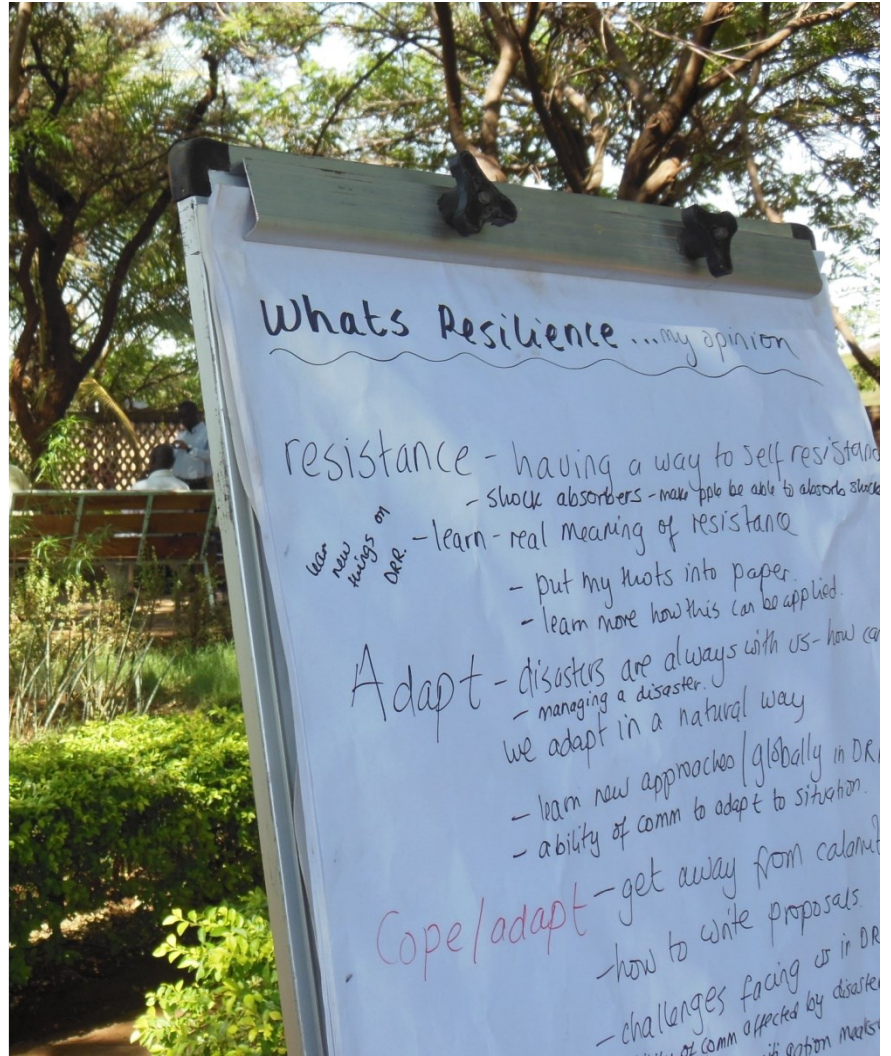# Guidance for Training of Trainers

Disaster Risk Reduction CAFOD

2013

This short guideline provides an outline for those who need to train CAFOD or partners staff in the facilitation of DRR. This includes community based participatory disaster risk reduction and climate change adaptation. It provides a breakdown of the key elements to consider when designing a course and a selection of templates for facilitators.

CAFOD
DRR
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HOW TO USE THESE GUIDELINES

This short document should act as a checklist for those who need to provide basic ToT for DRR. If you are going to be using the guideline and training others in DRR please ensure that you have spoken to the CAFOD DRR Advisor in advance so that you are fully prepared. You should only be doing ToT if you have had experience designing, developing and implementing a DRR project and that you fully understand CAFODs approach to DRR.

You should ensure that DRR is something that those you are training are committed to, and that they understand that CAFODs approach is aimed at participatory community based risk reduction.

The expectation is that any ToT course should use the learning cycle as a guide, and therefore as a norm you should ensure that you have made time to include either a field visit or 'experience' element into the training. Getting hands on with the participatory methods is crucial.

In addition you should always document your training through a short workshop report and through feedback forms completed by the participants.
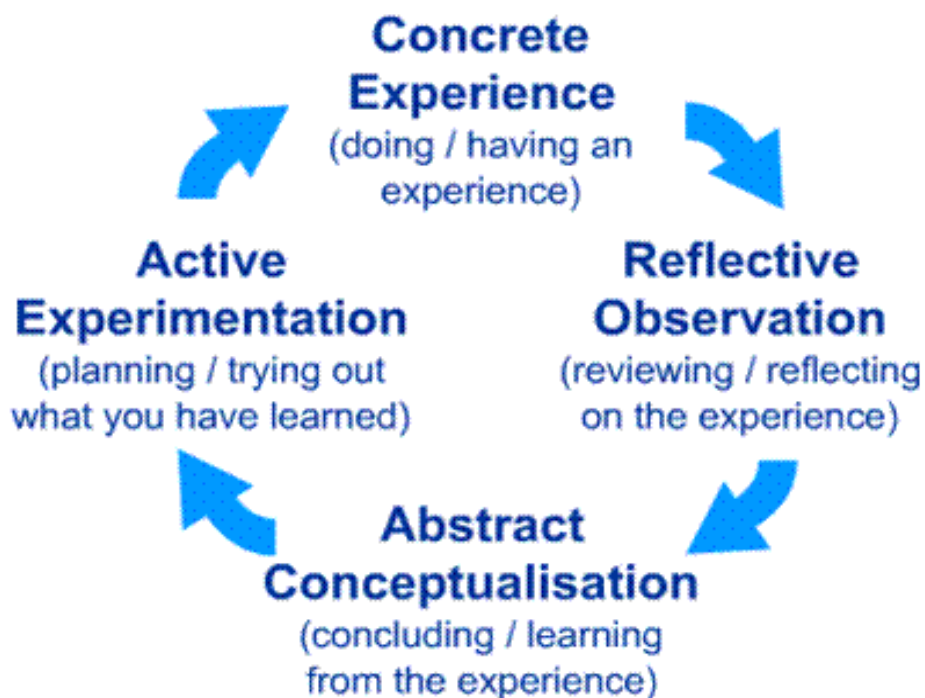

Figure 1: The learning cycle.

INTRODUCTION TO DRR TOT

Disaster risk reduction is a broad concept and can include a range of topic aimed at a variety of levels for DRR – community, local government, national government, international policy. And it can include a range of skills from basic community risk assessments and planning through to more technical mitigation strategies and implementation of engineered structures or systems such as early warning systems, flood barriers, or dams.

It is important that you feel confident talking about such things, or at least are able to ensure that the participants will be able to ask the right questions when running DRR programmes.

To help you through CAFOD have a number of presentations that are already available and templates that you can use, but remember each context is different, with different hazards and cultures. It will be necessary to develop a context specific course, and with the participants develop their own approaches and tools that they will be happy and confident using without your support.

Checklist

- ✓ Do I have experience designing and implementing DRR?
- ✓ Do I have a good understanding of CAFODs DRR approach?
- ✓ Have I considered tailoring my course for the context?
- ✓ Have I checked in with the DRR Advisor and made sure I have all the resources available?

PLANNING A TRAINING OF TRAINERS (TOT)

In order to design the best ToT you can within the time you have it is important that you answer the key questions below. You can do this through a pre-training questionnaire to participants or through consultations with participants or those who have asked you to run the training.

Scoping questions:

Who are my participants?
- How many of them?
- What do they expect?
    - Expectations – preconceived ideas, particular people in group that I should know about?
- Who are my participants?
    - Men/Women, language issues/cultural issues, age, socio-economic groups, role in consortium, stakeholders

What is my brief?
- Aims and objectives?
- What is the ultimate purpose?
- Long term support of trainees?
- What kinds of materials are expected? Handouts, manuals, reports

What is their current level of understanding?
- What is their understanding of DRR and CCA?
- What is their understanding of the hazards, vulnerabilities and capacities in their region?
- What are their knowledge gaps and needs?
- Who else can you include in the trainings to support you – local research institutes, local Metrological Dept staff,...?

Where?
- Location?
- Room layout?
- Facilities available?
- Field visit/testing approach?

When?
- Dates and timings?
- Length of each day?
- Length of course?

PLANNING THE SESSION:

When drawing up your workshop plan you should include:

- Session title
- Session aims
- Session timings
- Content to be covered
- Methodology/techniques
- Equipment/materials/handouts
- Issues/problems that might affect the way the session goes

DRR TOPICS TO COVER

There are a broad range of topics that can be covered in DRR training – so it is vital that you carry out a good scoping session before you start so that you know what the expectations are, what your brief is and what you need to focus on?

Ideally you will always start with the basics which include modules 1, 2 and 3 from the table below. Discussions on climate change should be mainstreamed.

Modules	PowerPoint presentations
1. Introduction	1.1 Introduction 1.2 Disasters 1.3 Disaster Risk Reduction
2. Project planning and preparation	2.1 Project planning 2.2 Partnership 2.3 Marginalized groups
3. Community-based DRR and participation	3.1 Community based DRR 3.2 Participation 3.3 Indigenous Knowledge and Coping strategies
4. Interventions	4.4 Common interventions for different regions 4.5 Technologies 4.6 Education and communication 4.7 Accountability and advocacy
5. Complexities	5.5 Economic and financial 5.6 Urban settings 5.7 Slow-onset disasters
6. Coming full circle	6.1 Preparedness 6.2 Recovery 6.3 Monitoring and Evaluation

There are powerpoints available for modules 1, on the DRR COW. This is part of an ongoing piece of work. By summer 2014 there should be presentations available on all modules listed above. These modules follow the Good Practice Review from the Humanitarian Practice Network Number 9, March 2004, Disaster Risk Reduction: mitigation and preparedness in development and emergency programming available here on the DRR COW.

CAFOD also have a DRR guideline for carrying out participatory risk assessments. This is available here.

Below are some further useful check lists and templates for facilitators.

TEMPLATES:

1. A CHECKLIST FOR DRR/CCA INTEGRATION INTO EXISTING PROGRAMMES AND PROJECTS:

Design stage:

It is first important that existing and future hazards, vulnerabilities and capacities are identified and profiled.

Disaster risk profiling:
1. What are the types of hazard faced e.g. flood, earthquake, landslides
2. How do they relate/interact? e.g. earthquakes cause landslides which can block rivers and cause floods (sometimes it is useful to draw a diagram)
3. How frequent do these hazards occur?
4. What is the magnitude of these hazards? (Size)
5. What has happened in the past? (historical disaster losses and impacts)
6. What are the likely hazard scenarios?
7. Who are the key vulnerable groups and regions?
8. What is the government's approach to risk reduction?
9. What is your/national institutional capacity to mitigate against, prepare for and respond to disasters?
10. DRR activities of other development organisations?

It is important to understand your limits - skills, understanding, financial and geographical

Limitations

11. What are your current DRR/CCA skills?
12. And who in the organisation has these skills?
13. What is your current and projected financial capacity?
14. What is your current geographical coverage (where do you currently work)?
15. What are your current thematic focuses? e.g. Livelihoods, HIV, gender, humanitarian

Designing and reviewing DRR:

It is important to ask these key questions before and during a DRR project to make sure that it is appropriate, making progress and fulfilling the needs of beneficiaries and the protecting the environment.

1. Who is going to be taking part in this project? e.g. communities, individuals, local government units.

2. How will you make sure that all relevant groups are represented and participate? E.g. people living with disabilities, women, men, girls and boys, minority groups, indigenous peoples.
3. What has this target group done before in terms of DRR and are we repeating something previously done?
4. How will this project aim to reduce the vulnerability of those exposed to hazards?
5. How does this fit with the local or national government plans or polices for DRR?
6. How does the DRR fit your existing project and programmes
7. How does this project work in collaboration with the local government?
8. Which participatory methods will you use to carry out a local level participatory risk assessment?
9. How will the communities design a DRR action plan?

10. **How will the activities identified in the action plan be implemented?**

    a. Who will be responsible for the implementation?

    b. How will they be funded?

    c. Who will look after these outputs in the long term? E.g. who is responsible for maintaining flood barriers or culverts? Who is responsible for transferring risk information to the next local council or chief?

    d. Who will be responsible for monitoring the implementation?

    e. How will you measure the change or impact of these activities?

    f. How will you ensure the quality and effectiveness of the activities? e.g. partner with local university or technical experts.

11. **Accountability** – how will you ensure that communities are able to share their thoughts and comments on the project?

1. SIMPLE HAZARD INFORMATION TABLE

Hazard type	Trigger	Location and extent	Frequency	Intensity/severity	Duration (hours, weeks, months)	Predictability	Secondary hazards

2. SIMPLE VULNERABILITIES INFORMATION TABLE

	Social	Physical	Economic	Environmental
What are the elements at risk – buildings and people- and why are they vulnerable? (Unsafe conditions)				
What within the community creates or adds to this vulnerability? (Pressures)				
What are the external factors that cause vulnerability? (Root causes)				

3. INDIVIDUAL HAZARD ASSESSMENT FORM

Location: _____

Hazard: _____

Characteristics	Elements at Risk	Analytical Description of Hazard	Exposure to Variables	
			How will it affect me?	How will it affect my community?
Cause/Origin				
Force				
Warning Signs & Signals				
Forewarning				
Speed of onset				
Frequency				
Period of occurrence				
Duration				

4. VULNERABILITY ASSESSMENT FORM

Location:

Hazard Profile	Physical Vulnerability	Social Vulnerability	Financial Vulnerability	Environmental Vulnerability
	Each of these can then be divided up into vulnerable groups dependent on the context e.g. women, men, children, disabled, elderly etc.			
Elements at Risk -what are the likely impacts of the hazard?				
Vulnerable Conditions – why does the hazard affect the elements at risk?				
Pressures – who is creating the vulnerable conditions? How is this done?				
Underlying Causes – why are vulnerable conditions created / ignored by the pressures?				

5. CAPACITY ASSESSMENT FORM

Location:

Hazard Profile	Physical Vulnerability	Social Vulnerability	Economic Vulnerability	Environmental Vulnerability
	Each of these can then be divided up into vulnerable groups dependent on the context e.g. women, men, children, disabled, elderly etc.			
Protected elements - which elements are not badly affected by the hazard?				
Safe Conditions – what capacities exist that help protect elements at risk from the impact of the hazard?				
Pressure Releases – who is helping to create safe conditions? How is this done?				
Positive Underlying Causes – why are safe conditions being supported?				

6. CAPACITY GAP AND DRR MEASURES MATRIX

Location:

Hazard:

Description of the selected Hazard & its magnitude: (Name, source, force, forewarning, warning signs & signals, speed of onset, frequency of occurrences, seasonality, duration)						
Elements at Risk	**Vulnerabilities**	**Capacities**	**Actions to transform vulnerabilities into capacities (gaps identified)**	**Prevention**	**Mitigation**	**Preparedness**
				Does the strategy involve internal change, influence from outside or a complete transformation?		
PHYSICAL						
SOCIAL						
ECONOMIC						
ENVIROMENTAL						
RISK: (Describe overall degree of disaster risk & priority):						
Priority Elements at Risk:						

7. COMMUNITY DISASTER RISK ANALYSIS

Location:

Hazard:

Elements at Risk	Actions to transform vulnerabilities into capacities (gaps identified)	Undertaken with community resources	Requires financial support		Requires technical support	
		If so what and what level?	**Yes**	**No**	**Yes**	**No**
PHYSICAL						
SOCIAL						
ECONOMIC						
ENVIRONMENTAL						
Summary of Findings:						
Recommendations: (identify priority elements at risk and risk reduction measures to address these)						

8. DRR STRATEGY SELECTION MATRIX

Location:

Hazard:

DRR Strategies	WITHOUT EXTERNAL ASSISTANCE	WITH EXTERNAL ASSISTANCE	
		Finance Resources	**Human**
Immediately			
Medium Term			
Long Term			

8. HAZARD SCORING MATRIX:

LOCATION:

Type of Hazard	Score	Rank