

Building Resilient Communities:  
Community Based Disaster  
Risk Management (CBDRM)

CBDRM TOOLKIT  
GUIDEBOOK



January 2018





**CBDRM**

# Building Resilient Communities: Community Based Disaster Risk Management (CBDRM)

## CBDRM TOOLKIT GUIDEBOOK

Community Based Disaster Risk Management (CBDRM) can be defined as “a process of Disaster Risk Management (DRM) in which at-risk communities are actively engaged in the process of identification, analysis, treatment, monitoring and evaluation of disaster risks in order to reduce their vulnerabilities and enhance their capacities.” This means that the people are at the heart of the decision making and implementation of disaster risk management activities. The involvement of the most vulnerable is important and the support of the least vulnerable is necessary.

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# Acronyms

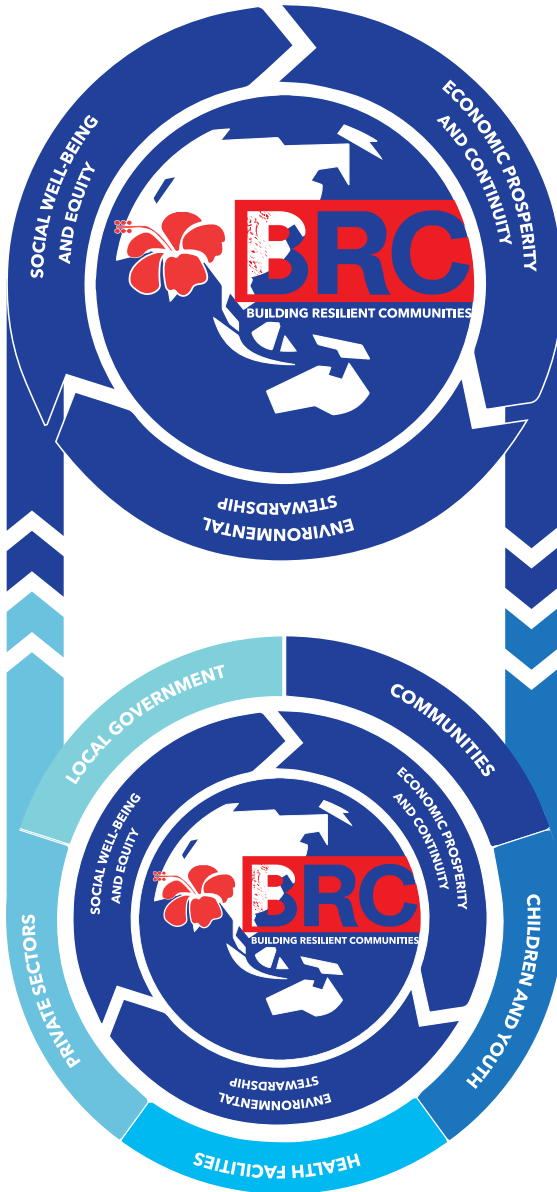
4R	Robustness, Resourcefulness, Redundancy and Rapidity
AADMER	ASEAN Agreement on Disaster Management and Emergency Response
BCM	Business Continuity Management
BCP	Business Continuity Plan
BRC	Building Resilient Communities
CBDRM	Community Based Disaster Risk Management
CFRD	Communication and Fund Raising Department
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EM-DAT	Emergency Events Database
HFA	Hyogo Framework of Action
LGUs	Local Government Units
MOH	Ministry of Health
NADMA	National Disaster Management Agency
PDO	Program Development and Operations
PS	Private Sectors
RHI	Resilient Health Infrastructure
SFDRR	Sendai Framework for Disaster Risk Reduction
SPP	School Preparedness Program
UNISDR	United Nations Office for Disaster Risk Reduction
VMD	Volunteers Management Department
WHO	World Health Organisation

## **Building Resilient Communities (BRC)**

A resilient community can better cope with the impact of natural disasters and is able to get life back to normal faster. To achieve this, all segments of society must be engaged - government, academic institutions, private sector, civil society, community based organizations, and the general public. Building resilience requires the direct involvement of community members at the grassroots level in all stages of DRR, from planning to monitoring and evaluation.

In achieving a culture of resilience, it is however not enough if only few of the civil society organizations, humanitarian actors and local government actors have disaster risk reduction and adaptation included as an inherent part of their work. Therefore, MERCY Malaysia's BRC program was developed as a way to engaged various stakeholders in a spherical and dynamic manner in addressing and responding to issues, ideas and actions that would help in increasing communities' and places resiliency.

The BRC framework is a holistic approach that includes all levels of stakeholders in a community (***local citizens, its local government units, schools and educational units/facilities, health units/infrastructure and private sectors***) to increase capacity and reducing vulnerability with the objective of building the community's resilience in social well-being and equity, environmental stewardship, and economic prosperity and continuity.



The BRC framework and network of stakeholders

**PROGRAMS**



**OBJECTIVES**

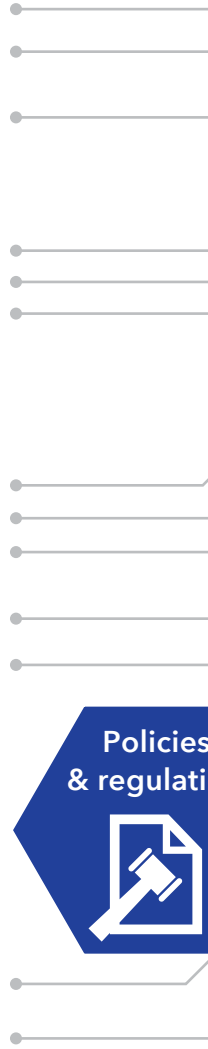
To provide a platform for communities to actively participate in disaster risk reduction activities, gain knowledge, skills and competencies in DRR and indigenous early warning systems are enhanced and used.

To generate a culture of disaster awareness and response amongst school children, teachers and staff.

To increase and introduce hospital and its management to DRR and improve the hospital's disaster preparedness and critical infrastructure's resilience through the implementation of DRM.

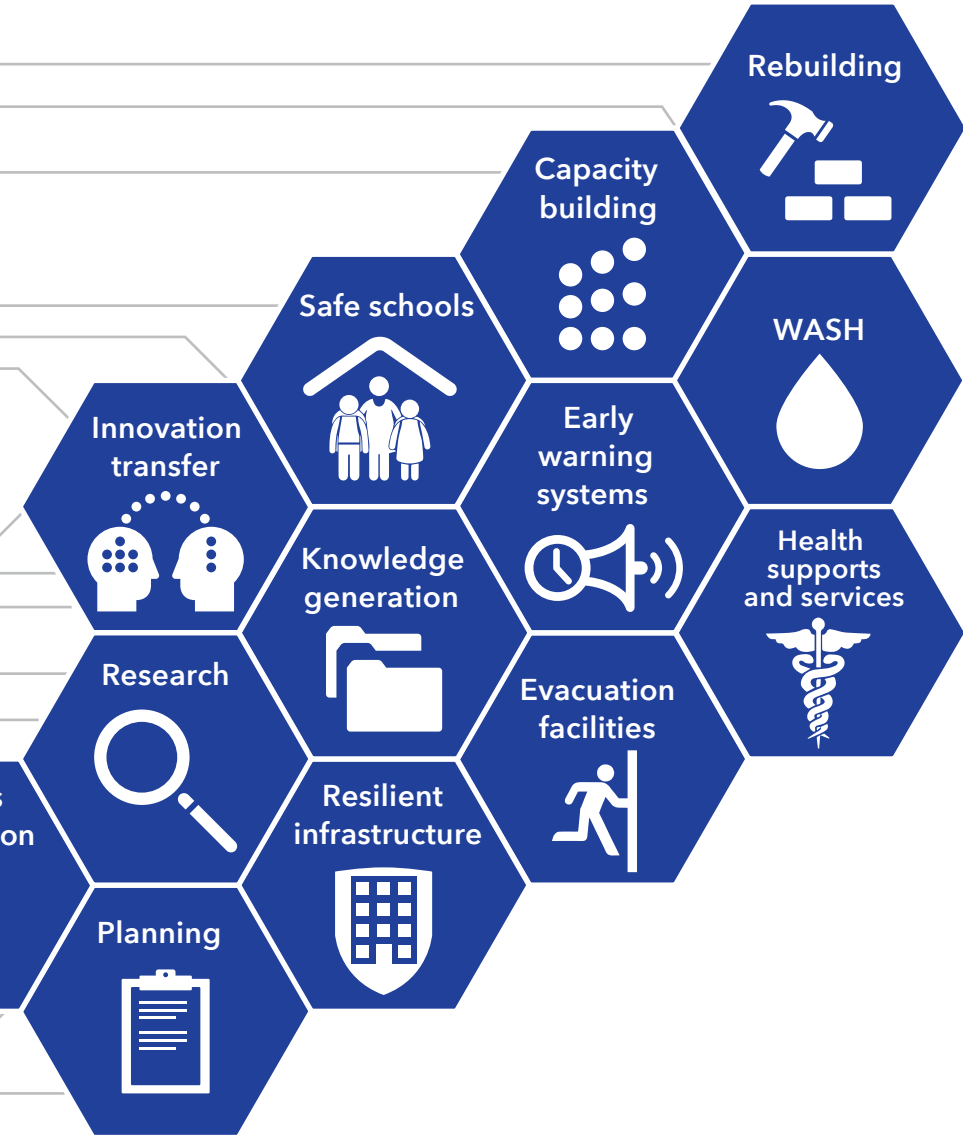
To provide DRR and DRM education for private and corporate sector through DRR for Private Sector and Business Continuity Plan (BCP).

To educate, train and strengthen relevant LGU stakeholders on DRR and DRM.





# EXAMPLE ACTIVITIES



BRC programs, objectives and example of activities

## **CBDRM**

As a country, Malaysia is triumphing in its growth as a developing economy. However, as a developing nation there is still much progress to be made, one of which is in Disaster Risk Reduction (DRR). Disaster management concepts are often accepted with a passive and indifferent attitude among the Malaysian nation because of the common perception of disaster management is commonly held against the background of catastrophic disasters that occur in more high risk areas in the world. Indeed, disasters are often correlated with a considerable amount of casualties which is something disasters in Malaysia do not usually result in.

Although disasters in Malaysia do not cause a high amount of casualties, losses that must be accounted for are those in agriculture, livelihood, infrastructure and assets. A lot of resources are often exhausted on recovery efforts of the small-scale disasters that occur within the nation yearly. Prevention measures are imperative to minimise the exponential increase in human and material losses through the combined efforts of key stakeholders including the communities at risk, the rest of the public and relevant government bodies and agencies. Knowledge on Disaster Risk Reduction in Malaysia has proven that our disasters perpetuate poverty and impede on development efforts.

The implementation of Community Based Disaster Risk Management (CBDRM) programmes among at-risk communities will help them link disasters with risk

reduction and development in a sustainable manner through an inclusive methodology. It is fundamental to understand that CBDRM programmes require people to identify, monitor, analyse and evaluate risks specific to their community which subsequently counteracts the adverse effects of disasters.

CBDRM reduces disaster risks by thoroughly assessing the community's exposure to hazards and analysing their specific vulnerabilities and capacities through devised activities, project and action plans. This is why we pledge for a collaborative effort including your help as a practitioner in implementing a CBDRM program for vulnerable communities in Malaysia to ensure continued success in efforts of creating a more aware and readily prepared nation in dealing with disasters.

This manual serves as a resource guide for trainers to help communities play a central role in their process of disaster risk reduction and designation of relevant actions needed to be taken in preparation for disasters.

# What is CBDRM?

Community Based Disaster Risk Management (CBDRM) can be defined as “a process of Disaster Risk Management (DRM) in which at-risk communities are actively engaged in the process of identification, analysis, treatment, monitoring and evaluation of disaster risks in order to reduce their vulnerabilities and enhance their capacities.”

This means that the people are at the heart of the decision making and implementation of disaster risk management activities. The involvement of the most vulnerable is important and the support of the least vulnerable is necessary. In CBDRM, local and national governments are expected to get involved and be supportive.



The CBDRM approach to disaster preparedness

# Why CBDRM?

CBDRM is needed in order to increase community preparedness before any disaster. The project benefits the community by:

1. Bringing together local communities and other relevant stakeholders to expand its resource base.
2. Focusing on enhancing local capacities and resources of the most vulnerable groups within a community while reducing their vulnerability.
3. Addressing all groups in a community including families, women, children, the elderly and Persons with Disabilities (PWDs). Different individuals, families and groups in the community have different vulnerabilities and capacities and this process caters to all.

However, there is an important component to the whole implementation plan; the community is placed at the center of the CBDRM process. Reasons why community involvement is needed in CBDRM are:

1. Nobody understands the local situation better than the local communities themselves. Local communities are best at understanding their own situation especially their disaster risks.
2. Local communities are the first responders in any disaster.

# The CBDRM Process

The CBDRM process has seven stages, which can be executed either before the occurrence of a disaster or after one has happened to reduce future risks and increase community preparedness. Each stage grows out of the preceding stage and leads to further action. The following are the seven steps in CBDRM.

**1. Selecting the community.** This is the process of choosing the most vulnerable communities, as the project beneficiary, using a set of criteria.

**2. Socialization with the community.** This is done to build the relationship and trust between the practitioner and the locals.

**3. Participatory Vulnerability Capacity Assessment (PVCA).** This is a process to identify the risks that the community faces and how they overcome those risks. The process involves hazard assessment, vulnerability assessment and capacity assessment.

**4. Disaster Risk Management Planning.** This is a process for community to identify risk reduction measures that will reduce vulnerabilities and enhance their capacities by developing the community-based disaster risk management action plan.

**5. Establishing a local Disaster Management Committee (DMC).** For development to be sustainable,

management of the whole process will be handover to a community committee. This committee is then responsible to carry out the implementation plan. Therefore, it is essential to build a committee if there is none or, if there is any, to strengthen an existing one and to train the leaders and members of the committee.

**6. Implementation of CBDRM project.** The DMC should lead the implementation of the CBDRM Action Plan and motivate other members of the community to support the activities in plan.

**7. Monitoring and Evaluation.** This is a communication system in which information is disseminated to all the people involved in the project such as the community, the implementing staff and the support agency (government agencies and donors).



## Selecting the Community

The community selection process is based on the community hazard profiles. Therefore, selection of the project beneficiaries is dependent on the higher risk areas and at-risk communities. As illustrated in the following diagram, the process commences with receiving information of high risk states, which will identify focal persons in District Offices (DOs) who will be asked to provide comprehensive lists of at-risk communities through consultations with practitioners. Based on these lists, practitioners will perform their own assessments either independently or with a partner on the ground to determine the most at-risk communities that will be the target beneficiaries for the CBDRM interventions. The assessments include these criteria:

1. Severity of the community's exposure to disaster risk.
2. Willingness of the community to participate.
3. Availability of evacuation centers within the community.
4. accessibility of the community.

In order to assess these criteria, a Focus Group Discussion (FGD) is advised.



Community selection process diagram



# Community Selection Using Matrix Ranking

Matrix Ranking is a convenient and cost effective method of assessing a given community as part of this selection process. It also allows for effective community selection under time constraints. It involves ranking communities according to several criteria that the selection will be subsequently based on. The following are guidelines for the use of Matrix Ranking in this context:

1. Prepare a list of at-risk communities as per the advice from DOs.
2. List selection criteria namely exposure to hazards, vulnerable population, accessibility and community participation with each criterion having to be ranked on a scale of 1 (least) to 5 (highest).
3. Give each community a score for each criterion, and then calculate its total score.
4. Properly reflect on and evaluate the total score of each community.
5. The community that receives the highest score is the community that satisfies most of the criteria. Only one community should be ranked with the highest score.

Name of Village	Exposure to Hazards	Population (e.g PWDs)	Accessibility	Community Participation	Total (Rank) /20
Kampung Jawa	Flood (score 2)	20 % elderly (score 2)	Near evacuation centre (100m), clinic and main road (50m) (score 2)	50 % willing to participate (score 2)	8
Kampung Sungai Atap	Flood and Landslide (score 4)	3 % PWD, 70 % Women (score 3)	Far from main road (1km), no proper Tar road, evacuation centre (300 m), clinic (1km) (score 4)	80 % willing to participate (score 4)	15

Example of community selection using matrix ranking

## **Socialisation With The Community**

Once the community is selected, practitioners can begin the socialization process. This is done in order to:

1. Create a bond with the community.
2. Understand the local culture that the practitioner is bound to respect.
3. Build a foundation of trust to encourage participation in open discussions.

Through gaining the trust of the community, open communication can develop between the community and the practitioner to resolve problems on any issues or concerns that may arise. Open communication can also facilitate community involvement in the CBDRM activities, which is an essential component of the CBDRM process.

### **HOW TO SOCIALISE WITH THE COMMUNITY?**

1. Staying within the community and participating in the daily life of the community.
2. Attend cultural events and/or community activities.
3. Informal meetings.
4. Door-to-door informal meet up with community.
5. Being transparent and open about who the practitioner is and what is being done.
6. Learning new skills from local people.

### **HOW TO UNDERSTAND THE COMMUNITY?**

CBDRM stakeholders especially outsiders should have a general understanding of the selected community which includes its dynamics such as its nature, needs and

resources. Below are the five criteria that should be addressed:

### ***1. Social Groups***

- What are the ethnic groups, social classes and religions that exist within the community?
- Which groups of people represent the majority and which represent the minority, and what is the nature of the relationship between the two?

### ***2. Cultural Arrangements***

- How are the family and community level structures organized? How are the community and the families that live within it organized?
- What hierarchies exist within the community?

### ***3. Economic Activities***

- What are the major livelihood resources and what are the associated activities that the community carries out?
- What is the relationship between the community's livelihood activities and seasonal changes?

### ***4. Spatial Characteristics***

- Where are housing areas, public service facilities (e.g. schools, places of worship, health centres and evacuation centres), agricultural land located?

### ***5. Vulnerable Groups***

- Who are the most vulnerable groups or households (such as PWDs, women, children and the elderly), given the locations of their houses, sources of livelihood and ethnic and cultural backgrounds?

# Project Proposal

Upon completion of the needs assessment and identification, a project proposal need to be prepared. A good and properly planned project need to be justified in the project proposal. Its objectives are to identify what work is to be done, explain why this project needs to be implemented and juustify the reader (funder, executive council etc.) that the project have a plausible management plan and technical approach, and have the resources needed to complete the task within the stated time and cost constraints.

Below is a guideline to prepare a BRC project proposal:

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**A. PROJECT COVER SHEET**

- Include contact information, project director, project period and project summary

**B. ORGANIZATIONAL HISTORY, MISSION, VISION AND STRUCTURE**

- Include a few brief paragraphs explaining how MERCY Malaysia was established, its mission, vision and structure, as well as its record of working on humanitarian and DRR/DRM issues

**C. PROGRAM BACKGROUND AND ISSUE ANALYSIS**

- Provide an analysis of the field, what are the existing gaps and challenges, and what exactly is the problem to be addressed?

**D. GOAL, OBJECTIVES, TARGET POPULATION AND IMPLEMENTATION PLAN**

- What is the overall goal of the program/project
- What are the objectives?
- How will the project be implemented?

**E. PROJECT BUDGET**

- Provide a line item budget in Malaysian Ringgit (MYR) or US Dollar (USD) with short narrative explanations for each line item, which can be footnoted to the budget

**F. ATTACHMENTS**

- Overall organizational budget (operating budget)
- List of other potential sources of support (if any)
- Other references
- Photographs (with captions)

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*Note: This guideline is intended to serve as a sample to assist in the writing a BRC project proposal. The organization should feel free to use other formats, as long as all the above-mentioned elements are included in the proposal. Project proposals should be no longer than 10 pages, although shorter proposals would be preferred.*

**STAGE 1 - ASSESSMENT**



Example of needs assessment and identification



**PROJECT PROPOSAL**

Date:	
Country:	
Project name	BUILDING RESILIENT COMMUNITIES (BRC) - RESILIENT HEALTH INFRASTRUCTURE (RHI)
Project brief	
Project location	
Project description	
Project justification	
Previous experience of the organization	
Project activities	
General objectives	
Goals	
Estimated result of the project	
Risk and assumptions	
Number of beneficiaries and description	
Project's duration	
Implementing party and partners	
Project budget	
Detail budget	
Monitoring and evaluation procedures	
Timeline	
Contact information	

Project proposal template as guideline

# Workshop Preparation

After the completion of Stage 1 of the BRC program, Stage 2 - 4 mark the bulk component of the program, which is the workshop with the stakeholders. This section provides guidelines and checklists in preparing for the workshop. The guideline recommend facilitators to establish a participatory and empowering tone to the workshop series. Welcome and honor the useful skills, knowledge, and experience that each participant brings to the BRC process.

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## **A. WORKSHOP TYPES AND STAKEHOLDERS**

- CBDRM (Civil society)
- SPP (School children and administrators)
- RHI (Hospital administrators, doctors and patients)
- PS (Private/citizen organization)
- LGUs (Local government administrators)

## **B. PLANNING THE WORKSHOP**

- Formulate/define workshop type and stakeholders of workshop
- Agree and set dates
- Recruit organizing working groups
- Recruit conference staff/assistants

## **C. FINANCIAL PLANNING**

*Budget to cover the following expenses need to be in line with proposed budget approved in the project proposal*

- Hire of venues
- Catering - meals, lunches, tea and coffee breaks etc.
- Workshop stationery



- Workshop collaterals (banners, buntings, etc.)
- Translation services and equipment
- Evaluation report and publication of results of workshop
- Local accommodation
- Transport requirements
- Fee for Subject Matter Experts
- Media coverage expenses (additional transportation, meal, etc.)
- Other expenses. Please specify: \_\_\_\_\_

#### **D. TARGETING THE RIGHT AUDIENCE**

- Prepare a brief person specification - the type of people that will benefit most from attending
- Invite chairperson
- Invite VIPs and other officials (if required)
- Invite speaker(s) for opening address
- Invite keynote speaker(s)
- Invite presenters/trainers and facilitators

#### **E. REGISTRATION AND MAILING**

- Workshop registration - set deadline
- Coordinate information with VMD Head and staffs
- Ensure all registration forms received have been processed and resolve any queries
- Send final confirmation of registration to participants
- Compile final list of registered participants
- Report updated list of participants to convener(s)
- Produce name badges with participant's first name, family name and country/organization of origin
- Produce name badges for workshop committee members

**F. FINAL CONFIRMATION**

*Final confirmation checklist of the planned workshop will be listed in the final mailing for all stakeholders, participants, staffs and volunteers*

- Workshop title, dates, location
- Description of workshop venue
- Focal person (contact details)
- Reception arrangements and registration desk opening hours
- Hotel and other accommodation details and locations relative to workshop venue (a map is always useful)
- Any off-site workshop venues and arrangements for local transport

**G. COMMUNICATION**

*Workshop staffs and volunteers to check with Communication and Fund Raising Department (CFRD) and to comply with MERCY Malaysia's brand and communication guideline*

- Confirm all acknowledgements, including logos to be included on all material for the workshop - flyers, reports, posters etc.
- Prepare a brief description of the event and use as the basis for internal communication (within MERCY Malaysia)
- Create announcement/workshop flyer, including brief, outcome, venue, date and pre-registration deadline
- Distribute workshop collaterals (print, online, mailing lists)
- Ensure links established on appropriate websites as an outlet for news about the workshop
- Compile mailing list of people useful to invite - a 'hit list' of people desirable to have attend, e.g. international officials, national officials, specialists, etc.
- Social media communication flow (FB, Twitter, Instagram)
- Contact media agencies - TV, radio, prints (national/international)

**H. DOCUMENTATION**

- Photographer (staff member/professional)
- Videographer (staff member/professional)
- Rapporteur

**I. PRESS RELEASE**

- Draft press releases and consider means of dissemination
- Determine a lead contact (official) spokesperson
- Make arrangements for press to interview VIPs, officials, etc.

**J. ADDITIONAL INFORMATION/ RECOMMENDATIONS**

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*Note: This checklists are general guideline only. Each workshop will have its own circumstances and considerations, vary in terms of location, scale and scope.*

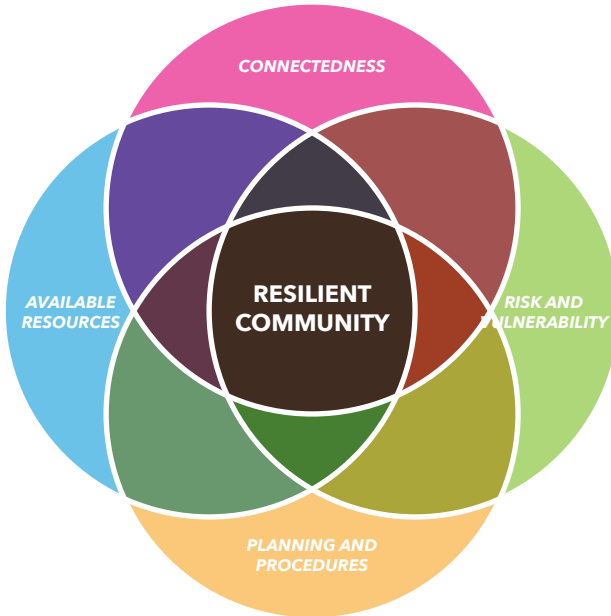
# The CBDRM Scorecard

This Scorecard was developed in reference to Torrens Resilience Institute’s Community Disaster Resilience Scorecard Toolkit. This Scorecard is an early step towards understanding the current level of resiliency a stakeholder might be in a specific time and context. Using the Scorecard at constant intervals will allow progress tracking on selected key action areas and identify new areas that require further action.

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## **FOUR KEY CATEGORIES IN EVALUATING THE COMMUNITY**

The evaluation looks at four categories - Connectedness; Risk and Vulnerability; Planning and Procedures; and Available Resources, which are key factors in determining how resilient a stakeholder may be.



The four categories in evaluating the community

## EVALUATION SCORING METHOD

The completed Scorecard will provide a point-in-time snapshot of some key measures important to resilience, providing guidance on aspects of what should receive attention in order to increase resilience, strengthen resilience over time and reducing vulnerability. The Scorecard is then analysed to indicate whether the community’s current state of resilience is at the **DANGEROUS LEVEL**, **CAUTION LEVEL** or **SAFE LEVEL**.

The following pages provide list of questions that form the overall evaluation items and indicators that can be used for this purpose. The lists are guidelines only and may subject to changes depending on the specific context of the project stakeholders.

CATEGORIES/LEVEL	DANGEROUS (1)	CAUTION (2)	SAFE (3)
OVERALL SCORE	25% (27 - 34)	26 - 75% (35 - 101)	76 - 100% (102 - 135)
CONNECTEDNESS	25% (6 - 8)	26 - 75% (9 - 23)	76 - 100% (24 - 30)
RISK AND VULNERABILITY	25% (8 - 10)	26 - 75% (11 - 30)	76 - 100% (31 - 40)
PLANNING AND PROCEDURES	25% (5 - 6)	26 - 75% (7 - 19)	76 - 100% (20 - 25)
AVAILABLE RESOURCES	25% (8 - 10)	26 - 75% (11 - 30)	76 - 100% (31 - 40)

Evaluation scoring method and classification of resiliency levels

**A. CONNECTEDNESS**

**How connected are the members within your community?**

	QUESTION		
A.1	What proportion of your population is engaged with organisations (e.g. religious groups, clubs, sport teams)?	<b>1</b> <20%	<b>2</b> 21 - 40%
A.2	Do members of your community have access to a range of communication systems that allow information to flow during an emergency?	<b>1</b> No or very limited access	<b>2</b> Has limited access to a range of communication
A.3	What is the level of communication between local governing body and population?	<b>1</b> Passive (government participation only)	<b>2</b> Consultation
A.4	What is the relationship of your community with the larger region?	<b>1</b> No networks with other towns / region	<b>2</b> Informal networks with other towns / region
A.5	What is the degree of connectedness across community groups ? (e.g. ethnicities / sub-cultures / age groups / new residents not in your community when last disaster happened)	<b>1</b> Little / no attention to subgroups in community	<b>2</b> Advertising of cultural / cross-cultural events

SCORE			JUSTIFICATION / PROOF
<b>3</b> 41- 60%	<b>4</b> 61-80%	<b>5</b> >81%	
<b>3</b> Has a good access to a range of communication but damage resistance not known	<b>4</b> Has very good access to a range of communication and damage resistance is moderate	<b>5</b> Has wide range of access to damage-resistant communication	
<b>3</b> Engagement	<b>4</b> Collaboration	<b>5</b> Active participation (community informs government on what is needed)	
<b>3</b> Some representation at regional meetings	<b>4</b> Multiple representation at regional meetings	<b>5</b> Regular planning and activities with other towns / region	
<b>3</b> Comprehensive inventory of cultural identity groups	<b>4</b> Community cross-cultural council with wide membership	<b>5</b> Support for and active involvement in cultural / cross-cultural events (in addition to previous)	

**B. RISK/VULNERABILITY**

**What is the level of risk and vulnerability in your community?**

	QUESTION			
B.1	What are the known risks of all identified in your community?	<b>1</b> No local focus or mapping on risk	<b>2</b> Local focus on single risk (eg fire) but no mapping	Map I
B.2	What are the trends in relative size of the permanent resident population and the daily population?	<b>1</b> Resident population is <20% of the daytime (worker) population	<b>2</b> Resident population is 21 - 40% of the daytime (worker) population	Reside is 41 dayt p
B.3	What is the rate of resident population change in the last 5 years?	<b>1</b> >30%	<b>2</b> 20 - 29%	1
B.4	What proportion of the population has the capacity to independently move to safety? (e.g. non-institutionalised, mobile with own vehicle, adult)	<b>1</b> <20%	<b>2</b> 21 - 40%	4
B.5	What proportion of the resident population refers communication in other ways (ie those with hearing and eyesight impairment)	<b>1</b> > 20%	<b>2</b> 15%	



SCORE			JUSTIFICATION / PROOF
<b>3</b> Mapping of single local risk	<b>4</b> Widely available mapping of multiple potential sources of risk	<b>5</b> Widely available mapping includes low probability / high impact events	
<b>3</b> Resident population < 60% of the daytime (worker) population	<b>4</b> Resident population is 61-80% of the daytime (worker) population	<b>5</b> Resident population forms > 80% of the daytime (worker) population	
<b>3</b> 3 - 19%	<b>4</b> 6-12%	<b>5</b> <5%	
<b>3</b> 41 - 60%	<b>4</b> 61 - 80%	<b>5</b> >81%	
<b>3</b> 10%	<b>4</b> <5%	<b>5</b> None	

**C. PROCEDURES**

**What procedures support disaster planning, response and recovery?**

	QUESTION			
C.1	To what extent and level are households within the community engaged in planning for disaster response	<b>1</b> No expectation that households will plan for emergency	<b>2</b> Households get information about emergency planning	Co educat are o assis emerg
C.2	Are there planned activities to reach the entire community about all-hazards resilience?	<b>1</b> No planned activities	<b>2</b> Groups encouraged to do activities	Tr m dis identi
C.3	Does the community actually meet requirements for disaster readiness?	<b>1</b> Unknown level of awareness by community members	<b>2</b> Readiness requirements specified but not widely known	Resid info re rec
C.4	Do post-disaster event assessments change expectations or plans?	<b>1</b> Emergency services / Fire / Police only	<b>2</b> Post-event assessment shared at public meeting	Post-ev circula of

SCORE			JUSTIFICATION / PROOF
<p><b>3</b></p> <p>Community consultation sessions conducted to all household emergency planning</p>	<p><b>4</b></p> <p>Collaboration occurs with households in planning the community's disaster response</p>	<p><b>5</b></p> <p>Active participation by households in planning community's disaster response</p>	
<p><b>3</b></p> <p>Translated materials / distribution to identified groups at risk</p>	<p><b>4</b></p> <p>Occasional activities for selected groups</p>	<p><b>5</b></p> <p>At least annual cross-cultural community-wide all hazards activity engaging multiple organisations</p>	
<p><b>3</b></p> <p>Members routinely informed about readiness requirements</p>	<p><b>4</b></p> <p>Requirements implemented when attention is called</p>	<p><b>5</b></p> <p>Community members act on requirements as commitment to resilience enforced</p>	
<p><b>3</b></p> <p>Event questions sent to all parts of community</p>	<p><b>4</b></p> <p>Responses to questions collected and reported</p>	<p><b>5</b></p> <p>Post-event action plan based on responses includes all community elements (government / businesses / NGOs)</p>	

**D. RESOURCES**

**What emergency planning, response and recovery resources are available in your community?**

QUESTION		SCO		
4.1	How comprehensive is the local infrastructure emergency protection plan? (eg water supply, sewerage, power system)	<b>1</b> No plan	<b>2</b> Infrastructures identified but no protection plan	<b>3</b> Most infrastructures identified but no protection plan
4.2	What proportion of population with skills useful in emergency response / recovery can be mobilised if needed?	<b>1</b> <20% (mostly related to occupation)	<b>2</b> 21 - 40%	<b>3</b> 41 - 60%
4.3	How are available medical and public health services included in emergency planning?	<b>1</b> No idea or there are no services	<b>2</b> Expect to rely on existing local services	<b>3</b> Some local services are actively included in regional emergency planning
4.4	To what extent are all educational institutions (public / private schools, all levels) engaged in emergency preparedness education?	<b>1</b> No role known or identified	<b>2</b> Most schools provide emergency preparedness info. to teachers and students	<b>3</b> Most schools provide emergency preparedness education to students and staff
4.5	Are readily accessible locations available as evacuation or recovery centres (eg school halls, community or shopping centres, post office) and included in resilience strategy?	<b>1</b> No inventory of places	<b>2</b> Some inventory of places, but locations not well-publicised	<b>3</b> Inventory of places but not assessed for suitability for evacuation
4.6	What is the level of food/water/fuel readily availability in the community?	<b>1</b> No idea	<b>2</b> Most households dependent on daily external food/ water/ fuel supply	<b>3</b> Most households have up to 2 days food/ water/ fuel supply

RE	JUSTIFICATION / PROOF	
Infrastructure components have some deficiencies	<p><b>4</b></p> <p>All individual infrastructure components has all hazard plans</p>	<p><b>5</b></p> <p>Infrastructure system is integrated into an all hazards protection plan</p>
0%	<p><b>4</b></p> <p>61-80%</p>	<p><b>5</b></p> <p>&gt;81% representing all subgroups</p>
Local services actively engaged in emergency planning	<p><b>4</b></p> <p>All local services actively engaged in regional emergency planning</p>	<p><b>5</b></p> <p>Public health / medical systemic plan to support response and recovery in place</p>
Schools provide emergency preparedness education to teachers, and parents	<p><b>4</b></p> <p>Emergency preparedness education with activities occurs in most schools with students, teachers and parents</p>	<p><b>5</b></p> <p>Most schools actively participate in emergency preparedness education at community level</p>
All places, assessed for as an information centre	<p><b>4</b></p> <p>Sites stocked and known but not sufficient for estimated need</p>	<p><b>5</b></p> <p>Well-known, sufficient sites with water/ food/ information resources widely advertised and included in all planning</p>
Households have supply of water/ fuel	<p><b>4</b></p> <p>Most households have up to 4 days supply of food/ water/ fuel</p>	<p><b>5</b></p> <p>Most households have over 5 days supply of food/ water/ fuel</p>

# Trainer Team Preparation

The CBDRM program is a comprehensive program that covers both physical built environment aspects and non-physical/operational aspects of the health infrastructure. Therefore, a strong trainer team set-up is required in order to conduct the program successfully. The basic team composition shall comprise of the followings:

---

## **BRC EXPERT STAFFS**

- Project director\***
  - Oversee the whole project
  - Main stakeholders engagement
  - Facilitates workshop
- Project head\***
  - Manages project including budget and resource planning
  - Engages with stakeholders
  - Tracks the overall progress of the project
  - Review program modules
  - Facilitates workshop
- Senior project officer\***
  - Coordinate budget and resource planning
  - Coordinates and plans activities
  - Tracks project budget
  - Facilitates workshop
- Project officer\***
  - Prepare for workshop activities (project support)
  - Develops progress reports
  - Manages document filing
  - Assist on facilitating workshop
  - Assist senior project officer

## **BRC TECHNICAL TEAM STAFFS/VOLUNTEERS**

- Architect/urban planner
- Social development experts\*
- Civil and structural engineer
  - Run assessments
  - Develop and/or advise on content development
  - Advise on workshop outputs and give technical recommendations
  - Facilitates workshop
- Technical assistant
  - Prepare drawings and 3D modellings
  - Assist in module preparatory works

## **BRC SUPPORT STAFFS/VOLUNTEERS**

- Medical officer
  - Run assessments
  - Facilitates workshop
- Data analyst
  - Process data from workshop's activities
- Teacher/educator
  - Facilitates workshop
- Translator
  - Translation services (for required countries/programs)
- Logistician\*
- Driver\*
  - Assist/ prepare for workshop activities (project support)
  - Prepare and update inventory list
  - Mobilizing resources and items on site

\* Core team set-up required for CBDRM

# Workshop Facilitation

As the CBDRM programs are practical training modules, facilitators are advised to pay a lot of attention to exercises. Facilitators also need to allow sufficient time for participants to think and discuss critically. Facilitators are expected to be prepared by mastering the module content, its theories and case studies of best practices. It is also crucial that facilitators do not set the exercise and leave participants to their own devices. Facilitators need to move between groups, checking their progress, stimulate discussions and providing guidance.

---

## **A. ROLE OF THE FACILITATOR**

- Ensure the more verbose do not take over, and encourage contributions, particularly from those who are introvert
- Devise non-aggressive, friendly ways to deal with difficult participants. For example with those who are over talkative, over argumentative, refusing to engage with the course proceedings, etc.
- Control conflict by stepping in if necessary to help participants learn how to deal with conflict positively
- From time to time, get the participants to summarise what has been discussed; perhaps pose a question or make a suggestion
- Assist 'weaker' participants by rephrasing their arguments
- Ensure individuals receive positive feedback from the group
- Provide feedback to the group as a whole as to its performance
- Provide information and resources for the group to function well
- Ensure that the discussion is brought to a close when the topic had achieved its intended learning outcomes or at the end of the allotted time



## **B. TEACHING AND LEARNING RESOURCES**

- Engage attention and interest
- Reinforce key aspects of the subject matter
- Act as a focal point for learner response
  - Add variety to the instructional method
  - Provide organized and easy to understand content

## **C. INSTRUCTIONAL METHODS**

- Core instructional methods:
  - Lecture:
    - Most used instructional method
  - Group Activities:
    - Cooperative learning method
  - Demonstration:
    - Effective method of teaching skills at all levels
- Supporting instructional methods:
  - Questioning (brainstorming)
  - Discussion
  - Case studies
  - Simulation exercise (role-play)
  - Field trip
- Tips for effective power-point based instructional methods:
  - Create a simple design template
  - Use appropriate font and size
  - Use good quality images
  - Avoid too many special effects
  - Limit the number of slides

# Participatory Vulnerability Capacity Assessment (PVCA)

Participatory Vulnerability Capacity Assessment (PVCA) helps assess the hazards and disaster risks faced by a community and the capacities they have for dealing with them. PVCA uses participatory tools to determine the community's vulnerabilities and capacities in facing natural hazards.

It is an integral part of disaster preparedness and contributes to the creation of community-based disaster preparedness projects at rural and urban grass-roots levels. This is crucial process in CBDRM because it allows the identification of risk-reduction activities which function to prevent or reduce the negative effects of expected hazards, disaster risks and vulnerabilities.

This assessment is done by organizing a seminar workshop with the community members. Included in the workshop are the PVCA tools that will be used to identify further CBDRM projects.

## **PVCA PROCEDURES:**

### **A. SEMINAR WORKSHOP FOR DISASTER RISK REDUCTION (DRR) CONCEPTS (SENSITISATION WORKSHOP)**

This workshop aims to create awareness on DRR and its concepts. It is a day and a half session with 30 representatives from the selected community and other

relevant stakeholders such as local and state governments including the SSC, the DO and other government agencies that work in disaster management. This seminar is important to raise their interest in the subject and their motivation and support for the community projects.

**Objective:**

To increase awareness and interest in disaster preparedness, DRR concepts and CBDRM projects.

**Materials:**

1. Slide presentation
2. Mahjong paper
3. Stationeries
4. Digital Camera and Printer
5. Grab Bag

**Methodology:**

Sensitization workshop activities will comprise of:

(First Day)

1. Introductory sessions on basic disaster concepts, DRR principles and CBDRM.
2. A self and family preparedness talk.
3. PCVA Tools (e.g. Disaster Timeline, Social Venn Diagram, Village Watching)

(Second Day)

1. Presentation on the findings of the “Village Watching” activity.
2. Tabletop Simulation Exercise.
3. Formation of the local DMC.

Duration: One and a half day (First day: 0900 to 1700)  
(Second day: 0900 to 1300)

**PVCA TOOLS:**

**B. DISASTER TIMELINE**

This tool is used to obtain contextual information on the history of disasters of the selected community. This tool encourages participation from various age groups within the program participants in order to get a more comprehensive account of the past disasters that they went through. The disaster timeline activity is important as it disseminates information on past disasters to the younger generations of the community raising awareness on the damages caused from previous disasters and the importance of preparedness.

**Objectives:**

1. To share previous disaster experiences.
2. To identify the frequency of disaster occurrence.
3. To raise awareness on the importance of disaster preparedness and community planning.

*\*See next page for example*

**Module:**  
**DISASTER TIMELINE**

**Duration:**  
30 minutes

**Groups:**

---

**Objectives:**

1. To share previous disaster experiences.
2. To identify the frequency of disaster occurrence.
3. To raise awareness on the importance of disaster preparedness and community planning.

---

**Keywords:**

Disaster, timeline

---

**Materials:**

Presentation slides, mahjong paper, stationeries

---

**Benefits to the Community:**

This tool is used to obtain contextual information on the history of disasters of the selected community. This tool encourages participation from various age groups within the program participants in order to get a more comprehensive account of the past disasters that they went through. The disaster timeline activity is important as it disseminates information on past disasters to the younger generations of the community raising awareness on the damages caused from previous disasters and the importance of preparedness.

---

**1st Activity:**

*Introduction (5 minutes)*

The facilitator should tell:

1. Objectives of the activity
2. Benefits for the community
3. Outcomes of the activity

**2nd Activity:**

*You are given 5 minutes to provide items props needed for these activities, then showing how activity Hazard Timeline of the communities will be carried out.*

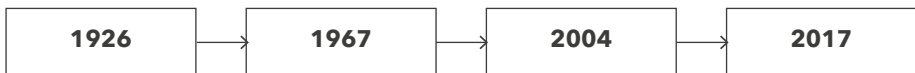
Among the matters that are preferably shared experience are:

1. Experience during the disaster first occurred
2. Action taken after too known the disaster will be happen
3. Feeling from the participants during a disaster happen
4. Difficulties encountered during disaster happen or in evacuation centres

---

**Outputs:**

Hazard timeline of the communities in the form of 'flowchart'.



**C. SOCIAL VENN DIAGRAM**

This tool is used to identify the key actors or agents that had played a role during the last disaster response. Information such as contact details will be derived and compiled based on this tool to be given to the local DMC. This tool benefits the community by providing the necessary details of the key agents to the community to assist their evacuation processes.

**Objectives:**

1. To identify key players or agents during the process of disaster response
2. To provide contact details of these agents to the community.

*\*See page 47 for example*

**D. VILLAGE WATCHING (HAZARD MAPPING)**

This tool is utilized to map out the local hazards of the community. Not restricted to only hazards, local capacities are also mapped out. This benefits the community by identifying areas of their community to base their CBDRM projects in order to reduce their vulnerability by increasing their capacities to deal with the identified hazards.

**Objectives:**

1. To identify key players or agents during the process of disaster response
2. To provide contact details of these agents to the community.

*\*See page 48 - 51 for example*

**Module:**  
**SOCIAL VENN DIAGRAM**

**Duration:**  
30 minutes

**Groups:**

---

**Objectives:**

To identify and obtain the details of agencies that helping during disasters.

---

**Keywords:**

Social venn diagram, before, during, after (disasters)

---

**Materials:**

Mahjong paper, stationeries

---

**Benefits to the Community:**

In the context of disasters, there are agencies that helping the community who involved before, during or after the disaster. These agencies include bodies of work, non-governmental, private sector or individuals who might be in the community itself. Through this activity, the grains agency is often involved in helping communities affected by the disaster will be identified and collected to be given back to the members of the committee to be set up during the workshop. With the details of this assistance can be provide more effectively and efficiently.

---

**1st Activity:**

*Introduction (5 minutes)*

The facilitator should tell:

1. Objectives of the activity
2. Benefits for the community
3. Outcomes of the activity

**2nd Activity:**

*You are given 5 minutes to provide the goods needed for these activities, showing how the Venn Diagram will be conducted. This activity can be carried out by drawing a circle on a white board in front (if any) or in the Mahjong paper that was given to the participants.*

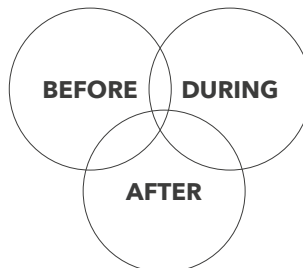
The question that should be asked and answered for every circle is:

1. What help is received by this parties? (The answer should be recorded)
2. Do the participants have the details of that? (Please record if there is, but if no facilitator must finds the items and collect all the details before giving it bck to the local committee.

---

**Outputs:**

Social venn diagram



## STAGE 3 - CONDUCTING THE WORKSHOP

**Module:**  
**VILLAGE WATCHING (HAZARD MAPPING)**

**Duration:**  
120 minutes

**Groups:**

---

**Objectives:**

1. To introduce the basic tools of hazard mapping.
  2. To identify specific hazards for the vulnerable groups that exists in the community.
  3. To identify available resources that could be used by community members during the disaster response.
  4. To develop an informative and comprehensive map of the hazards, vulnerabilities and capacities of a given community.
  5. To develop a CBDRM Action Plan in order to reduce disaster risk.
- 

**Keywords:**

Hazard, capacity, vulnerability, village watching

---

**Materials:**

Mahjong paper, digital camera, digital printer, stationeries

---

**Benefits to the Community:**

Community members are best at recognizing the hazards that confront them. Hazard mapping is a useful tool for them to utilize this knowledge in order to graphically identify their own vulnerabilities and capacities, in particular with a focus on vulnerable groups such as children, women, the elderly and PWDs. Ultimately, a community-based disaster risk management action plan will be an effective output of the hazard mapping tool, whereby practical solutions and measures are put into effect through their CBDRM projects.

---

**1st Activity:**

*Introduction (5 minutes)*

The facilitator should tell:

1. Objectives of the activity
2. Benefits for the community
3. Outcomes of the activity

This can be done with the supplementary module PowerPoint presentation.

**2nd Activity:**

*Facilitators are given 10 minutes in order to form groups for the next activity (if there are none already formed).*

Facilitators are then tasked to outline the general roles for each group member. The roles are:

1. Cameraman
2. Navigator
3. Map sketcher
4. Note taker
5. Presenter



The following is the sequence of the Village Watching second activity:

1. Select a community member to draw the boundaries of the whole community on a piece of mahjong paper (MAP A).
2. Divide MAP A and assign each group to an area in the community. Each area is now assigned as the group's MAP B
3. In each group, assign:
  - a. One person to show the direction; one person to direct the group using the map (navigator)
  - b. One person to sketch a map of the assigned area (including houses, hospitals and terrain). (map sketcher)
  - c. One person to document the community's vulnerabilities and capacities on field and on the map (such as improper garbage disposal, clogged drains, evacuation centres and water catchments). (cameraman)
  - d. One person to outline what is discussed during the field activity as materials to be presented (note taker)
  - e. One person to present the group's findings. (presenter)
4. Once all the roles are assigned, groups will proceed to the designated area to begin hazard mapping.
5. In each group, community members will identify their community's vulnerabilities and capacities together; this should include rivers, clogged drains, evacuation centres.
6. After this, community members will incorporate the information they gathered into their respective MAP Bs. Pictures taken from the field activity should be printed and pasted on MAP B.
7. Once all the groups have drawn their maps on MAP B, they will present them to the other groups as part of a group presentation session.
8. Community members will then develop a CBDRM action plan based on their MAP Bs and group presentations, with guidance from trainers and facilitators.

---

**Key Questions to ask the participants:**

1. What are the hazards that put the community at risk (such as overflowing rivers, landslides, forest fires and improper garbage disposal)?
2. What community facilities (such as drinking water sources, mangrove forests, schools and jetties) are in danger?
3. Who are the people most exposed to risk and will likely need the most assistance?
4. Who are the people who have the least resources?
5. Who are the people that have control over the community's available resources?

---

**Outputs:**

Hazard map

CONTOH CATATAN TINJAUAN KEUPAYAAN - C



ZON	KUMP		TINJAUAN KAMPUNG				
1	1		C - KEUPAYAAN				
No	1. Persekitaran	2. Bangunan	3. Infrastruktur	4. Peralatan	Kebaikan Kelebihan	Keupayaan (bencana)	tindakan
1	Padang bola				Kawasan lapang	Tempat berkumpul	Diwartakan sebagai kawasan selamat
2		Sekolah			Ruangan berbumbung	Pusat pemindahan	Diwartakan sebagai PP di Kg Pemberian
3			Jambatan		Laluan keluar - masuk	Laluan utama bagi evakuasi / bantuan	Makluman paras air bahaya
4				Alat siar raya pembesar suara surau	Alat bagi pengumuman	Makluman berpindah	Perlu adakan genset atau bateri bila mati lampu
5			Jalan / lorong	Lampu jalan	Laluan keluar - masuk	Masyarakat berpindah dengan kenderaan	Pastikan makluman awal

CONTOH CATATAN TINJAUAN KETERANCAMAN - V



ZON	KUMP		TINJAUAN KAMPUNG				
1	1		V - KETERANCAMAN				
No	1. Persekitaran	2. Bangunan	3. Infrastruktur	4. Peralatan	Bahaya Kalaupun	Keterancaman (bencana)	Andakan
1	tebing Sungai				Carut yang tak teratur	Tanah runtuh	Dibina tembok penahan
2		Bangunan retak			Banjiran rebot	mencederakan penghuni	Diperbaiki kerosakan
3			Lengkang tersumbat		Air tersekat	Banjir bendungan	Gotong royong
4				Mesin pam air rosak	Tidak boleh pam air	Tidak cukup bekalan	Diperbaiki pam - biayai dikongsi bersama
5			Jalan / lorong berlubang	Lampu jalan mati	Bahaya kenderaan pada waktu malam	Orang rasal terjatuh dan tercedera	Diberitahu pada Pegawai Demah

Example of a CBDRM action plan developed by the community



Example of hazard mapping

**E. TABLETOP SIMULATION EXERCISE**

This tool is used to facilitate the creation of a rudimentary community action plan. Through scenarios given during the tabletop exercise, the community is able to work together to form an action plan to react to these changing situations. This tool benefits the community by kick starting their action plan planning that is to be refined as the community discusses these plans with the facilitators, identifying gaps that might not be realized beforehand. Not only that, this tool also acts as a precursor to the formation of the DMC.

**Objectives:**

1. To develop a rudimentary community action plan
2. To facilitate discussions on developing community action plans
3. To create a basic structure of the DMC
4. To raise awareness on the local Early Warning Systems (EWS)

*\*See page 53 for example*

**Module:**  
**TABLETOP SIMULATION EXERCISE**

**Duration:**  
30 minutes

**Groups:**

---

**Objectives:**

1. To develop a rudimentary community action plan
2. To facilitate discussions on developing community action plans
3. To create a basic structure of the DMC
4. To raise awareness on the local Early Warning Systems (EWS)

---

**Keywords:**

Simulation, table-top, early warning systems (EWS), action Pplan

---

**Materials:**

Presentation slides, mahjong paper, stationeries

---

**Benefits to the Community:**

This tool is used to facilitate the creation of a rudimentary community action plan. Through scenarios given during the tabletop exercise, the community is able to work together to form an action plan to react to these changing situations. This tool benefits the community by kick starting their action plan planning that is to be refined as the community discusses these plans with the facilitators, identifying gaps that might not be realized beforehand. Not only that, this tool also acts as a precursor to the formation of the DMC.

---

**1st Activity:**

*Facilitators start by giving the initial scenario to the community. The participants would then be asked to develop their response towards the first scenario (5 mins).*

After 5 minutes, sound the alarm to introduce the second scenario. Ask the participants to develop their response (5 mins)

The same steps are repeated after every 5 minutes introducing the subsequent scenarios

**2nd Activity:**

The participants are to present their action plans to the crowd. During the presentations, facilitators should raise questions on the details of their action plans.

---

**Outputs:**

Action plan

## **Establishing a Village Disaster Management Committee (DMC)**

A DMC is a committee that is dedicated to effectively undertake DRR measures for the community. A DMC can either be newly constituted or can be tasked under a suitable committee that already exists. If there is no suitable committee within the community, a DMC must be established. The objective of a DMC is to enable communities to become better prepared for impending disasters and to become disaster resilient in the long term.

### **FUNCTIONS OF THE DMC:**

#### **A. FUNCTIONS OF A DMC DURING THE PREPAREDNESS PHASE**

1. Share the community DRM Plan with all community members.
2. Mobilise community members in order to implement the planned DRR measures.
3. Mobilise resources that the community cannot produce or access on its own.
4. Raise community awareness on what to do before, during and after a disaster.
5. Monitor disaster threats, conduct drills and document lesson learned to improve existing community DRM plan.
6. Engage in advocacy and lobbying work in disaster management and other related issues such as development in order to support local and community DRM everywhere.

## **B. FUNCTIONS OF DMC DURING EMERGENCY PHASE**

1. Disseminate early warning received from the community's Ketua Kampung and Penghulu or other local authorities. The warning can be disseminated by using equipments such as a loudspeaker (loudspeakers can usually be accessed at the local prayer halls or mosques).
2. Help the evacuation team during evacuation.
3. Coordinate with the Health Department, other government agencies and NGOs to provide subsequent medical assistance.

## **C. FUNCTIONS OF DMC DURING RECOVERY PHASE**

1. Coordinate, plan, and implement relief delivery operations with local authorities and NGOs.
2. Coordinate with local authorities to assist in rehabilitation.
3. Evaluate the performance of DMC post disaster and the committee's capacity and effectiveness to promote community safety and identify strategies for future improvements.
4. Coordinate with the DO in planning activities to ensure the community's needs are met.

## **TRAINING THE DMC:**

The objective of training the DMC is to build its capacity so that it is able to successfully independently implement DRM. The training is focused on disaster response and DRR. It is noteworthy that trainings be done with the local LGU according to their mandates.

# Project Report Preparation

Upon completion of the workshop, a project report submission is compulsory. The content of the report shall include the following:

## **A. INTRODUCTION**

- Project background
- Problem statement and issues addressed
- Introduction on Building Resilient Communities (BRC) and Community Based Disaster Risk Management (CBDRM)
- Methodology

## **B. PROGRAM (SESSIONS AND ACTIVITIES)**

- Introduction to Disaster Risk Reduction (DRR) and BRC
- Introduction to CBDRM
- PCVA Tools (e.g. Disaster Timeline, Social Venn Diagram, Village Watching)
- Village watching findings presentation
- Tabletop Simulation Exercise
- Disaster simulation exercise
- Formation of the local DMC

## **C. SCORECARD RESULT**

## **D. RECOMMENDATIONS**

## **E. APPENDIXES**

- Resilient community framework
- Disaster action plan
- Drawings (i.e. mapping sketch, etc.)
- List of participants
- Others



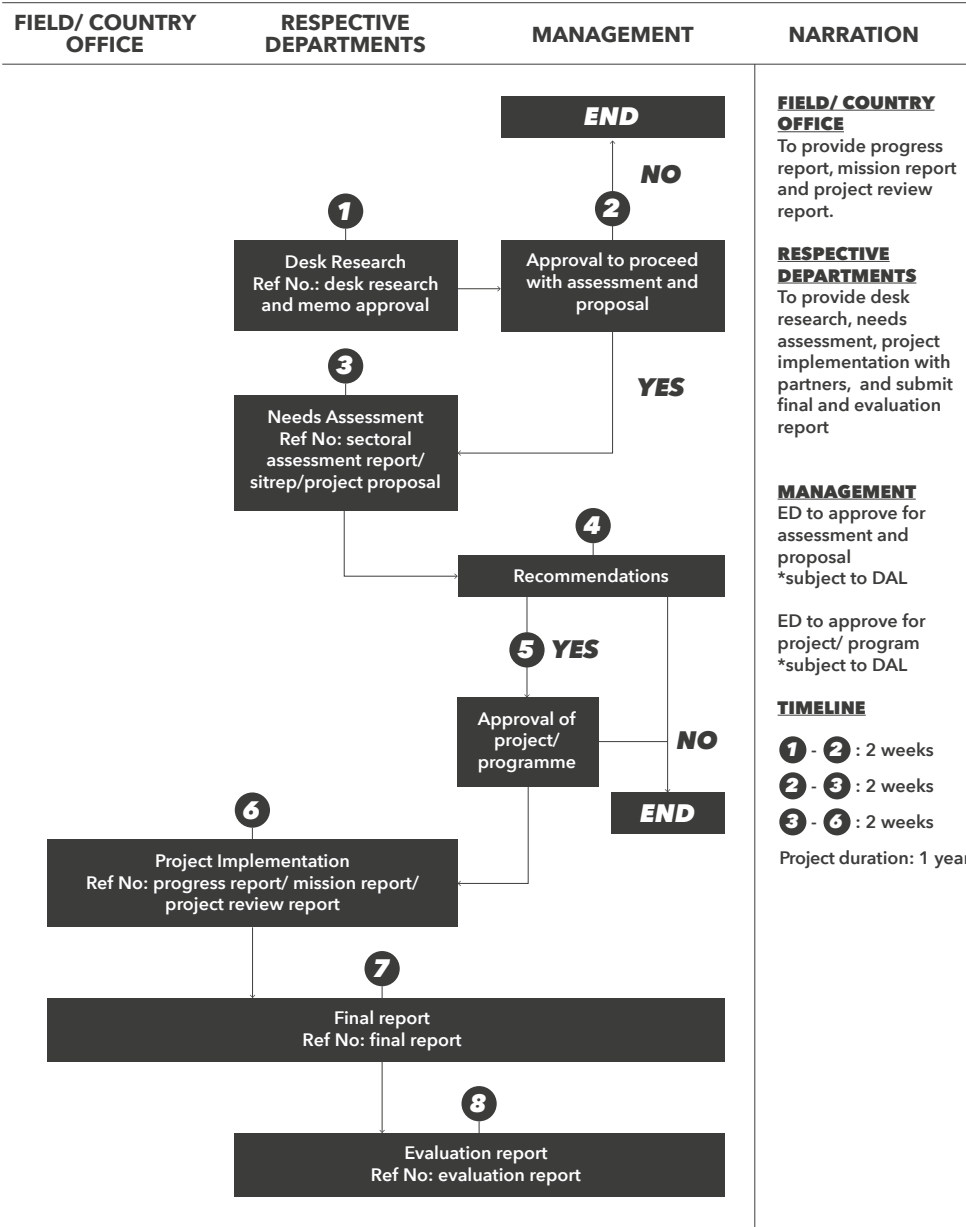
# Project Report Submission

The project report shall be printed (minimum 6 copies) and submitted to the following:

1. Project beneficiary (2 copies)
2. Project sponsor (1 copy)
3. Executive Director (1 copy)
4. Head of Project, for archiving (1 copy)
5. Humanitarian Development Centre (1 copy)



# Action Plan Implementation Process Flow



Action plan implementation proposal process flow

FIELD/ COUNTRY OFFICE	RESPECTIVE DEPARTMENTS	MANAGEMENT	NARRATION
<p>Project Kick-off - HAF contextualization Ref No: LoU, MoU, meeting minutes, baseline data survey, tender document, quotation, etc.</p>	<p>Project Amendment (if any) Ref No: memo for project amendment</p>	<p>Approved project</p>	<p><b>MANAGEMENT</b> Upon approval for project amendment, goes to project implementation</p>
<p>Project Implementation Ref No: progress report, financial report, meeting minutes, mission report, program report</p>	<p>Mid-term review, M&amp;E team Ref No: memo, revised proposal</p>	<p><b>YES</b> Approval by ED <b>NO</b> <b>END</b></p>	
	<p>Project Closure Ref No: End of project report (include partner assessment)</p>	<p>Post Emergency &amp; Development project/program management</p>	
	<p>Project Evaluation Ref No: evaluation report</p>	<p><b>YES</b> Recommendation to extend project <b>NO</b> <b>END</b></p>	

Action plan (project) implementation process flow

## Action Plan Recommendation

Upon completion of the workshop, an action plan shall be recommended for further execution. An action plan is compiled for a certain period, to be determined upon detail planning, and is presented by the domains of the development plan according to their development objectives. This section outlines the basic criteria in developing an action plan.

---

### **A. BASIS**

- Planned activities for achieving the objective(s)
- Executors
- Deadline (when the activity ends)
- Resources (budget for the project/unit, necessity for additional funding, potential sources)
- Relation to CBDRM key indicators (i.e. which key indicator is used to assess the results of the activity)
- A specific indicator may be added to make the results more explicit and contextual

### **B. CRITERIAS**

The action plan for the CBDRM initiative should meet several criteria. Is the action plan:

- Complete?** Does it list all the action steps or changes to be sought in all relevant parts of the community?
- Clear?** Is it apparent who will do what by when?
- Current?** Does the action plan reflect the current work? Does it anticipate newly emerging opportunities and barriers?



**ACTION PLAN IMPLEMENTATION PROPOSAL**

Date:			
Country:			
Project name	BUILDING RESILIENT COMMUNITIES (BRC) - COMMUNITY BASED DISASTER RISK MANAGEMENT (CBDRM)		
Project brief			
Project location			
Project description			
Project justification			
Previous experience of the organization			
Project activities			
General objectives			
Goals			
Estimated result of the project			
Risk and assumptions			
Number of beneficiaries and description		Resources required (BRC team, SMEs, other support team)	
Project's duration		Relation to Sendai Framework for DRR (SFDRR)	
Implementing party and partners			
Project budget			
Detail budget			
Monitoring and evaluation procedures		Relation to Sustainable Development Goals (SDG)	
Timeline			
Contact information			

Action plan proposal template as guideline

The identification of suitable (CBDRM) projects for the community is very much determined by the level of involvement and the depth of discussions during the hazard mapping workshop and developing the CBDRM Action Plan.

Each community will have a DRM project to plan, implement and monitor together with MERCY Malaysia. A three month period will be given for each community to complete the project. A series of follow - up meetings with the community will be scheduled to make sure the plan is on the right track.

**A. TASKING**

Committees should have at least one person to carry out each of the following roles:

1. Leadership role (to have overall responsibility of the DMC's activities).
2. Management role (to ensure the implementation of the DMC's planned activities).
3. Technical role (individual task).
4. Financial Management role (to ensure proper finance and accounting).
5. Administrative role (to assist in management).
6. Resource Mobilization role (to mobilize community resources).

**B. MOBILISING RESOURCES**

The DMC should discuss with the DO the inputs and resource needs and identify possible sources for them. During the meeting, the facilitator should encourage discussion on the resources required in

terms of human resources (social and technical resources), material/ physical resources, natural resources and financial resources. Facilitators should also ensure internal and external sources are identified to make sure the resources are being effectively mobilized.

### **C. MONITORING AND EVALUATION**

The purpose of monitoring the CBDRM program is:

1. To identify problems and priorities in the implemented projects under the community action plan.
2. To determine if the community action plan went accordingly.
3. To promote the approach and its transparency.
4. To allow for improvement in future implementation.

### **D. PARTICIPATORY REVIEW AND SUSTAINABILITY**

A review on the CBDRM program should be held to share the program output and discuss sustainable implementation. This will help the community to reduce community vulnerability in the long run.

The program can be analyzed by the following questions:

1. Have the goals and objectives been achieved?
2. Have the activities been implemented as planned? Have they changed the community's perceptions, behaviors, material and social well-being and empowerment?
3. What other activities can be done to achieve the objectives?
4. What were the problems or issues faced while implementing the CBDRM program? How can they be overcome and the program is improved?

# Action Plan Implementation Proposal

Upon submission of the project report, an action plan implementation proposal shall be submitted according to the process flow (see pages 58 - 59).

## **A. WHAT IS AN ACTION PLAN?**

An action plan are steps to get “from here to there”:

- It is a project, or part of a project
- It should be defined, developed and implemented according to good project management procedures and guidelines

An action plan shall help to:

- Define what needs to be done (action plan)
- Define how it will be done (project management plan)

## **B. WHAT IS PROJECT MANAGEMENT?**

- Project management is the discipline of initiating, planning, executing, controlling, and closing the work of a team to achieve specific goals and meet specific success criteria at the specified time. A project is a temporary endeavor designed to produce a unique product, service or result with a defined beginning and end (usually time-constrained, and often constrained by funding or deliverable) undertaken to meet unique goals and objectives, typically to bring about beneficial change or added value.
- It is a way to develop, implement, control and deliver components of the proposed action plan. This is to be done through the preparation of a Project Management Plan (PMP), which typically consist of the following phases:
  - (1) initiation; (2) planning and design; (3) execution;
  - (4) monitoring and controlling; and (5) completion/closing



### C. DEFINITION OF THE PROJECT MANAGEMENT PLAN (PMP)

- The Project Management Plan (PMP) is a formal, approved document used to manage project execution. The PMP documents the actions necessary to define, prepare, integrate and coordinate the various planning activities. The PMP defines how the project is executed, monitored and controlled, and closed. It is progressively elaborated by updates throughout the course of the project. The PMP is also a communication vehicle for ensuring key stakeholders share an understanding of the project.
- Components of the Project Management Plan:
  - Objectives
  - Scope
  - Milestones
  - Tasks and responsibilities
  - Schedules
  - Risk and mitigation plan
  - Budget
  - Project control
- At a minimum, a PMP should answers these basic questions about the project:
  - **Why?** What is the problem and/ or value proposition addressed by the project? Why is it being sponsored?
  - **What?** What is the work that will be performed on the project? What are the major products/deliverables?
  - **Who?** Who will be involved and what will be their responsibilities within the project? How will they be organized?
  - **When?** What is the project timeline?

# Implementing The Action Plan

## D. PMP PROJECT TIMELINE

NO	COMPONENTS	START DATE	FINISH DATE	SEPTEMBER				
				W1	W2	W3	W4	W1
	<b>Component 1: Community/domestic water supply</b>	<b>17-Sep-17</b>	<b>17-Oct-17</b>					
1	Site possession	17-Sep-17	17-Sep-17					
2	Water supply development surveys	17-Sep-17	19-Sep-17					
3	Deep well drilling	20-Sep-17	28-Sep-17					
4	Water supply pipeline laying	01-Oct-17	05-Oct-17					
5	Water points (faucets/taps) installation	08-Oct-17	10-Oct-17					
6	Installation of 3 units rainwater harvesting system	11-Oct-17	16-Oct-17					
7	Testing and commissioning	17-Oct-17	17-Oct-17					
8	Handing over	17-Oct-17	17-Oct-17					
	<b>Component 2: Sanitation</b>	<b>17-Oct-17</b>	<b>16-Nov-17</b>					
1	Site possession	17-Oct-17	17-Oct-17					
2	Dry pit latrines construction	18-Oct-17	26-Oct-17					
3	Ventilated improved pit latrines construction	29-Oct-17	02-Nov-17					
4	Refuse pits construction	05-Nov-17	07-Nov-17					
5	Communal latrines construction	08-Nov-17	16-Nov-17					
6	Handing over	16-Nov-17	16-Nov-17					
	<b>Component 3: Capacity building - Community-based Resilience Development Initiative (CBRDI)</b>	<b>20-Oct-17</b>	<b>27-Mar-18</b>					
1	Local committees trainings on water, sanitation and hygiene (WASH)	20-Oct-17	20-Dec-17					
2	WASH committee members trained on water system management	07-Nov-17	10-Jan-18					
3	Sanitation and hygiene trainings	23-Nov-17	23-Jan-18					
4	Building Resilient Communities (BRC) trainings - Community Based Disaster Risk Management (CBDRM) workshops	27-Jan-18	27-Mar-18					
	<b>Component 4: Information base</b>	<b>17-Sep-17</b>	<b>28-Feb-18</b>					
1	Project monitoring and project progress evaluation	17-Sep-17	28-Feb-18					
2	Updating and improvement of existing database of water points	10-Oct-17	12-Dec-17					
3	Database on rainwater harvesting points and water volume harvested	10-Oct-17	12-Dec-17					
4	Quantifying total water supply	14-Feb-18	28-Feb-18					
	<b>Component 5: Distribution of humanitarian aid kits</b>	<b>01-Mar-18</b>	<b>30-Mar-18</b>					
1	Distribution	01-Mar-18	30-Mar-18					
	<b>Component 6: Project management and delivery</b>	<b>17-Sep-17</b>	<b>27-Mar-18</b>					
1	Project director	17-Sep-17	28-Feb-18					
2	Water and sanitation specialist	17-Sep-17	16-Nov-17					
3	Project management team leader	17-Sep-17	16-Nov-17					
4	Project team	17-Sep-17	28-Feb-17					
5	Technical assistants	17-Sep-17	28-Feb-17					
6	BRC trainers	27-Jan-18	27-Mar-18					

Example of PMP's project timeline



# Project Monitoring and Evaluation

Monitoring and evaluation (M&E) is a process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact. It is mainly used to assess the performance of projects being implemented and completed.

In assessing development effectiveness, monitoring and evaluation efforts aim to assess the following:

## **A. PROJECT RELEVANCE**

Relevance of MERCY Malaysia's assistance and initiatives (strategies, policies, programs and projects designed to aid humanitarian and development gaps) to national development goals within a given national, regional or global context.

## **B. EFFECTIVENESS AND SUSTAINABILITY**

Effectiveness of development assistance initiatives, including sustainability, value chain, partnership and financial strategies.

## **C. CONTRIBUTION AND VALUE PROPOSITIONS**

Contribution and worth of this assistance to national development outcomes and priorities, including the material conditions of programme countries, and how this assistance visibly improves the prospects of people and their communities.

## **D. SUCCESS FACTORS AND SCALEABILITY**

Key drivers or factors enabling successful, sustained and scaled-up development initiatives, alternative options and comparative advantages of MERCY Malaysia.

## **E. EFFICIENCY**

Efficiency of development assistance, partnerships and coordination to control project transaction costs.

## **F. RISK MANAGEMENT**

Risk factors and risk management strategies to ensure successful delivery to beneficiaries and effective partnerships with stakeholders.

## **G. IMPACT DRIVEN FOR OWNERSHIP AND CAPACITY BUILDING**

Level of national and local ownership, and measures to enhance community capacity for sustainability of results.

An important goal of evaluation is to provide recommendations and lessons to the project managers and implementation teams that have worked on the projects and for the ones that will implement and work on similar projects.

The project M&E will provide opportunities for stakeholders' feedback, especially beneficiaries, to provide input into and perceptions of our work, modelling openness to criticism, and willingness to learn from experiences and to adapt to changing needs.

It also upholds accountability and compliance by demonstrating whether or not the project has been carried out as agreed and in compliance with established standards such as the Core Humanitarian Standard. For more details, please refer to the MERCY Malaysia Monitoring and Evaluation manual.

## **Project Delivery and Final Accounts**

Upon completion and delivery of the project, final account report need to be prepared and submitted to the Head of Project. This report will form part of the project closure report. It summarize financial and auditing requirements for the project, and is required to be submitted to the project donor and MERCY Malaysia's Finance Department.

The final account report must be guided by the following fundamental principles:

### **A. ACCOUNTABILITY**

Full accountability of all financial resources including resources internally generated from operation and those acquired externally (i.e. donations, grants, etc.).

### **B. TRANSPARENCY**

A true and fair view of the financial position and financial performance presented by the financial statements.

Financial statements should also contain full disclosure of all material information and should be accompanied by supplementary notes to explain or qualify various accounts.

### **C. AUDITED**

Annual project financial statements are to be audited and certified by an independent and qualified auditor as a fair presentation of the entity's financial position. This is to be done through MERCY Malaysia's Finance Department with the consent from Executive Director and Executive Council members.

# Project Closure Report

A project closure report is the final report that the project team need to prepare and submit to the Head of Project. Upon verification, the Head of Project will submit this report to the Head of Department and the Executive Director.

## **A. WHAT IS A PROJECT CLOSURE REPORT?**

A project closure report is a document which formalizes the closure of the project. The report confirms that the objectives have been met, the deliverables have been handed over to the beneficiaries, and that project closure can commence.

## **B. WHAT NEED TO BE INSIDE A PROJECT CLOSURE REPORT?**

- A formal list of completion criteria
- Confirmation that each completion criterion has been met
- A list of outstanding project activities, risks and issues
- A set of closure actions (to hand over project deliverables / documentation, release resources and undertake closure communication)
- A request for project closure approval

## **C. WHAT ARE THE CONTENT OF A PROJECT CLOSURE REPORT?**

- An executive summary of the project
- Background of the project
- Project objective and purpose
- Project activities and outputs
- Project results and achievements
- Lesson learnt and best practices
- Recommendations

## **SUMMARY**

This manual is non-exhaustive and shall be used only as a guiding principle in planning, designing, conducting, executing action plans and closing the CBDRM project. It is subject to suitable amendments, depending on each project specific context and nature. This manual shall be read together with the following documents:

### **A. PROGRAM MODULES**

Full program modules are available from the BRC project team and HDC unit. The program module set consist of the following modules:

- Introduction to Disaster Risk Reduction (DRR) and BRC
- Introduction to CBDRM
- PCVA Tools (e.g. Disaster Timeline, Social Venn Diagram, Village Watching)
- Disaster simulation exercise

### **B. PROJECT LOGFRAME**

Available from BRC project team.

### **C. MONITORING AND EVALUATION (M&E) MANUAL**

Available from M&E Department.

### **D. FINANCIAL MANUAL**

Available from Finance Department.

### **E. BRAND MANUAL**

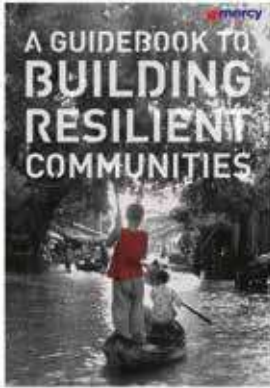
Available from Communications and Fundraising Department.

### **F. CODE OF CONDUCT**

Available from M&E Department and MERCY Malaysia's website.



For more information on MERCY Malaysia's Building Resilient Communities (BRC) initiative, a guidebook is available from the BRC project team.



For more information on MERCY Malaysia, an organization brochure is available from the HQ and can be made available upon request.



Please visit MERCY Malaysia's website ([mercy.org.my](http://mercy.org.my)) and social media platforms for more information.



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