of Easyville Town.

**Current Socio-economic Conditions (as of 2017)**

<table>
<thead>
<tr>
<th>Easyville records</th>
<th>Socio-Economic Data (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>Enrolment Rate Rate</td>
</tr>
<tr>
<td>Children (under 14 yrs.)</td>
<td>Education</td>
</tr>
<tr>
<td>2,906 (1,220 males; 1336 females)</td>
<td>15.2% (increasing annually)</td>
</tr>
<tr>
<td>350</td>
<td>21</td>
</tr>
</tbody>
</table>

*Critical Infrastructures: Public evacuation center (Easyville High School, and Easyville Grade School), Town City Hall (Location of DRRM Office), Easyville Hotel, Mosque, Catholic Church, Health Center.

According to field visits, fisher-folks from Easyville (which accounts for 15% of the population) are experiencing a reduction of income. This is primarily due to the fishes moving into deeper areas of the ocean. Due to this phenomenon, fisher-folks have to venture further into the oceans which causes the fisher-folks to be out in the sea for an extended period of time.

The city is further more vulnerable to climate change impacts due to its current nature of being regularly affected frequently by floods. Climate change projections show that rainfall will continue to increase by 2020 and 2050, thus the regularly to frequently flooded areas would be constantly affected by flooding due to tropical storms, monsoon rains and is expected to be heavily impacted by hurricane occurrences.

The cumulative impacts of floods cause losses in savings, destruction of properties, and sources of income and livelihood will take longer to recovery. The previous hurricanes have cause severe losses for financial capital.

Easyville continues to be dependent on natural assets, due to over 40% of the land being allocated for agricultural development and the community being highly dependent on local agriculture products.
While there is no stark issue of over-urbanization or localized overpopulation, residents are experiencing issues in job security and reducing annual income.

Homes in Easyville continue to be affected annually due to the recurring flood events, on average, about 45% of households are affected by annual flooding, while over 75% are affected by hurricane impacts.

Household heads in the urban areas of the town are primarily service-based, such as public utilize vehicle drivers, laborers, technicians, store owners, teachers, retail, carpenters, or construction-based. While the areas dedicated for agriculture and fisheries are primarily affected annually by flooding and further exacerbated when hurricanes occur.

The Bay of Aydeepeacey has developed a DRM strategy as a response to the hurricane’s impact in 2012. However, the strategy remains reactive to disasters than proactive towards risk reduction. Many of the work conducted in the Bay of Aydeepeacey, including Easyville has been focused on preparedness for response, which was effective due to the reduction in the total number of lives lost during the hurricanes. However, the Bay and the Town itself continue to face economic damages and is resulting in an increase in unemployment, and a reduction in monthly income of households.

According to the National Law which was passed in 2018, every town should have an active community disaster risk management team, however, this is inactive within the town of Easyville as community members and decision-makers continue to rely on the community-based organization (CBO). As part of this law, it is stated that 10% of the local government agency’s annual revenue will be allocated for DRM, in which 70% is allocated for disaster preparedness, prevention, mitigation, recovery, and rehabilitation; while the 30% is allocated for quick response. However, because there is an inactive community disaster risk management team, this has not been utilized effectively and efficiently.

The local police department, along with the local fire department has been trained in disaster response by the CBO. The National Civil Defense Ministry, including the National Red Cross is located on the other side of the Island, separated by a mountain which is an estimated 250km by road (3.5 hours by road). There are no existing UN offices on the island, but International and National NGOs focused on gender equality, food security, human rights, disaster risk reduction, and poverty reduction are also located on the other side of the island.

Due to the National Law passed in 2018, schools are now integrating and conducting classes on disaster risk reduction and management, and climate change. A knowledge attitude and practices study was recently conducted between the community members versus the students (high school and grade school) and showed that students are more knowledgeable on DRR and climate change compared to the community.

Easyville Bank has previously given loans with a 5% monthly interest rate to community member who are affected by the hurricanes, and are economically deprived. Community members have mentioned that the Bank seeks to gain a profit after a disaster with high volumes of lending. Roughly 75% of the local community is indebted to Easyville Bank due to the hurricane in 2018.

A proficient businessperson in Aydeepeacey Bay, Dr. Carol Danvers promotes corporate social responsibility, by providing funding for the local community-based organization.

The newly elected Mayor of Aydeepeacey Bay, Mr. Han Seoul-Oh has a strong background in disaster risk management, and was previously trained by the regional organization, Pacific Disaster Preparedness Center in the mid-2000s before embarking on a political career. Mr. Han, is keen on enhancing disaster risk reduction for the Bay of Aydeepeacey, but faces difficulties in advocating to his constituents in the government.
The primary institutional capacity of Easyville town is the existence of a community-based organization (CBO) focused on promoting disaster preparedness in the area. The CBO is focused on conducting trainings on emergency response and provides support to conducting drills and exercises on early warning and evacuation. The work of the CBO also includes, medical, rescue, fire, livelihoods, relief and education, and has worked closely with the local women’s organization by including them as part of the volunteer community disaster response workers.

Funding from external donors is rare due to the isolated location of Aydeepeacey Bay. However, an International Financial Institution named “Island Development Bank” has agreed to fund a building community resilience project in Aydeepeacey Bay, with a 1-year pilot project on community-based disaster risk management focused on Easyville. If the pilot project results in an institutionalized sustainable CBDRM, it is likely that the Island Development Bank will apt for a phase 2, which will look to replicate the activities conducted in the pilot town of Easyville.

The Island Development Bank has requested for a proposal on institutionalized sustainable CBDRM with a pilot implementation Easyville. The project is expected to be funded for 1-year, with 150,000 USD.

**Recommended Activity (TOT and In-Country)**

Using the case study above, participants will be requested to put together a simple CBDRM proposal. The challenge of the proposal is that it should identify how the different success factors of institutionalization and sustainability are integrated and used. A basic proposal template is provided on the next page, but it is also recommended to use visual aids such as PowerPoint or flip charts. The following are the recommended steps for this activity:

**Step 1:** Groups will review the given case study, or the pre-selected case study (review can be done on the day/night before)

**Step 2:** Groups to discuss the following:

- What success factors exist
- What success factors are missing
- What are the potential entry-points to include the missing success factors

**Step 3:** Discuss the findings in the larger group based on the three points above.

**Activity output:** Groups to identify the different success factors for institutionalised and sustainable CBDRM based on the given case study or from the pre-selected case study.

**Tips for trainers!**

1. Trainers are free to change the overall approach as long as the activity output remains the same.
2. Trainers are also free to use real case studies which is contextualized in their country or region.

Module Purpose: This session is dedicated for the trainers to increase their capacity to effectively co-facilitate sessions, discusses how to use the Facilitator’s Guide, and provides essential knowledge of adult learning methodologies.

Session 3.1: Adult Learning Methodologies and Techniques

<table>
<thead>
<tr>
<th>Session 3.1:</th>
<th>Adult learning methodologies and techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Sessions:</td>
<td>Special needs of Adult learners, The critical elements of learning in training, The Learning Principles, Session delivery and helpful hints in making presentations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning objectives:</th>
<th>By the end of the session, participants should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Discuss the principles of Adult Learning</td>
</tr>
<tr>
<td></td>
<td>• Discuss the critical elements of learning in training</td>
</tr>
<tr>
<td></td>
<td>• Discuss use of visual aids</td>
</tr>
<tr>
<td></td>
<td>• Enumerate the tips and tricks for delivering an effective presentation</td>
</tr>
<tr>
<td></td>
<td>• Review the checklist before conducting a presentation</td>
</tr>
</tbody>
</table>

| Reference materials: | Participants workbook |

Principles of Adult Learning and Critical Elements of Learning

The Three Learning Domains

In order to ensure effectiveness of conducting trainings, trainers should have a basic understanding of the process on how adults learn. Adult learners bring experiences, and self-awareness that younger learners do not. In order to understand adult learning, it is essential to review and enumerate learning domains, learning styles, and how and why adults learn.

There are three learning domains that adults, adolescents, and children learn best by: cognitive, affective, and behavioural. The table below discusses and presents examples between the three.

<table>
<thead>
<tr>
<th>Cognitive refers to knowledge or body of subject matter</th>
<th>Affective refers to attitudes and beliefs</th>
<th>Behavioural refers to the practical application</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lectures</td>
<td>• Values clarification exercises</td>
<td>• Role plays</td>
</tr>
<tr>
<td>• Brainstorms</td>
<td>• Nominal group process/group activities</td>
<td>• Simulations</td>
</tr>
<tr>
<td>• Discussions</td>
<td>• Consensus-seeking activities</td>
<td>• Teach-backs</td>
</tr>
</tbody>
</table>

Three Learning Styles

The primary learning styles are visual, auditory and kinaesthetic:

### Visual learners
Tend to learn by looking, seeing, viewing, and watching

Visual learners need to see an instructor’s facial expressions and body language to fully understand the content of a lesson. They tend to sit at the front of the classroom to avoid visual distractions. They tend to think in
pictures and learn best from visual displays. During a lecture or discussion, they tend to take detailed notes to absorb information.

**Auditory learners** tend to learn by listening, hearing, and speaking.

Auditory learners learn best through lectures, discussions, and brainstorming. They interpret the underlying meaning of speech by listening to voice tone, pitch, and speed and other speech nuances. Written information has little meaning to them until they hear it. They benefit best by reading text out loud and using a tape recorder.

**Kinaesthetic learners** tend to learn by experiencing, moving, and doing.

Kinaesthetic learners learn best through a hands-on approach and actively exploring the physical world around them. They have difficulty sitting still for long periods of time and easily become distracted by their need for activity and exploration.

As adults, we retain approximately 10% of what we see; 30-40% of what we see and hear; and 90% of what we see, hear, and do. Adults have the capacity to learn via all three styles but usually dominate in one. The table below shows some methods that appeal to visual, auditory, and kinaesthetic learners, and training should take into account all three styles.

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Kinaesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PowerPoint Presentations</td>
<td>• Lectures</td>
<td>• Role playing</td>
</tr>
<tr>
<td>• Videos</td>
<td>• Group discussions</td>
<td>• Simulations</td>
</tr>
<tr>
<td>• Flipcharts</td>
<td>• Informal conversations</td>
<td>• Demonstrations</td>
</tr>
<tr>
<td>• Demonstrations</td>
<td>• Stories and examples</td>
<td>• Writing/Note taking</td>
</tr>
<tr>
<td>• Readings</td>
<td>• Brainstorms</td>
<td>• Activities</td>
</tr>
</tbody>
</table>

**ADULT LEARNING ASSUMPTIONS**

The following table describes the learning assumptions regarding adult learners, including suggestions on how instructors should deal with assumptions.

<table>
<thead>
<tr>
<th>Assumption</th>
<th>What it means as a trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults want to know why they should learn.</td>
<td>Develop “a need to know” in your learners—make a case for the value of the learning in their lives. Help learners answer the question, “What’s in it for me?”</td>
</tr>
<tr>
<td>Adults need to take responsibility.</td>
<td>Realize that despite this self-concept and need for responsibility, once they enter a classroom many adults revert back to their school and college days when they tended to be passive learners. Do not fall into a trap of assuming that they want to learn passively. Empower them to learn and to take responsibility for learning. Enable learners to assess their own learning, similar to the self-assessment and feedback that you experienced during the Instructor Development course.</td>
</tr>
<tr>
<td>Adults bring experience to learning.</td>
<td>Experience is both a plus and a minus. It is a plus because it is a vast resource. It is a minus</td>
</tr>
</tbody>
</table>
That experience is a resource for themselves and for other learners, and gives richer meaning to new ideas and skills. Experience is a source of an adult’s self-identify. Because it can lead to biasness and presuppositions. Because adults define themselves by their experiences, respect and value that experience.

**Adults are ready to learn when the need arises.**

Adults learn when they choose to learn and commit to learn. That desire to learn usually coincides with the transition from one developmental stage to another and is related to developmental tasks, such as career planning, acquiring job competencies, improving job performance, etc. Often, however, adults perceive employer provided training as employer-required training.

Be aware that some learners might not want to be there. In which case, be honest. Acknowledge that fact and the fact that nothing can be done about it. Then, agree to make the most out of training nevertheless. On the other hand, be aware that for those who want to be in the class, training is important and they must walk away with something.

**Adults are task-oriented.**

Education is subject-centred, but adult training should be task-centred. For example, a child in a school composition class learns grammar, and then sentence and paragraph construction. An adult in a composition training program learns how to write a business letter, a marketing plan, etc.

Organize content around tasks, not subjects


**DEVELOPING LEARNING OBJECTIVES**

Due to adult learners being task-centred, adult training should be task-centred. Adult learning should be based on measurable, task-centred learning objectives. Essential to good instructional design is the definition of clear learning objectives. Learning objectives are defined as follows:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>“[Learning] Objectives are a little like blueprints. They provide the guides that will guarantee that you are teaching what needs to be taught… Statements describing intended instructional outcomes are called objectives because their accomplishment can be measured.”</td>
</tr>
<tr>
<td>Goals are broad (fuzzy) statements of intent; objectives are measurable statements of intent. In plain language, if an outcome statement isn’t precise enough to measure whether the outcome has been achieved, it isn’t an objective.”</td>
</tr>
<tr>
<td>“An objective describes student performance. It doesn’t say anything about what the instructor will do or try to accomplish. It doesn’t describe course content or the textbook.”</td>
</tr>
<tr>
<td>“An objective is about end rather than means. It describes a product of instruction rather than the process of instruction. It describes what students will be able to do when they are competent, rather than describing how they will be made competent.”</td>
</tr>
</tbody>
</table>
The following tips will support you to develop task-oriented, measurable learning objectives:

**Tips for Writing learning objectives**

- Look at skills necessary to perform a given task.
- Tie a single outcome to a single task or skill (a task or skill may have more than one learning outcome, but a learning outcome should have only one task or skill associated with it).
- If you cannot measure an outcome in some way, re-write it so that you can.
- Use active verbs appropriate to what you want to measure.

**General guidelines for developing learning objectives**

1. Determine whether the training is intended for developing awareness, enhancing knowledge, or developing skill. The box below describes the types of learning objectives and their outcomes.

<table>
<thead>
<tr>
<th>Type of Learning Objective</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>Leads to greater awareness through the provision of knowledge (normally introductory or beginner level). The improvement of skills can be incorporated only after knowledge is enhanced, as the course develops</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Fact and description based, leading to a general understanding of concepts and process to enhance preliminary knowledge</td>
</tr>
<tr>
<td>Performance</td>
<td>Illustrates the application of knowledge to have the learner improve skills or demonstrate new ones</td>
</tr>
</tbody>
</table>

2. Identify the kind of knowledge learners will acquire:
   - Declarative knowledge: learners can communicate this by naming, explaining and recalling the what and why behind concepts and principles. Activities should provide opportunity to practice declaratively
   - Procedural knowledge: type of knowledge that enables learners to act and do things. Activities should have a hands-on approach such as performing tasks
   - Meta-cognitive knowledge: self-knowledge or know-how to comprehend and solve problems. It includes self-awareness of how one best memorizes facts or what the ideal physical conditions are for enhancing levels of understanding.

3. Determine what knowledge, skills, and attitudes trainees will develop by asking the following questions:
   - To determine what the trainees will learn: What learning outcomes participants of this training course need to demonstrate? What should learners know or be able to do by the end of this training event?
   - To determine how one will be able to verify it: With what performance criteria?

4. Start the statement with “At the end of the training the trainee/participant will be able to” so as to make sure the objective makes sense from the trainee’s point of view.

5. Decide on the correct behaviours. What you choose in the form of behaviours is what the trainee must exhibit to master the objectives, which represent the performance to be achieved.

6. Include the behavioural part of the objective. Use action verbs with observable behavioural meaning. The action of each objective is what determines whether it is verifiable.

7. Use the list of behaviours categorized according to Bloom’s Taxonomy. Bloom’s taxonomy presents a system of classifying intellectual behaviour that is important to learning as it provides a framework to be used when deciding which training component will add value. There are
three categories: cognitive, affective, and psychomotor. Cognitive learning, which has to do with factual knowledge, is the category within which most training courses are developed. Bloom’s taxonomy categorizes knowledge in six progressively complex levels (from simple to more complex) which facilitate the construction of learning objectives:

<table>
<thead>
<tr>
<th>Level</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remember Retrieve from memory</td>
<td>Acquire, arrange, define, describe, distinguish, draw, find, identify, label, list, locate, match, memorize, name, read, recall, recite, recognize, record, relate, repeat, reproduce, retrieve, select, state, write</td>
</tr>
<tr>
<td>2. Understand Make sense of information</td>
<td>Categorize, clarify, classify, compare, convert, critique, defend, demonstrate, describe, differentiate, discuss, distinguish, draw, explain, express, fill in, find, group, identify, illustrate, interpret, locate, match, outline, paraphrase, predict, recognize, reiterate, relate, report, represent, restate, review, reward, rewrite, summarize, trace, translate</td>
</tr>
<tr>
<td>3. Apply Use information that is learned</td>
<td>Apply, calculate, carry out, catalogue, change, choose, classify, compare, complete, conduct, construct, convert, demonstrate, differentiate between discover, discuss, divide, execute, experiment, illustrate, implement, interpret, make, manage, measure, modify, operate, perform, prepare, produce, provide, put into practice, put together, react, record, respond, role-play, show, solve test, translate, use, value</td>
</tr>
<tr>
<td>4. Analyse Differentiate between part of information and determine connections</td>
<td>Analyse, appraise, break-down, calculate, categorize, classify, compare, contrast, debate, deconstruct, deduce, determine, differentiate, discover, discriminate, distinguish, examine, explain, extrapolate, identify, illustrate, integrate, investigate, outline, put into categories, quantify, relate, select, separate, structure, subdivide, survey, test, transform</td>
</tr>
<tr>
<td>5. Evaluate Determine implications and make recommendations</td>
<td>Argue, assess, award, check, choose, coordinate, conclude, critique, debate, decide, defend, detect, determine, discuss, establish, estimate, evaluate, integrate, interpret, judge, justify, measure, modify, monitor, prioritize, propose, rate, re-arrange, recommend, reflect, relate, revise, select, test, validate, value, verify, weigh</td>
</tr>
<tr>
<td>6. Create Combine parts to form a whole/new configuration</td>
<td>Add to, arrange, assemble, blend, create, combine, compose, construct, defend, design, develop, devise, formulate, generate, invent, investigate, organize, plan, prepare, present, produce, propose, rearrange, report, review, rewrite set up, synthesize</td>
</tr>
</tbody>
</table>

8. Avoid using unverifiable verbs. Know and understand are wrongly used quite frequently. Whenever the action is inside the trainee’s head, the performance component of the objective is not verifiable. Learning can only be tested if it can be verified by the senses. Some verbs that are not observable and which should not be used to develop objectives are: appreciate; be aware of; comprehend; enjoy; know; know how to; learn; like; think about; understand.

9. Match the identified behaviours with adequate assessment activities. The type of assessment activity varies according to the behaviours expressed in each objective as they must match each one of them to allow proper evaluation.

10. Analyse if you have constructed a SMART objective:

- Specific
- Measurable
- Action Oriented
- Relevant
- Time-bound
Quick Check

When writing learning objective statements, ask yourself the following questions:

- Does the objective focus on learner performance, explicitly stating what the learner will be able to do as a result of instruction?
- Does the objective describe the intended outcome of the instruction, not the instructional process or procedure?
- Does the objective describe explicit behaviour that is observable and measurable?
- Is there a clear link between the learning objectives and the activities and assignments on which the learner’s assessment is based?
- Do objectives go beyond recall of information to integrating and applying concepts to solve realistic problems?

Organizing Trainings

Trainings are organized depending on the learning objectives. Arrange the objectives in a system that shows how they relate to each other – try creating a hierarchy that shows a prerequisite relationship among the tasks of skills that you intend to train. As a trainer, spend sufficient time on the small building blocks of knowledge and skills necessary to prepare your participants to develop and conduct a presentation.

Knowing your audience is also vital to effectively organizing the learning objectives and training content.

As you further organize the content of the training, identify the main points necessary to accomplish each learning outcomes. Attempt to answer the question, “what must the participants know and be able to do when they leave this course?”

As you deliver the training, be sure to identify the learning objectives at the beginning, the revisit before moving on to a new topic and ensure that the participants can accomplish it.

Interactive Instructions

In order to involve adults in their own learning and adhere to adult learning principles, introduce interactive activities wherever possible. Ensure that participants have the opportunities to actually do the tasks and skills that you are teaching. This process needs to be highly interactive so that participants are able to practice new knowledge and skills. However, it is understandably challenging for some sessions to be interactive – feel free to be creative! In these cases, look for opportunities to use case studies, brainstorming exercises, facilitated discussions, role playing, problem solving, and other forms of learning. Use the experience of your adult learners to help you introduce interactivity.
CONTENT VS. CONNECTION VS. APPLICATION

Some training courses depend too much on cognitive learning, using only lectures, slide presentations. This type of learning requires the learner to passively absorb and retain large amounts of content. To retain learning, learners need opportunities to make a connection with the content and apply the learning to real-life.

The diagram below that appears on the next page illustrates the balance of content, connection, and application and how they relate to the three learning domains. The inverted triangle represents training in which content is primary and takes the majority of the time to impart, usually through one-way instructive presentations with periodic opportunities for audience questions. The upright triangle represents the more interactive design, in which learners have application opportunities using demonstrations, workshops, case studies, or other engaging methods. Tailor the courses you instruct to use the upright triangle.

USING VISUAL AIDS

Visual aids are powerful tools to enhance trainings. Words and images presented in various formats can appeal to the participants imagination. Think of visual aids as a support tool to enhance the acquisition of knowledge you are trying to get across. Remember, adult learners are both visual and auditory learners.

Think about using visual aids in the following scenarios:

During the introduction of a session or a training:
- display the title of your presentation;
- define particular technical terms or units;
- indicate a structure to your presentation by listing your main points;
- display an image which encapsulates your theme(s);
- highlight a question you intend answering during the course of your presentation;

When describing the main points
- highlight new points with an appropriate image or phrase;
- support technical information with clearly displayed data;
- indicate sequence by linking points together;
- offer evidence from your research to support your argument;

During the conclusions
- summarize your main points on a slide;
- present your conclusion in a succinct phrase or image;
- display your key references to allow your audience to read more on your topic.
THE DIFFERENT TYPES OF VISUAL AIDS

While there are various types of visual aids, the following will help you make the most of the commonly used.

POWERPOINT PRESENTATIONS

Perhaps the most commonly used. If used effectively, it can help with the learning process, however if not done correctly, it can have the opposite effect. The general principles are:

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use a large readable font (18-20pts)</td>
<td>• Make it so small that no one can read it</td>
</tr>
<tr>
<td>• Keep the background simple</td>
<td>• Use a fussy background image</td>
</tr>
<tr>
<td>• Use animations when appropriate</td>
<td>• Don’t over-do the animation because it can be distracting</td>
</tr>
<tr>
<td>• Make this visual</td>
<td>• Use endless slides of bulleted lists that all look the same</td>
</tr>
</tbody>
</table>

WHITE OR BLACK BOARD

White or black boards can be very useful to help explain the sequence of ideas or routines. Use them to clarify your title or to record your key points as you introduce your presentation (this will give you a fixed list to help you recap as you go along). Rather than expecting the audience to follow your spoken description of a process, write each stage on the board including any complex terminology or references which your participants can take notes of or refer to. If you plan to write “live” as you speak, ensure that your writing is legible.

PAPER HANDOUTS

Paper handouts are very useful. Use a handout if your information is too detailed to fit on a slide or if you want your audience to have a full record of your presentation. Consider the advantages of passing round your handouts at the beginning, middle and end of a presentation. Given too early and they may prove a distraction. Given too late and your audience may have taken too many unnecessary notes. Given out in the middle and your audience will inevitably read rather than listen. One way of avoiding these pitfalls is to give out incomplete handouts at key stages during your presentation. You can then highlight the missing details vocally, encouraging your audience to fill in the gaps.

FLIP CHART

A flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during your presentation — you can even use pre-prepared sheets for key points. Record information as you go along, keeping one main idea to each sheet. Flip back through the pad to help you recap your main points. Use the turning of a page to show progression from point to point. Remember to make your writing clear and readable and your diagrams as simple as possible.

VIDEOS

Videos gives you a chance to show stimulating visual information. Use video to bring movement, pictures and sound into your presentation. Always make sure that the clip is directly relevant to your content. Tell your audience what to look for. Avoid showing any more film than you need.
**PROPS**

Sometimes it can be very useful to use props when making a presentation (think of the safety routine on an airplane when the steward shows you how to use the safety equipment). If you bring an artefact with you, make sure that the object can be seen and be prepared to pass it round a small group or move to different areas of a large room to help your audience view it in detail. Remember that this will take time and that when an audience is immersed in looking at an object, they will find it hard to listen to your talk. Conceal large props until you need them; they might distract your audience’s attention.

**DESIGNING VISUAL AIDS**

There are many different rules for designing visual aids, some of which will apply directly to different kinds of equipment. In general, sticking to the following guidelines will produce high quality visual images:

- use one simple idea for each visual;
- make the text and diagrams clear and readable;
- avoid cluttering the image;
- keep your images consistent (use the same font, titles, lay out etc. for each image);
- make sure your images are of a high quality (check for spelling and other errors).

Always remember that an audience should be able to understand a visual image in a matter of seconds.

**ROOM LAYOUT**

Remember that your audience needs to be able to see you as well as your visual aids. Try to involve every member of your audience by changing the layout of your room and maximize contact between you, your audience and your visual aids.

**AND FINALLY ... PRACTICE**

Always check your equipment to make sure that it:

- works;
- is equipment you are familiar with.

There is nothing worse than a presenter struggling with their visual aids. Be familiar enough with your tools to ensure that you won’t be thrown if something goes wrong. A confident use of visual aids will help marry them to your spoken presentation helping them become part of an impressive performance.

**DELIVERING AN EFFECTIVE PRESENTATION**

An effective presenter needs to be flexible, energetic and enthusiastic. Think of conducting a presentation as a performance. Making a presentation puts you at the center of everyone’s attention. Your participants do not only listen to your lecture, but also responds the way you use your voice and your body.

To start with, if you are a participant in a lecture or training, what might:

- Grab your attention?
- Stimulate your knowledge?
- Inspire your confidence?
- Develop your understanding of the subject being discussion?

You can follow the following six steps to becoming an effective presenter:
**Step 1: Practice**  
The more familiar you are with your material, the more you will be able to inspire your participants’ trust and confidence. Do more than practice reading through the material, if possible practice the delivery of your presentation to the walls. Familiarize yourself with the words and phrases in your presentation. Above all, familiarize yourself with the main components of your presentation and explore how to connect various elements from your presentation.

**Step 2: Assert yourself**  
An effective presenter needs to be assertive not aggressive. This can be done in two ways:

1. **Posture** - It is important to appear confident at all times. Different postures create different moods. A very formal, upright and still posture will create a very different atmosphere from a relaxed and active one. Remember to match your physical behavior to the objectives underpinning your presentation. If you want to be either formal or informal, make deliberate choices about your physical style and stick to these.

2. **Presence** - Have the confidence to fill your space in front of an audience. Avoid apologizing for your presence by saying “sorry” (although you must be polite if circumstances so demand e.g. the session is running over time, or the microphone has stopped working). Also, avoid physical apologies by hiding behind a desk or lectern. You must be confident that the audience wants to listen and that you have something interesting to tell them. Don’t be afraid to wait for an audience to settle down before you start speaking or to ask for quiet if this does not happen.

**Step 3: Make contact with your audience**  
One of the key challenges faced by the presenter is to establish links with her/his audience (a poor presenter appears to be speaking to an empty room). Making contact helps to maintain an audience’s interest and encourages them to believe that you are genuinely interested in talking to them. You can make contact with your audience in a number of ways, including:

- eye contact;
- gestures;
- spoken contact;
- your use of language.

**Eye contact**

Eye contact is part of everyday communication and an audience can feel uncomfortable if they are denied it. Making eye contact with individuals gives them a sense of involvement in your presentation and helps to convey your objectives on a personal level. Make sure that you share eye contact with all members of a small audience and all areas of a large audience. Regularly shift your focus around the room, not so that you look nervous, but to help involve as many people as possible in your talk.

**A handy tip:** if you can’t make eye contact in a large group, don’t look at the floor or ceiling (this looks like boredom or rudeness). Try looking at people’s foreheads. The people sat around them will read this as eye contact even if the individual won’t.

**Gesture**

People use their arms and hands in everyday conversation to add emphasis or to help describe events. Presenters will therefore look rather awkward if they keep
their hands in their pockets or rooted firmly at their sides. Use gestures to welcome your audience, to add emphasis to your main points or to indicate an ending. Try to use open gestures which move away from your body, extending them out to your audience. This helps to break any audience/presenter divisions. Make sure that all gestures are controlled and precise; too much movement will appear nervous and unfocussed. Always watch against distracting your audience from the content of your presentation. You should continually be trying to find ways to help them listen and understand.

**Spoken contact**

Acknowledge your audience by making verbal contact with them. At the beginning of your talk ask if they can see and hear you, or check that lighting and sound levels on audio-visual equipment are satisfactory. During your presentation, ask rhetorical questions that you can then answer (e.g. “How do we know this was true?” or “So, what does this prove?”). At the end of your talk give the audience an opportunity to ask questions or to clarify detail - this encourages them to take ownership of your material.

The use of questions is an important tool. Questions involve your audience’s mind in a more stimulating way than simply asking them to sit and listen to your talk. Draw an audience in with clear, focused questions.

**Language**

Your use of language is particularly important in developing and sustaining a relationship with your audience. Try using language that involves your audience. For example, asking questions such as “What can we learn from this?” or “How did we arrive at this conclusion?” involves your audience in an exploratory process or discussion. When looking at visual aids, introduce them by saying “If we look at this slide we can see that...” or “This slide shows us that...”. Use language that is welcoming and involving throughout your presentation.

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**Step 4: Use your voice**

Your voice is a very flexible and powerful tool. You can use it in many different ways by varying the:

- volume;
- pace;
- pitch.

**Volume**

Make sure that your voice is loud enough for your audience to hear clearly. Speaking too loudly or too quietly can make it difficult for your audience to follow your presentation. Listen to people speaking in normal conversation. They tend to raise or lower their volume for emphasis. For example, they may speak loudly when giving an instruction but softly when apologizing. To add energy to your presentation, use these colorful changes to your best advantage: a conspiratorial whisper can draw an audience in; a loudly spoken exclamation can make them sit up and listen.

**Pace**


Make sure that the speed of your delivery is easy to follow. If you speak too quickly or too slowly your audience will have difficulty following your talk. To add life to your presentation, try changing the pace of your delivery. A slightly faster section might convey enthusiasm. A slightly slower one might add emphasis or caution.

**Pitch**

The pitch of your voice also varies in day to day conversation and it is important to play on this when making a presentation. For example, your pitch will rise when asking a question; it will lower when you wish to sound severe.

Play around with the volume, pace and pitch of your voice when practising your presentation. Find different ways of saying the same sentence. Explore different ways of adding emphasis to your main points. Always try to convey enthusiasm and energy through your use of your voice.

**Step 5: Breathe**

Always remember to breathe steadily and deeply. If you are anxious about making a presentation your breathing will become fast and shallow. This will affect the quality of your voice and your ability to speak clearly for extended periods of time. Try to take a few deep breaths before you make your presentation, making a conscious effort to slow your breathing down and taking in more air with each breath. During your presentation, use pauses after questions or at the end of sections to allow comfortable breathing patterns. Don’t be afraid to slow down the pace of your presentation if your breathing becomes uncomfortable.

**Step 6: Drink**

It is a good idea to have some liquid to hand to quench your thirst if you are speaking for a long time. However, be careful not to gulp ice-cold water before you go on as this constricts your throat and affects the quality of your voice. Drink a warm (not hot) cup of tea to relax your throat and ease your speaking voice.

And finally ... about humor

Only use humor if you know it will work. Humor needs to be relaxed and confident - if used badly, it will only heighten senses of awkwardness and anxiety if these are already present. Use humor if you know you can and if you feel it is appropriate to do so.

Continually explore your personal style using any or all of the above suggestions in different combinations for different effects. Above all, remember two main points:

- be yourself- even in the most formal of surroundings you will need to be yourself. No one will be impressed if you try to perform like a classical actor or act like a stand-up comedian;
- avoid any behavior that might be off-putting to your audience- always be deliberate and clear in your use of your voice and physical actions.
CHECKLIST BEFORE GIVING A PRESENTATION:

Preparation
- I have rehearsed my presentation.
- I have rehearsed my presentation in front of a mirror.
- I have given my presentation a trial run to a friend or colleague.
- I have checked that my presentation runs to the time allotted.
- I have taped/videoed myself and listened back to it.
- I have prepared speaker notes or cue cards.
- I have annotated my notes to help me get the emphasis right.
- I have thought about where to breathe.
- I have numbered my notes in case I drop them.
- I have prepared any visual aids that I may need.
- I have prepared any handouts that I wish to give out.
- I have checked my facts.
- I have done a grammar/spelling check.

Technical
- I have confirmed that the audio-visual equipment I require will be in the room.
- I have saved my PowerPoint presentation onto at least two formats (disc/USB/hard drive/email).
- I have practiced using any unfamiliar technology that I am going to use.
- I have sourced an alternative version of any audio or video material (DVD and VHS).
- I have seen the room that I am going to be presenting in or had it described to me.
- I have turned off my mobile phone.
- I have checked the start time.

Audience and Other Speakers
- I have thought about who is going to be in the audience.
- I have brainstormed a list of likely questions that I may be asked.
- I have found out who else will be speaking and what they will be speaking about.
- I have thought about any special needs my audience may have.
- I have thought about ways to engage the audience in my presentation.

Personal
- I have got enough sleep the night before.
- I have considered how to combat my nervousness.
- I have thought about my personal appearance.
- I have looked after my health in the week preceding the presentation.
- I have brought a bottle of water to drink if my throat gets dry.
I have thought about what else I am going to be doing that day.
I've eaten breakfast.

**Evaluating Trainings – Using Kirkpatrick’s Method**

For the purpose of this training, it is recommended that in-country trainings utilize Kirkpatrick’s Model. This model is the best known model for analysing and evaluating the results of training and educational programs. This takes into account formal and informal training to determine the aptitude based on four level criteria. This level can be implemented before, throughout, and following training to show the value of training for the organization.

**Level 1 – Reaction:** The degree to which participants find the training favourable, engaging and relevant to their jobs

**Level 2 – Learning:** The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training

**Level 3 – Behaviour:** The degree to which participants apply what they learned during training when they are back on the job

**Level 4 – Results:** The degree to which targeted program outcomes occur and contribute to the organization’s highest-level result

According to the model, the evaluation needs to start with Level 1 – Reaction, after which, and if resources allow, should proceed with Level 2 – Learning, Level 3 – Behaviour, up to level 4 – Results. As a result, each subsequent level provides an accurate measurement of the usefulness of the training course, yet simultaneously calls for a significantly more time-consuming and demanding evaluation.

The following discusses the four levels of the Kirkpatrick Model:

**Level 1 Evaluation – Reaction**

The evaluation asks: in what ways did the participants like the training? How do the participants feel about the training?

The objective of this level evaluates how individuals react to the training by asking questions that establishes the trainees thoughts. Questions will identify if they participants have enjoyed their overall experience and if they have found the material in the program relevant and useful for their work.
In-country training needs to be assessed at this level to help improve the trainings for future use. The responses of the participants is essential for determining how invested they will be in learning the next level.

You want people to feel that training is valuable. Measuring how engaged they were, how actively they contributed, and how they reacted to the training helps you to understand how well they received it.

It also enables you to make improvements to future programs, by identifying important topics that might have been missing.

Questions to ask trainees include:

- Did you feel that the training was worth your time?
- Did you think that it was successful?
- What were the biggest strengths and weaknesses of the training?
- Did you like the venue and presentation style?
- Did the training session accommodate your personal learning styles?
- Were the training activities engaging?
- What are the three most important things that you learned from this training?
- From what you learned, what do you plan to apply in your job?
- What support might you need to apply what you learned?

Identify how you want to measure people’s reactions. Many people use surveys of questionnaires, but you can also watch the body language of the participants during the session or ask for verbal feedback.

Analyze the feedback, and consider the changes that you could make in response.

**Recommended reading for Level 1 Reaction:**

http://www.kirkpatrickpartners.com/Portals/0/Storage/The%20new%20world%20level%201%20reaction%20sheets.pdf

**Level 2 Evaluation – Learning**

The evaluation asks: what are the new skills/knowledge/attitudes? What was learned? What was not learned?

Level 2 focuses on measuring what your trainees have and haven’t learned. In the New World version of the tool, Level 2 also measures what they think they’ll be able to do differently as a result, how confident they are that they can do it, and how motivated they are to make changes.

This demonstrates how training has developed their skills, attitudes and knowledge, as well as their confidence and commitment.

To measure how much your participants have learned, start by identifying what you want to evaluate. Training sessions should have specific learning objectives, so make those your starting point.

You can measure learning in different ways, depending on the objectives. But it’s helpful to measure these areas both before and after training.

Before the training begins, test your trainees to determine their knowledge, skill levels and attitudes. Then, when the training is finished, test your trainees a second time to measure what they have learned, or measure their learning with interviews or verbal assessments.
Recommended reading for Level 2 Learning:
http://www.kirkpatrickpartners.com/Portals/0/Storage/New%20world%20level%202%209%2010.pdf

Level 3 Evaluation – Behavior

The evaluation asks, is the learning being applied by the participants?

This level helps you to understand how well people apply their training. It can also reveal where people might need help. But behavior can only change when conditions are favorable.

Imagine that you’re assessing your team members after a training session. You can see little change, and you conclude that they learned nothing, and that the training was ineffective.

It’s possible, however, that they actually learned a lot, but that the organizational or team culture obstructs behavioral change. Perhaps existing processes mean that there’s little scope to apply new thinking, for example.

As a result, your people don’t feel confident in applying new knowledge, or see few opportunities to do so. Or, they may not have had enough time to put it into practice.

Be sure to develop processes that encourage, reinforce and reward positive changes in behavior.

Effectively measuring behavior is a longer-term process that should take place over weeks or months following the initial training. Questions to ask include:

- Did the trainees put any of their learning to use?
- Are trainees able to teach their new knowledge, skills or attitudes to other people?
- Are trainees aware that they’ve changed their behavior?

One of the best ways to measure behavior is to conduct observations and interviews. Another is to integrate the use of new skills into the tasks that you set your team, so that people have the chance to demonstrate what they know.

Level 4 Evaluation – Results

This evaluation asks: What are the final results of the training?

At this level, you analyze the final results of your training. This includes outcomes that you or your organization have decided are good for DRR, and which demonstrate a good return on investment (ROI). (Some adapted versions of the model actually have a Level 5, dedicated to working out ROI.)

Level 4 will likely be the most costly and time-consuming. Your biggest challenge will be to identify which outcomes, benefits, or final results are most closely linked to the training, and to come up with an effective way to measure these outcomes in the long term.

Sources:

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Further Readings
- https://www.techrepublic.com/blog/10-things/10-things-you-should-have-in-your-presentation-kit/
- https://www2.le.ac.uk/offices/ld/resources/presentations/visual-aids
- https://www.le.ac.uk/oerresources/ssds/presentationskills/page_57.htm
- https://virtualspeech.com/blog/visual-aids-presentation
**SESSION 3.2: PLANNING FOR IN-COUNTRY TRAININGS**

<table>
<thead>
<tr>
<th>Session 3.2:</th>
<th>Planning for In-Country Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Sessions:</td>
<td>Designing a training program checklist</td>
</tr>
<tr>
<td><strong>Learning objectives:</strong></td>
<td>By the end of the session, participants should be able to:</td>
</tr>
<tr>
<td></td>
<td>• Practice how to create an effective training design</td>
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<tr>
<td></td>
<td>• Develop a training design based on the knowledge and skills developed under the training</td>
</tr>
</tbody>
</table>

**STEPS TO A SUCCESSFUL IN-COUNTRY TRAINING PROGRAM**

**Step 1: Identify your target participants**

The selection of your target participants is critical to how you will be conducting the in-country trainings. Before you begin selecting the targeted participants, it is important to ask yourself the following questions:

- Who will benefit from the training?
- Who is expected to utilize the knowledge, and skills acquired as a result of the training?
- What is the maximum number of participants that the budget allows?
- Do I need to select participants from other provinces/localities? If yes, from which provinces/districts?

Consider the following while selecting the target participants:

- Have they been selected as one of the “best cases studies?”
- Do they have a good grasp and experience in CBDRM?
- Do we need to include national/local governments?
- Are we ensuring that inclusive groups are part of the trainings?
- Is there an equal representation of men and women in the trainings?

Once these have been identified, list down the potential participants and prepare for invitations.

**Step 2: Defining learning objectives**

Once the potential participants have been identified, develop the training’s learning objectives. Refer for Session 3.1 on how to put together a training objective.

**Step 3: Develop training program design**

A training program design acts as a blueprint of how you will conduct the sessions. Follow the key points below to ensure an effective training program design.

- The design should revolve around the needs of your participants and your overall learning objectives.
- Use practical sessions as much as possible in your training.
- Design an interactive and participatory session.
- Break the sessions into short parts (ex. 1.5 hours on a specific topic)
- Ensure that there is a proper flow and links between the sessions.
Using a template helps to put the training program design. Trainings can use the following column headings:

- Session title: What is the overall title of the session?
- Sub-session: What is expected to be discussed during the sessions?
- Learning objectives: What are the specific learning objectives of the session?
- Method: what is the adult learning method that is expected to be used for the session?
- Time allocated: how much time are you allocating for the session?
- Media/Visual: What different media or visuals is expected to be used during the session?
- Reference materials: Are there any specific reference materials that can support the learning objectives of the session?

**Step 4: Adopt Adult Training Principles**

Keep in mind that you will be training adults, to support your training program design, factor in the adult learning principles. Refer to Session 3.1. of this workbook on Adult Learning Principles and revise your training program design if necessary to ensure that adult training principles are considered.

**Step 5: Develop and create materials required**

Once Steps 1-4 and finalized, start developing and creating your training materials, training manuals, workbooks, training notes, participants package, PowerPoint presentations, reference materials, and other materials indicated in your training program design.

Develop an evaluation form that will be handed out to the participants after the training. Refer to Step 7.

**Step 6: Implement your training**

This is when you roll out all the preparations. Remember the following points:

- Schedule training activities in advance and mobilize required resources and other logistics
- Decide location, and the style and the room layout

**Step 7: Evaluate your training program**

Before you finish the training, evaluate the design and development of the program, the effectiveness of the program, and the degree of success. It is recommended to use Kirkpatrick’s Method. Refer to Evaluating Trainings under Session 3.1.

**QUICK CHECKLIST**

Conducting trainings is something that should be well planned and developed in advance. Use the checklist below with key questions for developing an effective training program:

- **Needs assessment and learning objectives.** This part of the framework development asks you to consider what and why the training is needed. Once you have determined the training needed, you can set learning objectives to measure at the end of the training.
- **Consideration of learning styles.** Making sure to utilize to a variety of learning styles is important to development of training programs.
- **Delivery mode.** What is the best way to get your message across?
Box Budget. How much money do you have to spend on this training?

Box Delivery style. Will the training be self-paced or instructor led? What kinds of discussions and interactivity can be developed in conjunction with this training?

Box Audience. Who will be part of this training? Do you have a mix of roles such as management people and technical people and logistics people? What are the job responsibilities of these individuals, and how can you make the training relevant to their individual jobs?

Box Content. What needs to be taught? How will you sequence the information?

Box Timelines. How long will it take to develop the training? Is there a deadline for training to be completed?

Box Communication. How will employees know the training is available to them?

Box Measuring effectiveness of training. How will you know if your training worked? What ways will you use to measure this?

**KEY ACTIVITY:**

After the discussions from Session 3.1, participants are expected to put together a training design and a plan for in-country trainings on institutionalizing sustainable CBDRM.

A template is added into the annex

**Activity output: Individual in-country training design and training plan**

**Source:**
