

Project Title

Enhancing Disaster Resilience and Promoting a Culture of Safety among Vulnerable Communities of Rural Gujarat

(July 2009 – September 2010)

Evaluation Report

By

Center for Development and Disaster Management Support Services (CDDMASS)

- A Strategy Center

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FOCUS HUMANITARIAN ASSISTANCE
An Affiliate of the Aga Khan Development Network



AGA KHAN FOUNDATION

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Executive Summary:

The Saurashtra region of Gujarat area comes under Zone III of the seismic zoning map of India and is prone to moderate seismicity of magnitude 6. The earthquake activity peaks during the winter season. From September 5, 2004 to February 2, 2005, the villages in Talala, Malia and Mendarana talukas of Junagadh district experienced a series of micro earthquakes. A 15km fault has been identified near the epicenter from satellite imagery and ground check. It may be the causative fault for the present seismicity and may be 30-40 million years old. As the causative fault is small and old, it can produce moderate earthquakes of magnitude 6. Most of the villages of Talala and Malia Taluka of Junagadh district come within 20km radius and the proposed project intervention covers 18 most at risk communities of this District.

Focus Humanitarian Assistance (FHA) has been actively working in Gujarat since 2002 and has increased its scope of intervention, with the establishment of the Project Office at Ahmedabad in Gujarat in March 2007 during the launch of the Disaster Risk Reduction Programme. A previous ECHO supported partnership focused on building a culture of school safety in Gujarat, Further to the previous DIPECHO project, Focus Humanitarian Assistance (FHA) the implementing organization of the Aga Khan Foundation-UK has received funding from DIPECHO, under the third DIPECHO Action for the project: 'Enhancing Disaster Resilience & Promoting Culture of Safety Among Vulnerable Communities of Gujarat' being implemented in Junagarh district, Gujarat in 18 villages.'

This initiative included intervention with vulnerable groups such as school children in these 18 communities and 12 schools, to strengthen the concept of community partnerships with the long-term goal of fostering disaster resilient communities, disaster management and sustainable development. The vehicles to facilitate this process at the village level include VDC, CERT, SDMP, SDMC and VDMP.

FHA has contracted the Center for Development and Disaster Management Services (CDDMASS), New Delhi for the evaluation of its DIPECHO funded project. CDDMASS provides qualitative technical support and strategic management input in the social development and humanitarian sectors.

After the desk analysis, two consultants, Mr. C. Balaji Singh and Mr. Vikas Gora from the CDDMASS visited the field from September 28 to 30 and prepared the report. Besides providing a comprehensive ex post analysis of the project, the evaluators looked at the degree to which the FHA and the target communities have internalized earthquake and flood preparedness through community institutions and advocacy. Following are the Key Observations and Key Suggestions from the Evaluation:

Key Observations

- The project design was derived from the learning from the previous DIPECHO supported initiatives and the need to strengthen community resilience in the earthquake and flood prone villages. The selection of of the 18 villages and 12 schools covered under this project has been backed by the scientific risk and vulnerability analysis.

- The institutional mechanisms at the community level (VDC, CERT, SDMC and SEMC) are well designed to build & streamline disaster resilience. However the linkages of these mechanisms with the various stakeholders especially with the government/administration need further strengthening. The sustainability strategy and plan for the community institutions to ensure resilience building require greater thrust thus further action.
- The perspective building on disaster preparedness at the community level has been highly innovative and successful. Interaction with children and community members revealed their clear understanding of concepts related to vulnerability and their roles in disaster preparedness at the community level.
- The tools to strengthen awareness were highly innovative in the form of games, animation movies, mock drills, mapping exercise, to name a few. These were all designed in the local language and well suited for target community's learning. The convergence of community media and mass media was evident. This has been visibly the strength of the project and well appreciated by the community members.
- There is very high visibility of the hazard and vulnerability maps, escape routes, display of names of VDC and CERT members in all the villages visited as it is painted well in prominent places. The ECHO logo was prominent and the community members were well aware of the donor.
- The stockpile of equipment distributed as a part of community level preparedness include major requirements to respond in emergencies. However there appears to be a need for further strengthening of the community ownership, maintenance and recurring cost needed to ensure the same.
- The piloting of multi-hazard resistant house construction in the villages was initiated well. The challenge of identifying the most vulnerable member of the community for ownership of the house is well addressed as the entire community accepted that the right person received the right house. However the cost of the construction of the house appears to be on higher side when compared with the IAY provisions and thus may not be found suitable for adoption under any of the existing government umbrella programs/schemes thus losing out on the opportunity for mainstreaming. May be the idea can be promoted through stand alone housing/habitat program with support coming to the target community from micro finance sources.
- The training and capacity building of the children, school teachers, masons, CERT members and VDCs was very well tailored to cater to the multi-hazard needs. However a ToT approach could have been followed to further create a ripple effect, to reach out to wider audience.
- The FHA very well captured the internal institutional knowledge and capabilities of the different institutions of AKDN-Aga Khan Development Network (AKPBS, AKES and AKRSP) and integrated it effectively with the current project thus demonstrating a leveraged impact. Now further linkages with various government programs through various line departments could be an interesting next step for FHA by taking it under its advocacy agenda for the future.

Key Recommendations for the future:

- A sustainability strategy and plan for all the successfully demonstrated initiatives should be developed by FHA.
- Strategy focusing on community ownership, establishing linkages with government programs/schemes, existing community groups/institutions, micro finance, micro insurance and micro enterprise should be developed and integrated in to the programme.
- The indigenous coping mechanisms should be identified, documented and integrated in to the training curriculum.
- Construction of model houses should have multiple designs with different costs by use of different construction material and elements so as to demonstrate safe construction practices at different cost pattern as a result of use of alternate material and elements. An owner-driven reconstruction approach should be demonstrated to suit specific requirements of the family. This will ensure sustainability of the strategy.
- Awareness on the government umbrella programs and schemes, entitlements and compensations etc. that has linkage with the project interventions should be strengthened.
- Future ECHO proposals should have a scope for inclusion of a sustainability strategy and plan for project activities, so that the project initiatives continue beyond the life of the project. Two key elements in this direction namely the community ownership and control over the process and opportunity to integrate and align with the government programs and schemes are important.
- FHA having demonstrated excellent results from the project should sensitize the government administration to impress on them to replicate the disaster preparedness training to its school teachers and government school children and integrate similar multi-hazard housing designs into their programmes. This can be a very important agenda for FHA in the future.

List of Abbreviations and Acronyms

AKDN	Aga Khan Development Network
AKES	Aga Khan Education Services, India
AKPBS	Aga Khan Planning and Building Services
AKRSP	Aga Khan Rural Support Programme
CERT	Community Emergency Response Taskforce
CBDRR	Community Based Disaster Risk Reduction
DDMO	District Disaster Management Office
DIPECHO	Disaster Preparedness Programme of ECHO
DM	Disaster Management
DP	Disaster Preparedness
ECHO	European Commission Humanitarian Aid Office
FHAI	Focus Humanitarian Assistance India
GIS	Geographic Information System
GSDMA	Gujarat State Disaster Management Authority
HVCRA	Hazard, Vulnerability, Capacity and Risk Assessment
IEC	Information, Education and Communication
LL	Landless
NGO	Non Governmental Organization
OBC	Other Backward Caste
PRI	Panchayat Raj Institutions
SC	Scheduled Caste
ST	Scheduled Tribes
SDMC	School Disaster Management Committee

SDMP	School Disaster Management Plan
SEMC	School Emergency Management Committee
SMS	Short Message Services
UP	Ultra Poor
VDC	Village Development Committee
VDMP	Village Disaster Management Plan
WASH	Water, Sanitation and Hygiene

Chapter I: Introduction

Background:

Under the third DIPECHO action, the European Commission for Humanitarian Action (ECHO) has supported the Aga Khan Foundation (UK) to implement a project to enhance the disaster resilience of the communities in rural Gujarat. The Focus Humanitarian Assistance (FHA), India an affiliate of Aga Khan Development Network which implemented the project contracted the Center for Development and Disaster Management Support Services (CDDMASS) for the purpose of evaluation of this project.

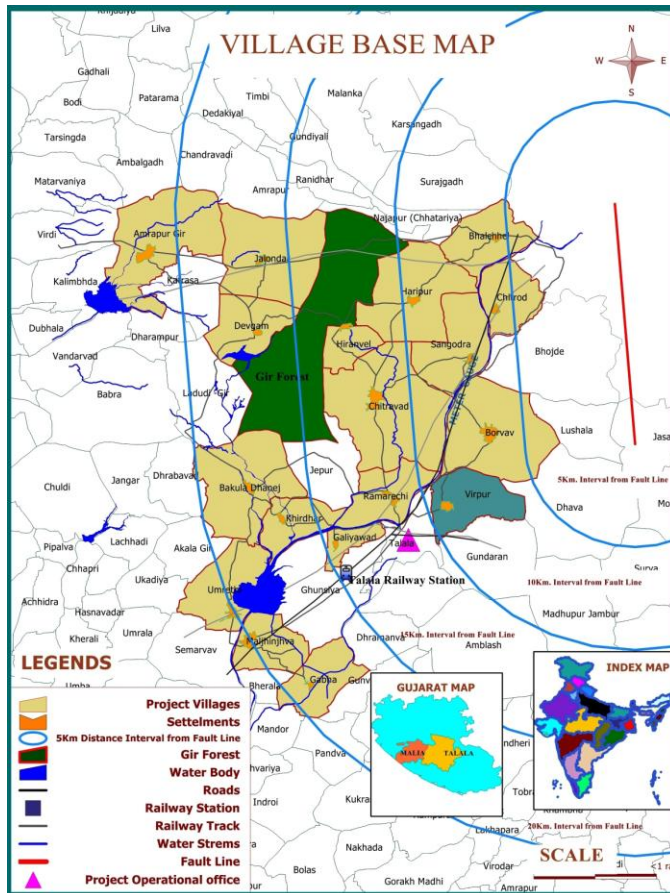
Purpose and Objectives of the Evaluation:

The purpose of the evaluation was to understand the extent to which the project has achieved its objectives, to comment about the processes employed and to identify good practices employed during the implementation of the project. Specific objectives of the project were:

1. To assess the extent to which the project has met the objectives laid out in the project proposal.
2. To provide an assessment of the technical soundness, potential sustainability and replication potential of the project activities, process and strategies by evaluating its four main result areas,
 - a. Local Disaster Management Component-Village
 - b. Local Disaster Management Component-School
 - c. Institutional linkages and advocacy
 - d. Small scale infrastructure and advocacy
3. To review, evaluate & documents overall process of project planning & strategies / approaches adapted and its impacts.
4. To assess the level of quality of involvement of various stakeholders leading to their capacity building and empowerment, targeting most vulnerable section of the community like women, children, persons with disabilities, through project efforts.
5. To record any significant lessons that can be useful instituting improvements to future programme planning, design management etc and provide recommendations for future improvements.

Methodology

Two members from the evaluation team visited 10 out of the 18 project villages in two blocks in Gujarat. Prior to the field visit, the team developed separate questionnaires for the Village Development Committees, Community Emergency Response Team (CERT), School Task Force Members, Teachers, Community Members, Women and Masons. The questionnaire had trigger questions to facilitate the interviews and is given in [Annex I](#).



The visiting team started evaluation with a meeting with the Project Management Team on the field. The project staff shared the evolution of the project, the key activities and modalities of the field visit for evaluation. The itinerary of the visit is enclosed in [Annex II](#). The evaluation team initially started with a village visit together on Day 1, and later on divided to ensure wider coverage of the villages within the given time. The team interviewed representatives from VDC, CERT, School Task Force, teachers, community members, women, masons and panchayat members. A full list of number of people met (disaggregated data) and the structures visited are given as [Annex III](#).

The approach taken by the team for the evaluation was to combine a quantitative assessment of progress towards achieving stated results, with a qualitative appraisal of the impact of activities. The latter was achieved largely through interviews and open discussions with key staff from the implementing NGOs, member representatives from VDCs and CERT, School Task Force, Teachers, community elders, women and masons. The [Annex IV](#) contains information on the project deliverables.

Wherever possible, anecdotal evidence and preliminary inferences were triangulated with interviews from a range of different stakeholders before arriving at final conclusions. A debriefing with the project staff at the end of the evaluation took place to share their learning and suggestions on the project.

Sample:

Following table provides details of the villages visited, villages where VDC/CERT were contacted, villages where the model houses were visited, villages where the masons were interviewed, and the villages where the schools were visited:

Villages Visited	VDC/CERT Interacted	Model Houses Witnessed	Masons interacted	Schools Visited
Ramrechi	Ramrechi	Chitravad	Virpur	Chitravad
Chitravad	Virpur	Virpur	Sangodra	Borvav 1
Virpur	Sangodra	Amrapur	Bhalchel	Borvav 2
Sangodra	Borvav	Bhalchel	Jalandhar	Amrapur 1
Borvav	Amrapur	Jalandhar	Amrapur	Amrapur 2
Amrapur	Jalandhar			
Bhalchel	Chitrod			Virpur
Jalandhar	Galiyavad			
Chitrod				
Galiyavad				
TOTAL				
8 / 18 Villages	8 / 18 VDCs/CERTs	5 / 18 Model Houses	5 / 36 Masons	6 / 11 Schools

The evaluation team during the visit met with 50 VDC members from eight villages of which 39 are men and 11 are women. The CERT members interviewed in total include 110, out of which 52 are male and 58 are female. The team also visited 6 schools and interacted with 175 SEMC members of which 93 are boys and 82 are girls and two male representatives of the school management committee. The team observed two retrofitted community facilities and five model houses and also interacted with four masons.

Limitation and Challenges:

Due to various circumstances, the field work could start only from October 28th, 2010, which gave only about three days for the field work. In light of this limitation, in order to maximize the coverage of the project site visits, the two team members of the evaluation team decided to divide in to two teams and visit the project sites.

Further, due to the ongoing agriculture season, the CERT and the VDC needed to be contacted only during late evening hours. The travel restriction due to closure of the road passing through the forest was another challenge a member of the team needed to address. Absence of the local government revenue official during the evaluation also meant that the key government official could not be contacted. Other government officials were not contacted as they were located in the district headquarters which was away from the project field sites. However, the team contacted the village level officials wherever they were available.

Chapter II: Observations from the Evaluation

This chapter of the report presents observations about the nature of the project & its details, project management practices, implementation strategies, and detailed observations related to the project result areas. Based on the observations made in this chapter, the evaluation provides conclusions in the following chapter.

Observations about the project design, program strategy and project management

Project Design

The principle objective of the project was to strengthen the capacities of the rural communities and institutions in Gujarat, so as to prepare, mitigate, and respond to the natural disasters thus reducing their vulnerability, through the sustainable disaster risk reduction initiatives. To achieve the stated principle objective, the project set forth itself four result areas which corresponded to institutional strengthening & capacity building at the village and school level, detailed vulnerability assessment & enhanced awareness, strengthening linkages and advocacy, and promoting safe construction practices through small scale infrastructure services and related training.

The project design, specific objectives and activities were in line with the recommendations made by the HYOGO framework for action (HFA)¹ which recommends five plans for action. The project activities and the objectives especially addressed the recommendations provided as per HFA: A2-A5. Activities proposed under the Result Number I of the project were corresponding with the recommendations of the A2, A3 and A5 of the HFA. The activities proposed under the Result Area II were corresponding with the recommendations of the A2 and A3, and the activities proposed under the Result Area 4 corresponded with the recommendations provided under the A5 of the HFA.

Program Strategy

The program strategies addressed and included actions related to vulnerability assessment, enhancing awareness & knowledge, training to upgrade skills, information dissemination, early warning communication, promoting safe construction practices through mason training, retrofitting & model house construction, enhancing school safety, and demonstrate strong DRR linkages. It was noted that the program strategy successfully inculcated and promoted actions that could potentially save lives. Various result areas and activities under each of the result areas were well designed found to have synergies with each other and were balanced well during execution of the project. There is synergy and

¹ A1: Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation.

A2: Identify, assess and monitor disaster risks and enhance early warning

A3: Use knowledge, innovation and education to build a culture of safety and resilience at all levels.

A4: Reduce the underlying risk factors

A5: Strengthen disaster preparedness for effective response at all levels

consonance among these activities. The evaluation team felt that the program strategy was well grounded and appropriate to achieve set objectives.

Activities related to promoting awareness, skill building, internalization of knowledge & skills were extremely well designed to influence both at the community and schools. Especially at the school level, the activities were well managed & coordinated to successfully leverage on the interest that exists in the minds of the young children. The children not only had learned what was taught to them but also were able to link the activities to their ability to save their lives and lives of others. The evaluation team felt that the project activities contributed to strengthening the values of humaneness in the children.

The strategy of computing baseline and end line vulnerability index is an effective method to measure the success of the project. While it could be seen as one of the good practices, the evaluation team also felt that the vulnerability index is work in progress and needs more preciseness before finalization.

Activities related to establishing linkages and advocacy with the administration were an important element of the overall project. The project team had tremendous opportunity to build on linkages established with these government entities while they approached them for seeking permissions to work in various schools, to undertake retrofitting of the community structures and offer them with advanced water rescue training. But somehow, the project could not focus on consolidating this relationship with the administration and leverage actions that could have offered greater advocacy opportunities. Perhaps a dedicated Advocacy and Linkages position on the team or clearly stated Key Result Areas (KRAs) for the existing staff's job descriptions could have led to greater focus on linkages and advocacy related activities. The project team could have also focused on establishing linkages with other community groups such as SHGs, Farmer groups, Water Sharing Groups etc. Also the project could have established linkages between the communities and the management of the dam over the river close-by and facilitated communication related to release of waters from the dam to the communities.

The program strategy addressed issues related to inclusion in a focused manner. The project promoted participation of women and people from disadvantaged sections of the communities to address issues related to inclusion. In line with this focus, the project ensured participation of women and various sections of the marginalized communities at the VDC / CERT level. However, it was found that though overall the participation of women in the project to be over 30%. The women participation was found to be greater in CERT (38%), compared to participation in VDC (23%),, which is the strategic part of the community based institutional mechanism. The evaluation team also felt during the discussions with the VDCs that the voices of some are stronger than the others. The greater and genuine participation of the marginalized sections of the population & women on the VDCs along with a and a discussion as to who are more vulnerable, what causes this vulnerability would potentially have resulted in a discussion about differential vulnerabilities and issues of the highly vulnerable during the preparation of the Village Disaster Management Plan.

There were elements within the project that addressed issues related to sustainability. Formalization of the VDC / CERT, provision of stockpiles to the community, provision of stockpiles and first aid kits to the schools, ownership generated through well articulated project activities, are some of the elements which would promote sustainability.

But the project failed to link these elements in a well articulated strategy which could have further paved for sustainability. The evaluation team felt that the ownership generated at the community level and the inherent strength of the communities may well initiate various actions which would promote future sustainability.

Project Management

The implementing organization has leveraged the pre existing information & knowledge they had about the communities and various entities of the AKDN such as Aga Khan Rural Support Program (AKRSP), Focus Humanitarian Assistance (FHA) and the Aga Khan Planning and Building Services India (AKPBSI) worked well to share knowledge & information right from the project design stage. These entities helped in preparation of the proposal as well. The pre project collaborations among the AKDN entities extended in to project implementation stage as well with the AKPBSI, related to the construction and mason training under the Result Area Number Four. During this interface, various entities of the Aga Khan Foundation Network demonstrated collaborative approach and their ability to work under single leadership (unity of command), which is an important management principle during multi-agency operations.

The current project successfully used various tools and instruments developed from the previous DIPECHO project. The Vulnerability assessment software developed under the previous project was used during the baseline, the instruments such as films produced under the previous project were used to develop awareness on earthquake and flood preparedness. This has not only helped them to avoid reinventing the wheel, but also gave a head start for activities under the current project.

From the interactions with the Project Management Team and the officers at the India Office of the FHA, it was felt that there was clarity about the functions of different entities of different AKDN partner organizations at the field level, India & UK office levels. These entities performed different functions related to recruitment, selection & training, procurement, planning, finance, administration and communication management.

One of the critical points of the project was change in the Project Manager during December 2009 which was managed well due to effective planning. The Project Management Team ensured that the new Project Manager was in place before the previous manager left, which helped sufficient overlap to induct the new incumbent. The Finance Department staff supported the field team in calling for quotes and finalizing vendors for the purchases made at the field level, indicating effective synergies. There were clear limits & authority related to procurement. Similarly, the project close out and demobilization of staff is also well planned with critical staff members being deployed with other AKDN partners to ensure their availability for preparation of the final report, and effective mobilization of these well trained staff members for future DIPECHO projects or other Disaster Risk Reduction projects.

The project could have been more creative in its management related to the finalization of the VDC and CERT training manuals and training schedules. The evaluation team learned that the VDC and CERT member training started after finalization of the training manuals which in a way contributed to execute well planned training schedule but deprived the project team to, (a) start the training of VDC/CERT members on a date before and (b) to incorporate the indigenous knowledge in to the training manual. Has the project started the training with the initial draft manuscripts then, it would have not only

started the training on time, but also would have provided the scope for incorporation of the indigenous knowledge and information gathered from the communities into the manuals. The Training of Trainers approach would have helped the project to reach out to more schools both within the village and other villages as well.

Similarly, while the stockpile given to the schools and the communities contributed towards generating tremendous interest, these actions could have been linked to greater planning at the community level for sustainability of actions. Under the Result Four, 18 model houses were constructed, using safe construction practices. While identification of the beneficiaries, construction of safe shelters itself were exceptionally done, the project could have done more to popularize safe construction practices for wider replication. The remaining part of this chapter provides detailed evaluation of the four result areas of the project.

RESULT ONE:

The ten villages visited during the evaluation include are part of Talala Taluk (Ramrechi, Chitravad, Virpur, Sangodra, Borvav, Bhalchel, Chitravad and Galiiyavad villages) and Maliya Hatina Taluk (Amrapur and Jalandhar) and has revealed that the local communities are aware of their vulnerability as they relate to their immediate disasters (earthquakes), due to their proximity to the fault lines and perennial floods, as their habitations are on the banks of the River Hiran. The project has created a positive impact at the community level and developed innovative approaches that will lead to changes in the way the communities respond to and manage natural disasters. Therefore the activities for building local level preparedness have been relevant and tailored to the local needs and vulnerabilities. The project beneficiaries have been well targeted on the basis of their vulnerability and there are no cases of social exclusion and gender bias.

The Result Area – 1 pertains to building local awareness on preparedness and enhancing resilience at multiple levels (village and school level), by establishing institutional linkages and advocacy as well as providing infrastructural support.

In this project, the operational area is vulnerable to earthquakes and floods and the hence the expected result identified the need to focus on enhancing communities preparedness at the village and school level. It has identified useful tools such as community media (puppetry etc), to spread awareness in the rural and majorly illiterate communities.

The project began with a baseline study about risk in operational villages and schools, using the software designed by focus from the previous DIPECHO project. The software focused on the Hazard, Vulnerability, Capacity and Risk Assessment, in terms of the vulnerability to earthquakes, floods, cyclones, fire and building distress. As a part of the current project, parameters were updated and incorporated into the software. However, there is scope for strengthening the software, especially in attributing values to the identified parameters and computation of the total vulnerability..

The evaluation team felt that the Result 1 was comprehensive, as it covered awareness and capacity building and material support to strengthen the preparedness at community and school level. At the village level, social structures, such as the Village Development Committees and the CERT were facilitated by the project to strengthen collective responsibility. The VDC and CERT were the vehicles through which Result 1 was implemented. The village level meetings, training programmes and mapping of the village vulnerability were conducted, to encourage and continue the participation of the communities and to sustain the efforts.

Observations:

The evaluation team has observed the following during their visit to the villages and schools and interaction with the VDC and CERT members, school children, teachers, school committee members and village elders.

1. VILLAGE LEVEL:

1 (a) Village Development Committee (VDC):

- The Village Development Committees (VDCs) were formed in 18 villages through a consultative process. The evaluation team met 8 VDCs and interviewed 50 members (39 male & 11 female). During the evaluation, the community members opined that the VDC as a structure was a-political and bureaucracy-free and hence was helpful to make the communities better prepared for emergencies. It is observed that the VDCs were not legalized (registered entities), but are to some extent formalized through the involvement of Panchayat representatives in some villages. However as an informal relationship with the government, the VDC's member list is displayed on the Panchayat buildings.
- The composition of the VDC seems to be inclusive, with the representation from all castes, religions and gender. In some villages, the Siddi Community, which are a minority, were also found to be on the VDC. However it is observed that there is gender discrimination in the VDC. The representatives from the physically challenged/differently abled were absent in the VDC. The evaluation team observed that gender stereotype was found in the composition of the VDC. Women representation was dominant in CERT, than in the decision making body, i.e., the VDC.
- The need for continuation of discussions and taking appropriate decisions on preparedness at the village level is seen through the periodic meetings of the VDCs. Each VDC has set up a monthly date and time for the meeting, to discuss about the village vulnerability, status of disaster preparedness and issues of advocacy that need interface with the government. The evaluation team had verified the VDC meeting minutes and is evident that the continuity of meetings is happening. All the VDCs maintained that they will be continuing the project beyond its time span and will ensure that a culture of preparedness will developed with little or no external support. The team felt that the sharing of meeting minutes with the local government would benefit the VDC to develop linkages.
- The training programmes for VDCs on disasters preparedness, roles and responsibilities, first aid are considered useful by the members.

1 (b) Community Emergency Response Team (CERT):

The CERT is formed in 18 villages and the members were identified by the community itself. The evaluation team met 8 CERTs and interviewed 110 members (52 male & 58 female).

Key Observations:

- The CERT members were majorly from youth and middle aged. As a body, it seems to be inclusive of representation from all the sections of the community. The evaluation team observed that the women representation revealed the gender stereotypes. The first aid had more women representation, compared to search and rescue.
- The CERT members during their sharing of their learning revealed that they were **highly** passionate and maintained that the **trainings** during the project on CBDRR, village disaster management plan development, mock drills, first aid, search and rescue, WASH and damage assessment are relevant to reduce their geographical vulnerability and for saving lives. The members shared personal stories of how they could internalize the learning from the training in their personal lives with specific reference to first aid.
- The project completed the trainings as per the Action Plan. Training manuals were prepared prior by the project and utilized by the trainer. The evaluation team observed that the trainings majorly focused on traits of survival which were not indigenous. Banking on the local knowledge and linking it with newer knowledge could have been strengthened by the project. Such indigenous coping mechanisms could have found place in the training manuals.
- The CERT members considered the mock drills as fun and a learning experience. The interaction revealed that during the project, each village conducted two mock drills. The drills utilize the siren given as the part of the stock pile equipment. The members shared that all the mock drill end with a de-briefing and discussion for further improvement of time taken for action and reaction.
- Two members from each of the village and the project staff got trained on advanced water rescue training, organized in collaboration with Rapid UK and FOCUS Europe. The administration evinced interest initially in sending some of its staff for this training, but finally, they were unable to be part of this training. However, various equipment and tools used in the training were given to the administration for their use and training.

1 (c) Community Level:

As per the Action Plan, the project developed Information, Communication and Evaluation (IEC) material to enhance the local capacity and to keep them informed of rationale actions in emergencies.

Key Observations:

- The villager shared that the messages of do's and don'ts in disasters delivered through community media (film, puppetry etc.,) were very useful and could be replicated elsewhere in the state as well.
- The posters on do's and don'ts are displayed in prominent places in the village and in the Panchayat office.

- The Evaluation Team observed that all the villagers were familiar with the do's and don'ts in the event of earthquake, fire, cyclones and floods. The first aid in the case of snake bite is considered as one of the most useful learning by the villagers.

1 (d) Early Warning System:

- The project developed a warning system for mobile users to dial a number +91 9870476366 9(Voice), upon which a pre-recorded disaster awareness message service is activated. The project team mentioned that the SMS based Emergency Warning Systems has been successfully used to disseminate awareness messages and warnings during monsoon and cyclone Phet.
- The team also felt that that there are similar SMS based warning systems developed by the humanitarian agencies in the country and FOCUS could have partnered with them for technology sharing and replication. As electricity is the first casualty in emergencies, radio and indigenous warning systems could have been given greater thrust in the project.

1 (e) Awareness Messages:

The major thrust of the project has been on spreading awareness and promoting disaster literacy at multiple levels to varied audience.

Village Level:

- The project has been innovative to spread the word of awareness using the available means. The evaluation team came across auto rickshaws with panels containing message on do's and don'ts and community as first responders. The local buses had panels with the messages on CBDRR and hospital safety. Hoardings were also set up in prime locations in the villages on safe construction practices, hygiene, fire fighting, earthquake, cyclone and flood preparedness were evident in all the prominent places in the village. All the messages were observed to be in Gujarati with culturally appropriate pictures and easy-to-understand messages.
- Apart from the messages, the GIS based village hazard map and contact details of fire, police, ambulance and district administration were displayed in central location. At the entrance of the villages, it was observed that the project and donor details were clearly displayed.
- Using a very novel method, the project produced a documentary "Agamcheti", –depecting the concept of community based disaster risk reduction, which was successfully used to mobilize community and sensitize them for disaster preparedness.

School Level:

- The six schools which were visited during evaluation, had tin-sheet posters of the do's and don'ts displayed across the campuses. They also had wall paintings with the names and contact details of

SDMC and Task Force. The drawings of children on school safety were painted on the school walls. All the class rooms had calendars carrying messages of preparedness.

- The project has excelled in developing education material which used the technique of learning through play. A set of 10 tools were developed and distributed to all the project villages. The evaluation team observed that the children could relate their learning on disaster preparedness from the games such as the snake and ladder that promoted safe practices in disasters.
- The education material on disasters, including posters for schools include: types of disasters, evacuation route and safe places as a game, drop, cover, hold, risk identification in the village, home hazard hunt, use of first aid kit content, how to prepare an emergency kit, safe practices in the disaster, safe places identification for each hazard and non structural mitigation activities to reduce risk. A scrap book which is a compilation of selected wall painting by children from targeted schools was developed and printed for wider dissemination.

1 (f) Media Advocacy:

- The project has developed good interface with the media, as the awareness messages were displayed in the local and national newspapers. The local TV channels carried messages on disaster awareness and this strategy was well appreciated by those community members who have television sets.
- Radio jingles on disaster awareness in voice of prominent film star, Nasruddin Shah were aired during celebration of the International Day for Natural Disaster Risk Reduction.

1 (g) Documentation:

- Articles on the progress of the activities and the learning were published in DIPECHO e-newsletter and FOCUS India newsletter. The evaluation team suggested for periodic updating of the progress of the activities in the digital public space.

1 (h) Stockpile & Rescue Equipment:

- Foreseeing the emergency needs and to build resilience among the communities, the project has identified key equipment covering life saving devices, emergency warning equipment, items to facilitate search and rescue, cooking and water utensils, temporary shelter equipment and a mini emergency water treatment unit. All the items were placed in an aluminum box for storage. At the district level, a motor boat with the capacity for 4 members was placed for emergency use.
- The evaluation team observed that the delay in distributing the equipment has affected the planning for sustainability, maintenance and ownership of the stockpile. Stockpile based on the

locale specific needs and requirements could have been developed, instead of one blanket approach for all the villages.

- During the course of interaction with the CERT members, all the members were familiar with the list of the items and carried the information in their pockets for ready reference. The evaluation team observed that the storage of the equipment was in a central location, in either a health centre or a panchayat building and had three set of keys, one with the CERT warning team member, health centre/panchayat member and an elderly member in the village. The team observed that all the equipment distributed by the project had the visibility of the donor and the agency and people were well aware of the donor.

RESULT TWO:

Result two pertains to enhancing the preparedness at the school level. The project has identified the most vulnerable schools based on their proximity to the river and those which are affected due to the 2002 earthquake and face periodic tremors. The strategy of building awareness at the school level through IEC materials, facilitating the formation and training of school level taskforces on multiple hazards is relevant to the location situation and vulnerability.

Observations:

The evaluation team observed that the students, teachers and the school committees have understood the importance of disaster preparedness and enhanced their capacities during the course of the project.

1) Baseline of schools:

The schools visited by the evaluations team had developed their risk profiles and integrated this in to the school disaster management plan. The baseline data was detailed in the school risk profile is comprehensive and covered aspects related to the hazards that pose a threat to the school, timeline of the hazards, risk elements in and around the school pertaining to human elements, water & sanitation systems, physical and material resources and structural risks. The capacity of the school and the knowledge and skills of students to face hazards was also analyzed. The risk was depicted through the hazard, vulnerability and capacity mapping.

The project developed in-house software based on the findings of the multi-hazard assessment at the village and school level. The evaluation team observed that the software is a work in progress and there is a scope for further improvements in the software.

2) Training and Capacity Building:

The project has covered the capacity building initiatives as per the action plan for School Emergency Management Committee members and the School Task Force Members.

Key Observations:

- The training for SEMC and School Task Force Members is majorly focused on school safety, process of developing school disaster management plan and evacuation drill, first aid, search and rescue and roles and responsibilities.
- As training is a continuum, the schools which the team visited stated that they would continue the capacity building of their students and will integrate the initiative as a part of their ongoing school programme, even after the project phases out.

- The school teachers shared that the confidence, participation and interest among the students on preparedness has increased due the innovative nature of the training through games and joyful learning.

3) School Disaster Management Plans:

All the six schools that were visited by the evaluation team had the SDMPs available for verification. The plans contained information related to the general profile of the school, the hazard, vulnerability and capacity analysis, school contingency plan and multi-hazard mitigation plan. The SDMP carried the social, hazard, vulnerability and capacity maps.

Key Observations:

- During interaction, the children shared that they were involved in the mapping exercise and identifying the potential risks.
- The computerized maps were painted in the school walls. During interactions, the students could relate to the information on the map and explained the meaning of the various symbols and directions depicted on it.
- The SDMP also carried information of the names of the task force members, roles and responsibilities of the task force members, material resources available for the task force members, important contact numbers, the mock drill plan and photographs of potential risks within and outside the school.
- The SDMPs were available in Gujarati and comprehensively covered the risks and responsibilities for task force action.
- One of the school management committee members in AKES, Chitrad, mentioned that the SDMP helped them to identify the potential risk in the school. The school had only one stair case and in emergencies the chances of a stampede were foreseen as a risk. The school management approved the construction of another stair case which would be useful for evacuation. The school also took a strategic move of changing the classes of the younger students in lower grade from the top floor to the ground floor due to their vulnerability by age.
- The evaluation team observed that the school teachers during interaction have shared that the systematic process of learning on disaster preparedness was very useful for them. They feel that the facilitation of the SDMPs have shown the enthusiasm and commitment of children towards preparedness.

4) Evacuation Drills:

The evaluation team observed that all the students found evacuation drills as their favorite learning in the project. The strengthen of the introduction of the process and importance of drills put forth by the project is evident in the way the schools are now recognizing that the drills will become an integral part of their school programme.

Key Observations:

- The streamlining of the drills is evident in the way the dates were fixed by the schools and the student being informed about it.

- The interaction with the school task force members revealed that they were aware of their roles and responsibilities during the drills.
- The SDMPs carried information on the type of the drill, responsibility for facilitation, number of times it will be conducted and the period (months) it will be held.
- The students showed the way the drill is conducted by using the siren and the school bell as a warning signal.
- The process of conducting the drill is clearly laid out and the regular practice by students is revealed in the way the students stated what their roles and responsibilities were in the drills.

5) Awareness Messages:

The strength of the project was majorly in generating awareness messages using innovative, interactive and joyful learning techniques.

Key Observations:

- The evaluation team observed that the project developed ten posters on various topics related to cyclone safety, flood safety, earthquake safety, fire safety, importance of preparedness and disaster risk reduction. All the posters had clear and simple messages with pictures. The children shared that the book labels on disaster safety are acting like reminders for continuous preparedness.
- The wall paintings containing the map of the school, names and contact details of SEMC and Task Force were prominent. Some of the drawings containing message of preparedness were also painted on walls.
- The project has very well utilized the joyful learning method in spreading disaster awareness through interactive games such as snake and ladder, evacuation route, home hazard hunt etc. The students shared that the games make the disaster preparedness more interesting and easy to understand. The booklet on do's and don'ts was also considered useful by the students as it has key messages for them and their families.
- During the interaction, the community members recalled about screening of animation movies "Asli Hero" on earthquake preparedness And "De Tali" a movie on flood preparedness. Copies of both the movies were also distributed to Government schools in the project areas.
- The evaluation team felt that the aspect of child to parent education on preparedness could be further strengthened, by family based mock drills in the schools, as one of the ways to facilitate this. The project team mentioned that the awareness material was also shared with the surrounding government schools, which enhanced the reach.

- All IEC materials developed were also shared with DIPECHO partners and other NGOs during DIPECHO partners meetings and National Conference on Disaster Risk Reduction.

6) Visibility material:

- The evaluation team through interaction with the staff observed that the procurement and printing of materials initially was in Ahmedabad, but later on the local designer's services were utilized.
- All the IEC material, stock piles, maps, wall paintings, school disaster management plans etc., carried the logos of ECHO, Aga Khan Foundation and FOCUS Humanitarian Assistance.
- The evaluation team felt that some of the equipment, such as the life jackets could be stitched by the village self help groups and this grassroots linkages would help to build micro enterprise opportunities.

7) Safety Material:

- The evaluation team observed that all the schools had fire extinguishers and the school task force members were aware of its functioning and demonstrated the handling.
- The schools have agreed to repair and refill the extinguishers even after the phase out of the project thereby revealing the commitment towards preparedness and a step towards sustainability.

RESULT THREE:

Result Three of the project pertains to enhancing linkages with various stakeholders and actors. In the project life cycle, the Focus Humanitarian Assistance (FHA) networked and worked through the communities, the Aga Khan Planning and Building Services (AKPBS), local government administration, school students & their parents, school staff and management in realizing project objectives. The project also established contact with the district and state administration to promote awareness about their field level activities. Specific activities in this result area were related to meetings with the local administration, communities, schools students, staff & management.

1) Inter/Intra- Agency Partnerships:

The strategy adopted involved identification of the key actors for building and strengthening linkages and taking up actions. Taking advantage of the experience and the expertise of AKPBS in construction training and building construction, the FHA worked with the AKPBS in providing the mason training, housing construction and retrofitting related activities.

Key Observations:

School Level:

- Strong linkages were established with various entities of the schools identified for the project. In line with the plan, they worked with the students & their parents, teachers, and the school management to successfully involve them in all the project activities.
- The activities related to training and awareness helped the project to strengthen these linkages and to enhance ownership of these entities on the project processes and activities.
- During the evaluation, all the school teachers & management representatives mentioned that the project activities were very valuable as they helped students to understand about value human life and learn the skills to save human lives.
- There were also evidence that as a result of the project efforts, school management² agreed to undertake modifications made in the school lay-outs and structures to make them safer for children. In one of the schools³, the management representative mentioned that the school is willing to hold training to the teachers of the schools for whom this training was not provided.
- Due to its continuous efforts, the project was able to establish a sense of ownership in the school students, teachers and the management over the project activities and processes.

² Management of AKES school located in Chitradav agreed to construct additional staircase to facilitate evacuation of students and also shifted the students studying in lower classes from the first floor to the ground floor.

³ Ankur School, Village Amrapur, Taluka Maliya Hatina

- The evaluation team observed that the project did not capitalize on the keen interest indicated by the school teachers and the management and promoted their idea of holding training for teachers of other schools.

2) Village Level:

Similar to their efforts in schools, the project successfully established strong linkages with the communities in which the project activities were implemented. The Village Development Committees (VDC) and the Community Emergency Response Task Force (CERT) were the community level mechanisms and the main instrumentalities for forging linkages with the communities to advocate safe practices among the community members. These were established as a part of the project.

Key Observations:

- During the interaction with the VDC and the CERT in the 7 villages visited as a part of the evaluation, the members discussed about the project activities and the processes very passionately which indicated a strong sense of ownership.
- In all the villages the VDC and CERT indicated strongly that they will carry on with the project activities even beyond the project period. Different VDCs spoke of different methods for continuation of the activities initiated under the project. Three out of seven VDCs mentioned that the stockpile provided by the project will be used to generate income (though hiring the stock-pile for different village events) and the remaining VDCs mentioned that they would continue activities initiated during the project period by collecting resources from the community at the time of need.
- The VDCs formed under the project were responsible for discussing and managing the project activities but not to influence specific change at the community level. However in two of the seven villages visited by the virtue of participation of the Village Revenue Officer / Village Revenue Secretary on the VDC, their linkages with the local governing mechanism (the village Panchayats) and with the administration at the block level were very strong and hence their capabilities to advocate change was also strengthened. Such representation could have been promoted in all the project villages to strengthen linkages and advocacy capabilities.
- In all the seven project villages visited during the evaluation, the VDCs and the CERT were to some extent formalized but not legalized. The formalization process was through allowing the communities to identify its own VDC members to ensure the VDC has community acceptance. The formalization process was further strengthened by displaying the members list on the walls of a building in the prominent location of the village (such as on the walls of Panchayat office, temple, shops etc). However, the VDC was not a registered legal entity or had any recognition from the local Panchayat or administration. Therefore the community mechanisms established as a part of the project remain as local collective community mechanisms which perhaps limit its capacities to represent the communities at the official forum.

- The project could have gone a step beyond and helped the CERT or the members of the CERT to obtain recognition as entities / members which are trained to undertake certain specific functions during a disaster.
- While the issue of sustainability of the VDC mechanism is related to community spirit, the process of sustainability of the CERT is related to training and skill building that has taken place during the project.
- The evaluation team felt that, from the investments made in the training, the actions in the domain of CERT have greater chances of sustainability than those of the VDC. The sustainability related to the CERT could have been further strengthened by the training certificate issued to CERT members being co-signed by the member of local Panchayat or the local administration representative.

3) Administration Level:

Another key component of this result area was related to establishing linkages with the administration. The project team mentioned that different tools and methods were used to establish and promote linkages with the administration at different levels: state, district and local levels.

Key Observations:

- The evaluation team not able to obtain the views of the administration about the project and its activities as it was unable to meet the local revenue officer (the Mamlatdar), who was transferred on the day of the visit.
- Organizing International Natural Disaster Risk Reduction Day involving district and taluka (sub-district) level functionaries initially helped the project team to establish linkages with the administration.
- At state level, GSDMA was kept updated about progress through regular meetings with the CEO and through the newsletter. However those meetings and communication could be more frequent. GSDMA CEO and other representative were also present during National Conference, held at Ahmedabad.
- Sharing of the Village Disaster Management Plans (VDMP) of the project villages to the district and state level officers by the project was also helpful in strengthening these linkages. The project team mentioned that the Gujarat State Disaster Management Authority (GSDMA) agreed to update the digitized maps of the villages with the help of the project inputs but there is no formal exchange of communication on this subject.
- Similarly the risk assessment tool developed by the project has been shared with the district and the state level government establishments, but, there was no formal exchange of letters that the system will be used by the government.
- The evaluation team got an impression from their discussion with the project team that one of the main reasons for lack of focus on establishing linkages with the administration seem to be

due to absence of a dedicated person and reflecting it as a staff function rather than a line function.

4) National and Regional Workshops:

- A National Conference on Disaster Risk Reduction in the month of September successfully brought together various stakeholders and helped the project in disseminating details about the project and activities.
- The evaluation team during interaction with the staff and other stakeholders observed that the workshop was considered important to facilitate sharing of notes on good practices in DRR and experiences of the project. The activities implemented and the awareness material prepared by children, as a part of the project was very well appreciated by the participants. The national workshop was a very effective tool to build & strengthen linkages and also served the purpose of advocating project practices.

RESULT FOUR:

Result Four is related to the promotion of safe construction practices among the communities through construction of 18 model houses, retrofitting 9 community structures and training of 36 masons, one each from the 18 project villages on safe construction practices. This is one of the key components, both from the standpoint of investments, as well as the impact it needed to generate. The project villages are located very close to a seismic fault line and a river. The project area was impacted during the 2001 Gujarat earthquake. The villagers mentioned that the geographical location experiences regular low intensity earthquakes. There is also the River Hiran that flows in the project location, which has the potential to create a low intensity flood in the event of excessive monsoon rains. The evaluation team was able to visit 5 model houses, 2 retrofitted buildings and could speak to 5 masons during the process of evaluation.

1) Seismic Resistant Model House Construction:

Relevance of safe construction practices and availability of skills to build low cost safe houses becomes a critical need for the communities due to the nature of vulnerability of these communities. By construction of model houses, training the masons and retrofitting the community structures, the project strongly demonstrated the scope of such actions and contributed by building required skills among local masons.

Key Observations:

- The evaluating team felt that this was a very useful activity within the project as it helped build skills and provided the trained masons with an opportunity to put their skills in to practice by constructing the model house.
- The project also managed this component very effectively, by using the services of the AKPBS which had the existing competencies related to construction and mason training. Participation of AKPBS in this activity ensured smooth implementation of the activity and its timely completion.
- The participation of VDC in the selection of the beneficiary for the model house also helped build community ownership over the activity and a sense of responsibility of the communities for taking care of the most vulnerable population in the villages.
- The project team strongly felt that the result area was very useful and relevant to the project as it created extensive awareness about the construction practices within the project villages. During the interaction with the VDC, CERT members and the general community mentioned that they had tremendous learning about the safe construction practices from watching the design elements of the model house.

Beneficiary Selection:

Another interesting element of the activity related to the model houses was about the selection of its beneficiary. The evaluation team noticed strong community participation in the selection of the beneficiary for the single model house constructed in each of the 18 project villages. Due to strong community participation processes initiated by the project management team, the family that benefited from this activity is one of most vulnerable families of the community.

The five beneficiaries with whom the evaluation team has interacted were visibly happy with the house and mentioned that this was one of the turning points of their lives and they feel very safe living in the new house provided to them by the project.

2) Retrofitting Sites:

The evaluation team also visited two retrofitting sites of the project. The project team mentioned that all the structures they worked on under this activity were all community structures and needed repairs to make them safer.

Key Observations:

- The team observed that the two retrofitted structures visited i.e., Diamond School, Chitravad and the Community Center situated in the Panchayat Office, Bhalchel were community structures and needed repair. Retrofitting actions were related to creation of horizontal and vertical bands within the buildings, to enhance safety in the event of a seismic shock, water proofing of the roof to stop leakages during rains, closing cracks in the walls using pressure grouting technique, plastering of walls, and repairing the floors.
- The identification and selection of the community structures for retrofitting involved the relevant government departments and their permission to undertake the work. This was obtained by the project team, thereby ensuring participation of the local administration in the decision making and to avoid duplication of effort.
- The school children, staff and the management of the retrofitted school as well as the community of the village in which the Community Center was retrofitted were very happy with the efforts that went in to make these structures safer. Both these groups of people mentioned that it was a very useful and a long pending activity that enhanced the safety of these structures. They also mentioned that these structures were damaged during the 2002 earthquake and due to a number of minor earthquakes and tremors which keep happening in this geographical area.

3) Training of Masons:

The evaluation team felt that the training of masons under the project was a critical activity that set in to motion a very definite process which would over a period of time will promote safe construction practices in these communities.

Key Observations:

- The masons trained under the project informed during the discussion that they are now equipped with the skills to make the houses multi-hazard resistant.
- They mentioned that the imparted skills are highly relevant and applicable to the local geographies and the construction of such model houses is much required. They further mentioned that they have gained respect among the mason fraternity and the community after the completion of training and their self esteem has definitely increased since the training. They also mentioned that they are sure about increased demand for their services and wages as a result of the training they obtained.

All of them mentioned that they would be willing to participate in such training in future and impart the skills they have learned to other masons as they are also interested in ensuring safety of houses which are being constructed in the surrounding geographies.

Chapter III: Major Findings, Lessons Learnt and Recommendations

A. Major Findings:

This section summarizes the major findings by the evaluation team. Following are the critical findings based on the evaluation that was undertaken by the team. The project has many examples. The Disaster Risk Reduction (DRR) project implemented in 18 villages in Junagarh District of Gujarat by the AKDN with the FHA as the lead implementing organization is in many ways one of the good examples of a disaster preparedness project due to the following major findings:

- The project was designed for locations which are significantly vulnerable, especially due to the close proximity of the fault seismic line.
- The project successfully attempted actions related to disaster preparedness, early warning and risk reduction at the community level.
- The activities of the project were designed with a focus on the vulnerable communities with a strong school safety component, in which it worked for and through the school staff & children.
- The project identified a variety of activities to address different issues such as community awareness, institutional strengthening, training & capacity building at community & school level, training of workforce to promote safe construction practices as well as the demonstration of the safe construction practices through model houses & retrofitting the community structures. The project successfully synergized these activities meant for different stakeholders.
- The project used a specific tool to measure vulnerability before and after the project, to provide an understanding about risk reduction that was achieved.
- Different entities of the AKDN contributed to the project during the design, implementation and closure of the projects and this participation was managed very well. The staff deployed from different AKDN partners were not only guided by the principle of 'unity of command' but also narrated experiences related to cross learning with the staff members of other AKDN entities.
- The project specifically focused on the issues related to inclusion while establishing the community institutional mechanism and the partnering communities were informed & convinced about the significance of inclusion.
- The Information, Communication & Training (ICT) products produced for the project were of high standard and they were especially used very effectively in the schools
- The project was able to manage the awareness-information-knowledge-internalization continuum very well and as a result, the community and the school staff & children demonstrated a high degree of understanding about the disaster & vulnerability issues. At the school level, the project team were able to manage achievements beyond the requirement of the project actions, by strengthening the attitude of humaneness of the school children through actions related saving lives.
- Due to extensive participation of the stakeholders at the community and the school level, substantial ownership of the project was established with the stakeholders, which would be the key driver to sustainability of the project activities.

- The activities related to building linkages and promoting advocacy had been weaker when compared to activities related to training, awareness and promotion of safe practices. The project team felt that the presence of a dedicated person for this role could have been better.
- The activities related to mason training and promoting of safe construction practices was a very useful component of the project. The project team also managed to popularize the model houses through sustained awareness efforts. However more could have been done in this area.
- The evaluation team also felt that the project is managing the close-out very well. The critical staff members are being moved to various other existing projects of the AKDN to ensure their availability for report preparation and future DIPECHO projects.

B. Lessons Learnt:

This section documents lessons learned from the project by a range of stakeholders.

1. Value of community participation and establishing a sense of ownership

Lesson: Focus on community participation especially to strengthen sustainability

The community participation is critical not only to successfully design and manage the activities at the implementation stage, but also could be a huge asset in designing actions to ensure sustainability of project activities. During the interaction, the VDC & CERT members and the school staff & management committee members demonstrated sincere intent to continue the project activities because they feel that these activities are useful & worth investing time for. The care with which inclusion was managed and concurrence of the entire community was obtained while establishing the VDC / CERT and the efforts the project team put in to build relationship with the VDC/CERT members and other community members could be cited as one of the good practices of the project.

2. Focus on inclusion while establishing community management mechanism

Lesson: Community institutes which are inclusive supports the project activities and benefit all sections of the community

In a diverse society with unequal social relations seen in India, it is important to ensure that all the sections of the society are represented in the community institutional mechanisms and participate actively in the decision making. The project team was well aware of the principles related to inclusions and promoted inclusivity while establishing the VDC / CERT. This ensured participation of the members of various sections of the society. However, this does not automatically mean that all the members played equal role in the decision making process. However, ensuring everyone's participation and promoting opportunity to play a role in decision making is a definite achievement.

3. Pre scheduling of VDC / CERT meeting dates

Lesson: Build predictability to plan better.

Pre scheduling the VDC / CERT meeting dates for the project life cycle ensured a great degree of predictability about holding of the meetings. This action helped the project team to plan and manage their work schedule and their interaction with the communities. Pre scheduling of meeting dates with the CERT / VDC could be cited as one of the good practice under this project.

4. Multiple / continuous activities for strengthening awareness and training

Lesson: Strengthening awareness and skill building should be continuous activities during the life of the project.

The project undertook multiple activities for strengthening awareness and skill building. The community and the project team cited this to be critical for strengthening awareness and skill building.

5. Need to start thinking about sustainability strategy much earlier

Lesson: Sustainability strategy should be a well thought action initiated from the beginning and formulated based on various project activities.

The project team seems to feel that due to loading of various project activities towards the end of the project, the focus on activities that could have contributed to sustainability of the project were diluted. They mentioned that the provision of the stockpile to the community could have been made earlier, which could have provided them with an opportunity to weave a set of activities using the stockpiles, to strengthen sustainability of the project actions.

6. Vulnerability assessments before and after the project

Lesson: It is good to quantify vulnerability of the entities, the project is associated with, to understand the contribution made by the project.

The project as stated before, had undertaken vulnerability assessment before and after the project, which helped them to understand and demonstrate the vulnerability reduction in an objective and quantifiable manner.

7. Promote cross learning and manage human resource mobilization and demobilization

Lesson: It is important to promote cross learning among the staff members and manage their mobilization and demobilization effectively, in order to retain trained talent and be ready to take advantage of future opportunities.

The FHA was able to draw staff from previous DIEPCHO projects and staff members of the other AKDN entities who are involved in similar projects. Further, the project was able to engage different entities of

the AKDN under the leadership of the Project Manager. Drawing staff from existing projects, previous DIPECHO projects and other AKDN entities, ensured availability of experienced staff. Bringing staff members from various entities together also promoted cross learning among the staff.

8. Nourishing linkages with the administration is important to promote and strengthen advocacy initiatives

Lesson: Linkages established during the project implementation phase provide opportunities for promoting advocacy initiatives, upon nourishment.

The project was able to establish linkages with various administrative departments during the implementation of the project, especially while it went to seek permission to work in the schools and retrofit the community structures. However, the project team could not leverage from these linkages strongly and launch some advocacy initiatives. The project team felt that the presence of a dedicated person with the responsibility for advocacy function could have made the things work better.

C. Recommendations:

This section of the chapter provides the recommendations based on the project activities, evaluation findings, and lessons learned. The recommendations are divided in to the following categories:

1. To the FHA / AKDN entities
2. To the donor
3. To the administration

FHA / AKDN entities

- It is recommended that the FHA / AKDN entities prepare sustainability plan at the beginning at the project design stage and let sequencing of activities take in to account the sustainability imperatives. For example, provision of stockpiles during the middle of the project life cycle would have provided with ideas / actions to link them with actions, that could have strengthened sustainability.
- The vulnerability index is a useful product to compute vulnerability, however it is a work in progress. While FHA has undertaken a consultation under the previous DIPECHO Project, it is suggested that similar consultation to strengthen the risk assessment model could be organized. The evaluation team had made some specific recommendations related to the method of computing the index.
- The FHA is recommended to implement a minor project in the near future, to link different actions such as stockpiles and VDC / CERT training to sustainability.
- It is strongly recommended that the community feedback and indigenous knowledge be incorporated in the training manuals.
- Efforts related to staff mobilizations and ensuring their availability after the project should be continued.

- Various early warning dissemination products initiated during the project should be tested and completed. Linkages with other stakeholders working on similar designs could be established for replication and sustainability of the initiative.
- The FHA should attempt to strengthen linkages between the community entities related to disaster preparedness (ex: VDC/CERT), with various community institutions such as the SHGs, Farmer Groups, Microfinance groups, Water Usage Committees etc. This will help the communities to explore possibilities of preparedness / mitigation actions in various spheres of community action.
- The FHA is recommended to plan and position the linkages / advocacy initiatives more carefully. The FHA is also recommended to explore the possibility of working through the village level volunteers (animators) who could be paid an honorarium. This provides an opportunity to train these volunteers to promote sustainability and also leave certain trained resource at the village level.

To ECHO

- Community level disaster preparedness activities are unique and useful and need to be continued.
- Joint advocacy initiatives by the partner organizations need to be explored at the state / national level to strengthen advocacy initiatives of the partners.
- The ECHO should consider increasing the project life period from 15 months to 18 months. This could also be taken up case by case basis, especially for some actions related to sustainability and advocacy during the last three months.
- ECHO is recommended to seek from its partner organizations, a plan of action for ensuring sustainability at the end of first quarter of the project. This will help the partners to align various project activities to sustainability strategy.

Administration

- Local administration should encourage such initiatives by the NGOs, more proactively and promote participation of various line departments.
- Administration should identify a specific officer who could help such projects for trouble shooting and obtaining various approvals for implementing project activities. This will save a lot of time for the project management team.
- The local administrative staff should participate in community meetings and mock drills.
- The multi-hazard house construction designs could be replicated through convergence with the ongoing government schemes.
- The awareness programmes could be phased up to the government schools by training of government school teachers by the education department.

LIST OF ANNEXES:

ANNEX I: TRIGGER QUESTIONS FOR INTERVIEWS

1) QUESTIONNAIRE FOR VILLAGE DEVELOPMENT COMMITTEES

Name of the Village:

Taluk:

Date of Visit:

Time:

1. Briefly describe the vulnerability of the village?
2. What do you understand by disaster management and what is the role of children in DM?
3. What is vulnerability and how different is it from people to people?
4. What do you understand by the project and how did the village benefit from it?
 - Awareness Programmes:
 - Training:
 - Mock Drill:
5. How do you think that the project could be strengthened further and what are your recommendations?
6. What is the composition of VDC? (Numbers)

Men:

Women:

Differently abled:

Elderly:

Others _____
7. What process is followed to take decisions in VDC and what decisions have been taken on Disaster Management?
8. How does stock piling take place in your village? What items have you received from the project? How useful are the items?
9. What is the plan of VDC to sustain the stock piles?

Consultant Observations:

Data related to the people who participated in the discussion:

Men	Women	Children		Differently-abled		Elderly	
		Boys	Girls	Men	Women	Men	Women

2) QUESTIONNAIRE FOR COMMUNITY EMERGENCY RESPONSE TEAM (CERT)

Name of the Village:

Taluk:

Date of Visit:

Time:

1. What is the composition of CERT?

Women:

Men:

Differently abled:

Elderly:

Others:

2. What are the roles and responsibilities of CERT?

3. What did you learn from being the member(s) of CERT?

4. What kinds of training were given to you? What is the learning you had from the training?

5. How do you think that CERT is useful in the event of a disaster?

6. How do you think that CERT can sustain?

7. What suggestions/comments do you have for further strengthening of CERT?

Consultant Observations:

Data related to the people who participated in the discussion:

Men	Women	Children		Differently-abled		Elderly	
		Boys	Girls	Men	Women	Men	Women

3) QUESTIONNAIRE FOR SCHOOL TASK FORCE MEMBERS

Name of the Village:

Taluk:

Date of Visit:

Time:

Name of the School:

1. What do you understand by School Task Force?
2. What is the composition of task force?

	Age Group			
Boys				
Girls				

3. What are the different roles of the committees of the task force?
4. What are the activities done by the Task Force Members?
5. How important do you feel that your school has a task force? If important, why?
6. How important is the role of children in disaster preparedness and in which way?
7. Do you know what your rights are and if yes please explain?
8. What is the training you have received?
9. What do you understand by disaster preparedness / management?
10. Do you have a School Disaster Management Plan? If yes how did you develop it? How useful is it?
11. How many mock drills did your school conduct? What do you do in the mock drill?
12. What do think about the project activities?
13. What are your suggestions to further strengthen the school task force?

- Awareness Programmes
- Training Programmes
- Mock Drill
- DP Plan Preparation

Consultant Observations:

Data related to the people who participated in the discussion:

Men	Women	Children		Differently-abled		Elderly	
		Boys	Girls	Men	Women	Men	Women

4) QUESTIONNAIRE FOR TEACHERS

Name of the Village:

Taluk:

Date of Visit:

Time:

Name of the School:

1. Describe the vulnerability of the school to disasters?
2. What are the activities the teachers are doing in disaster preparedness through the project?
3. What kinds of training have you undergone on disaster preparedness/management and how important did you find them?
4. How do you identify children to be part of various task force committees?
5. How do you sustain interest in children in disaster preparedness/management?
6. How do you facilitate mock drills? How important do you think are mock drills and why?
7. How is disaster information collected and disseminated by children in the school – what sources are used?
8. What suggestions/comments do you have to further strengthen school emergency management?
9. What changes have you noticed in children after the project?

Consultant Observations:

Data related to the people who participated in the discussion:

Men	Women	Children		Differently-abled		Elderly	
		Boys	Girls	Men	Women	Men	Women

5) QUESTIONNAIRE FOR COMMUNITY MEMBERS

Name of the Village:

Taluk:

Date of Visit:

Time:

1. What are the types of disasters have you faced in your village?
2. How did you survive the last disaster?
3. What are the programmes that are conducted in your village by the organization?
4. How do you think that the village benefits from the programmes?
5. What do you understand by CERT and how important is it?
6. What is disaster preparedness/management according to you?
7. Have you replicated/planned to replicate the multi-hazard resistant housing construction as per the model houses? If yes, how, if no, why not?
8. What is the plan of the community to sustain the programmes?
9. What are your suggestions/comments to for the programme?

Consultant Observations:

Data related to the people who participated in the discussion:

Men	Women	Children		Differently-abled		Elderly	
		Boys	Girls	Men	Women	Men	Women

6) QUESTIONNAIRE FOR WOMEN

Name of the Village:

Taluk:

Date of Visit:

Time:

1. What is the important role of women in disaster preparedness/management?
2. What is your current role in the project?
3. What is disaster preparedness/management according to you?
4. What skills have you acquired from the programme? How are they helpful to you (women)?
5. How useful do you find the messages on disaster preparedness and what do you understand from them?
6. Did you find it difficult to participate in any of the programme activities? If so, why?
7. What are your suggestions/comments to further the programmes?

Consultant Observations:

Data related to the people who participated in the discussion:

Men	Women	Children		Differently-abled		Elderly	
		Boys	Girls	Men	Women	Men	Women

7) QUESTIONNAIRE FOR MASONS

Name of the Village:

Taluk:

Date of Visit:

Time:

1. What is disaster preparedness/management according to you?
2. What do you think is the role of masons in disaster preparedness?
3. What is the training you have received from the project?
4. What the new skills you have gained from the training?
5. How have your enhanced skills benefitted you and the community at large?
6. What are your comments/suggestions on the project?

Consultant Observations:

Key Comments:

Data related to the people who participated in the discussion:

Men	Women	Children		Differently-abled		Elderly	
		Boys	Girls	Men	Women	Men	Women

ANNEX II: ITENARARY FOR THE EVALUATION TEAM**Day: 1 - 28th Sep, 2010, Tuesday**

Sl. No.	Place	Description	Time	Responsible Team Members
1	Focus, India field office, Talala	Interaction with field team	11:00 to 13:00	Sameer Karia
2	Ramrechi, Taluka: Talala	Interaction with VDC, CERT, Community Interaction with school community on retrofitting work Interaction with beneficiary, community and mason about seismic resistant model house construction and it's process	14:00 to 15:30	Harish Parmar, Kaushik Joshi, Harsukh
2	Chitradvad, Taluka: Talala	Interaction with SEMC, Trained teachers, School Task Force School retrofitting work - visit of school building and discussion Visit of Model house and interaction with beneficiaries, panchayat, mason and community	16:00 to 17:30	Harish Parmar, Kinnar, Harsukh
3	Virpur, Taluka: Talala	Interaction with VDC, CERT and Community	20:00 to 21:00	Malik, Jigar
4	Sangodra, Taluka: Talala	Interaction with VDC, CERT, Community	20:00 to 21:00	Ali, Manish

Day: 2 - 29th Sep, 2010, Wednesday

5	Borvav, Taluka: Talala	Interaction with SEMC, Trained teachers, School Task Force - Sarasvati School Visit of Vivekanand School Interaction with VDC, CERT and Community	10:00 to 13:00	Manhar, Jigar
6	Virpur, Taluka: Talala	Visit of Umiya School - Participate in school evacuation drill Visit model house, interaction with beneficiary, Panchayat	14:00 to 17:00	Ali, Malik, Hiren/Rasila

7	Amrapur, Taluka: Maliya Hatina	Interaction with SEMC, Trained teachers, School Task Force - Ankur School Visit of K.K. Mori School Interaction with VDC, CERT and Community, Model house visit	10:00 to 13:30	Sayroz, Vimal
8	Bhalchel, Taluka: Talala	Model House visit, Interaction with Beneficiary, Retrofitting site visit, interaction with mason	14:30 to 16:00	Sayroz, Manhar, Harsukh
9	Jalandhar, Taluka: Maliya Hatina	Interaction with VDC, CERT Visit of model house	19:30 to 21:00	Sayroz, Harsukh
10	Chitrad, Taluka: Talala	Participate in village mock drill Interaction with VDC, CERT and community	18:00 to 20:00	Manhar, Vimal, Manhar
Day: 3 - 30th Sep, 2010, Thursday				
11	Galiyavad, Taluka: Talala	Interaction with VDC, CERT, Community Interaction with school community on retrofitting work Interaction with beneficiary, community and mason about seismic resistant model house construction and it's process	09:00 to 10:30	Harish, Kinnar
12	Talala field office	Debriefing with field team, sharing experience	10:30 to 12:00	

ANNEX III: LIST OF PERSONS MET AND SITES VISITED

Villages Visited	VDC/CERT Interacted	Model Houses Witnessed	Masons interacted	Schools Visited
Ramrechi	Ramrechi	Chitravad	Virpur	Chitravad
Chitravad	Virpur	Virpur	Sangodra	Borvav 1
Virpur	Sangodra	Amrapur	Bhalchel	Borvav 2
Sangodra	Borvav	Bhalchel	Jalandhar	Amrapur 1
Borvav	Amrapur	Jalandhar	Amrapur	Amrapur 2
Amrapur	Jalandhar			
Bhalchel	Chitravad			Virpur
Jalandhar	Galiyavad			
Chitrod				
Galiyavad				
10 / 18	8 / 18	5 / 18	5 / 18	6 / 11

VDC / CERT

Name of the Village	Data related to VDC members met			Data related to CERT members met		
	Men	Women	Total	Men	Women	Total
Ramrechi	6	1	7	6	7	13
Virpur	5	3	8	9	11	20
Sangodra	5	2	7	8	3	11
Borvav	3	2	5	9	10	19
Amrapur	None					

Jalandhar	7	1	8	7	9	16
Chitravad	9	1	10	9	10	19
Galiyavad	4	1	5	4	8	12
Total	39	11	50	52	58	110

Schools visited:

School	Management Committee members	SEMC Members		
		Male	Female	Total
Diamond School, Chitravad	1	7	15	22
Sarasvati, Borvav	0	14	16	30
Vivekanand, Borvav 2	0	15	20	35
Ankur, Amrapur	1	21	15	36
KK Mori Amrapur	0	1	0	1
Umiya, Virpur	0	35	16	51
Total	2	93	82	175

Number of retrofitted community structures visited:

Name of the village	Name of the community structure
Chitravad	Diamond School
Bhalchel	Community center at the Panchayat Office

Masons Interacted:

Name of the Village	Number of Masons
Virpur	1
Samgodra	1
Bhalchel	1
Jalandhar	1
Total	4

ANNEX IV: STATISTICAL DETAILS**Statistical Information about targeted villages**

Sl. No	Name of Taluka	Name of Village	Total Population	Literacy Rate	VDC Members			CERT Members			Trained Water Rescue Team Members	Trained Masons	Total Participants in Mock Drill
					Total	Male	Female	Total	Male	Female			
1	Talala	Chitravad	3535	42.5	11	10	1	37	27	10	0	4	175
2	Talala	Galiyawad	925	68.7	11	9	2	33	21	12	1	2	150
3	Talala	khirdhar	1850	60	14	12	2	28	26	2	1	2	190
4	Talala	Ramrechi	2997	62.5	15	12	3	32	18	14	0	2	220
5	Talala	Hiranvel	1100	51	12	11	1	32	26	6	0	0	150
6	Talala	Haripur	1945	7.5	13	11	2	28	17	11	0	3	150
7	Talala	Gabha	2197	54	12	10	2	40	26	14	1	2	250
8	Talala	Dhanej	3183	50	13	10	3	47	27	20	1	2	300
9	Talala	Sangodara	1547	65	8	5	3	36	20	16	1	2	300
10	Talala	Virpur	2001	55	20	15	5	40	26	14	1	3	400
11	Talala	Maljinjva	2083	63	13	11	2	40	26	14	1	2	125
12	Talala	Umrethi	2170	46	10	7	3	38	22	16	2	2	200
13	Talala	Borvav	5183	44%	11	6	5	53	28	25	1	1	80
14	Talala	Chitrod	1688	65%	13	11	2	32	16	16	0	1	0
15	Talala	Bhalchel	1509	53%	11	6	5	20	11	9	1	3	150
16	Maliya Hatina	Amrapur	4115	57%	8	6	2	35	20	15	0	2	115
17	Maliya Hatina	Jalandhar	2014	56%	11	8	3	31	21	10	1	2	50
18	Maliya Hatina	Devgam	983	58%	7	5	2	30	15	15	0	1	35
TOTAL			41025	31%	213	165	48	632	393	239	12	36	3040

Sl. No	Name of Taluka	Name of Village	Total Population	SC	ST	OBC	General
1	Talala	Chitradvad	3535	521	236	1026	1750
2	Talala	Galiyawad	925	115	184	425	201
3	Talala	khirdhar	1850	12	0	1832	6
4	Talala	Ramrechi	2997	651	0	1005	1341
5	Talala	Hiranvel	1100	0	0	1100	0
6	Talala	Haripur	1945	290	0	950	684
7	Talala	Gabha	2197	508	0	1099	590
8	Talala	Dhanej	3183	1850	0	810	519
9	Talala	Sangodara	1547	340	180	657	370
10	Talala	Virpur	2001	31	0	96	1644
11	Talala	Maljinjva	2083	400	0	513	153
12	Talala	Umrethi	2170	535	0	1470	175
13	Talala	Borvav	5183	850	230	1440	2683
14	Talala	Chitrod	1688	244	0	464	980
15	Talala	Bhalchel	1509	58	0	1054	397
16	Maliya Hatina	Amrapur	4749	586	265	2231	1667
17	Maliya Hatina	Jalandhar	2014	406	0	1263	346
18	Maliya Hatina	Devgam	983	50	0	928	5

ii) Statistical Information about Target Schools

Sl. No.	Name of Taluka	Name of Village	Name of School	Student s Population			Total Staff	SEMC Members			Trained Teachers			Task force Members			Pre Risk Score	Post Risk Score
				T	F	M		T	F	M	Total	F	M	T	F	M		
1	Talala	Chitravad	Diamond School	465	179	286	15	10	3	7	14	1	13	41	23	18	1.42	0.49
2	Talala	Chitravad	AKES	316	106	210	17	10	4	6	19	9	10	40	13	27	1.06	0.86
3	Talala	Virpur	Jay Yogeshwar High School	249	41	208	13	10	2	8	8	3	5	36	9	27	4.42	1.04
4	Talala	Virpur	Uma Primary School	147	41	106	9	5	2	3	5	2	3	20	11	9	4.42	0.95
5	Talala	Ghusiya	Maruti Primary School	186	62	124	11	8	4	4	5	0	5	37	16	21		0.95
6	Talala	Ghusiya	D. M. Barad Primary School	567	113	454	41	9	3	6	5	2	3	38	18	20	3.41	1.36
7	Talala	Ghusiya	D. M. Barad high School	1462	439	1023	43	10	2	8	37	7	30	42	20	22	2.77	1.34
8	Talala	Borvav	Sarasvati Primary School	127	57	70	8	15	5	10	4	2	2	36	18	18	1.46	0.49
9	Talala	Borvav	Vivekand Vinay Mandir High School	194	95	99	7	14	1	13	4	0	4	36	17	19	4.42	0.92
10	Maliya	Amrapur	Ankur Primary School	275	92	183	19	13	5	8	7	3	4	36	18	18	3.68	0.67
11	Maliya	Amrapur	K.K.Mori High School	350	160	190	19	10	1	9	4	1	3	36	17	19	3.33	0.78
			Total	4338	1385	2953	202	114	32	82	112	30	82	398	180	218	3.04	0.90

Note: T: Total; F: Female and M: Male

iii) Community Structure Assessment Report

Sr. No.	Village	Block	Name of Community Structure	Vulnerability Status			Remarks	current/ intending to use	utilisation purpose	other alternative for similar use	authority for NOC	Work done under DIPECHO
				Low	Moderate	High						
1	Chitravad	Talala	Diamond High School		1		FF highly damaged, water leakaging, Door window damage, ceiling damage, etc	Using as secondary and higher secondary school	School	School	School Authority and Trustee	Major retrofitting work : horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing cum china mosaic work, door and window repairing work, terimite treatment, Plastering work and minor other repairing works
2	Bhalchhel	Talala	Community hall		1		R.C.C. slab damaged, door & window damaged	Using as PHC for 1 day in a week	It can also use as Community hall	Panchayat house (G+1) newly constructed near this structure	Village Panchayat	horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing work

3	Hiranvel	Talala	Panchayat House	1			Cracks found at corners and adjacent to opening in masonry work, Staircase bend and twisted towards outside, staircase parapet damaged.	Using as Panchayat Office	Panchayat office cum talati mantri residence (G+1)	It can also use as Community hall	Village Panchayat	horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing work, door window repairing work, plastering work, etc.
4	Sangodra	Talala	Anganvadi	1			cracks at adjacent to openings and plaster crack.	Using as Anganvadi daily use	As Anganvadi	Anganvadi	CDPO, Talala	horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing cum china mosaic work
5	Haripur	Talala	Community Hall	1			Minor cracks in wall, slab damaged, water leakaging	Using as Primary School room	As community hall	Community hall	Village Panchayat	horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing work, plastering work
6	Dhanej	Talala	Community Hall	1			Minor cracks in wall, slab damaged, water leakaging	Using as Anganvadi	As angannvadi and community hall	Community hall	Village Panchayat	horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing work, plastering work

7	Ramrechi	Talala	Primary School part C	1	No ceiling plaster, water seepage problem, vertical masonry crack in one room, reinforcement exposed.	As Primary school	Primary school	Primary school	DEO, Junagadh	horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing work, plastering work
8	Maljinva	Talala	Primary School A	1	Reinforcement exposed of ceiling and no plaster of it. Cracks in plaster and masonry. Cracks in corner of two rooms.	Presently this structure is using for school	For primary school		DEO, Junagadh	horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing cum china mosaic work, plastering work
9	Sangodra	Talala	Panchayat House	1	R.C.C. steel exposed in slab bottom, cracks in masonry, door window damaged.	This structure is using as Panchayat Office	As Panchayat office	Panchayat office	Village Panchayat	horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing cum china mosaic work, door window repairing work
10	Chitravad	Talala	Primary School Part 2	1	Cracks found in slab bottom, beam, in between RCC and masonry and adjacent to opening. Reinforcement exposed in bottom of slab.	Presently this structure is using for school	For primary school	Primary school	DEO, Junagadh	horizontal and vertical safty belts, major and minor cracks repairing work, ceiling repairing work, water proofing cum china mosaic work

iv) List of IEC material developed during project

Manuals:

1. Community emergency response team training manual
2. School emergency management committee training manual
3. Teachers training manual
4. School task force training manual
5. Manual on seismic resistant construction techniques for masons

Posters:

1. Village posters on cyclone safety
2. Village poster on flood safety
3. Village poster on earthquake safety
4. Village poster on fire safety
5. Village poster on importance of preparedness
6. Village poster on disaster risk reduction

Education tools for children (Set of 10 tools):

1. Learn about disasters and it's type
2. Evacuation route and safe places
3. Drop, cover, hold
4. Risk Identification in village
5. Home hazard hunt
6. Use of first aid kit content
7. Prepare emergency kit
8. Safe practices in disaster
9. Safe places identification for each hazard
10. Non structural mitigation activities to reduce risk
11. Snake & Ladder game to promote safe practices in disaster

Advocacy campaigning material:

1. Bus panels to advocate CBDRR
2. Bus panels to advocate hospital safety
3. Auto Rickshaw panel to advocate community as a first responders
4. Hording to advocate safe construction practices

Books, articles, stories and newsletters:

1. My Scrap book: Compilation of selected wall paintings by children of targeted schools
2. Articles in dipecho e-newsletter, Focus, India newsletter, local and national news papers
3. Stories on radio and news channels

Wall Paintings:

1. 54 wall paintings in villages (name and contact details of VDC and CERT, Content of emergency kit for family)
2. 24 wall paintings in schools (name and contact details of SEMC and Task Force, Messages on disaster by school children)

Booklets on do's and don'ts

1. Earthquake
2. Fire
3. Flood
4. Cyclone

School book labels, six designs on disaster safety

Documentary movie 'Agamcheti' of preparedness

Animation movie 'De Tali' on flood preparedness

Calendar to disseminate disaster awareness messages

v) List of Village Emergency Stock Pile Items

Sl. No.	Item	Quantity
1.	Safety Helmet	15 Nos.
2.	Life Jacket	10 Nos.
3.	Cotton Rope (14 MM)	2 (200 meter each)
4.	Cotton Rope (10 MM)	2 (100 meter each)
5.	PP Rope (10 MM)	2 (100 meter each)
6.	Cotton Hand Gloves	15 Pair
7.	Fire Extinguisher (5 K.G. ABC Type)	3 Nos.
8.	Mega phone	1 Nos.
9.	Aluminum Pot with Lid (110 liter)	1 Nos.
10.	Aluminum Pot with Lid (55 liter)	1 Nos.
11.	Steel Plate	50 Nos.
12.	Steel Bowl	100 Nos.
13.	Steel Glass	50 Nos.
14.	Table Spoon	50 Nos.
15.	Serving Spoon	10 Nos.
16.	Water Storage Tank (1000 liter)	1 Nos.
17.	Bucket with lid (15 liter, plastic)	6 Nos.
18.	Tent	2 Nos.
19.	Shamiyana (15 X 10 X 11 feet size)	12 Nos.
20.	Blanket	6 Nos.
21.	Tarpaulin (12 X 12 feet, 250 GSM)	12 Nos.
22.	Bamboo for stretcher	12 Nos.
23.	Torch with extra battery	3 Nos.
24.	Wellington shoes	15 Pair
25.	Stretcher, folding D type, Canvas Material	1 Nos.
26.	Lock and Key	03 Nos.
27.	Manual Siren	1 Nos.
28.	Solar Light	3 Nos.
29.	First Aid Kit	2 Nos.
30.	Aluminum Box for storage	1 Nos.
31.	Emergency water Treatment unit (250 liter per hour capacity)	1 Nos.

vi) Capacity Building Modules for community

1. Village Development Committee

- Orientation training
- Roles and Responsibilities of village development committee

2. Community Emergency Response Team

- Orientation training
- Basic of CBDRR
- Process of developing village disaster management plan and mock drill
- First Aid
- Search & Rescue
- Advance training on search & rescue
- WASH
- Damage Assessment

3. School Emergency Management Committee

- Orientation training
- Basic of school safety
- Process of developing school disaster management plan and evacuation drill
- First Aid
- Search & Rescue
- Roles and Responsibilities of SEMC

4. School Task Force

- Orientation training
- Basic of school safety
- Process of developing school disaster management plan and evacuation drill
- First Aid
- Search & Rescue
- Roles and Responsibilities of school task force

5. Mason

- Seismic resistance construction techniques
- Bamboo treatment training

Sr. No	Village	Block	Name of Beneficiary	Age	Sex	Caste		Nature of vulnerability
1	Amarapur	Maliya	Jenti Kala Vasvata	32	Male	Dalit	SC	PH, LL, UP
2	Bhalchhel	Talala	Maliben Jetha Bhada	42	Female	Gadhavi	ST	Widow, LL
3	Jalandhar	Maliya	Sonaben Vala Babaria	55	Female	Darbar	OBC	Widow, single woman, LL
4	Devagam	Maliya	Kasturben Karshandas Meghnathi	63	Female	Bavaji	OBC	Widow, LL, Old aged
5	Haripur	Talala	Deva Kisha Chandpa	67	Male	Dalit	SC	Old aged, LL, UP
6	Chitravad	Talala	Kanji Jadav Gharsenda	23	Male	Koli	OBC	LL, UP, PH(Mother and Sister both mentally challenged)
7	Chitravad	Talala	Bavan Ibhram Makvana	68	Male	Siddi	ST	LL, UP, Old aged
8	Hiranvel	Talala	Bhanuben Bhupat Devdhariya	38	Female	Khant	OBC	Widow, LL, UP
9	Ramrechi	Talala	Amarben Rambhai Bambhaniya	72	Female	Koli	OBC	Widow, single woman, LL
10	Galiyavad	Talala	Aluben Mulubhai Singrakhiya	70	Female	Dalit	SC	Old aged, LL, UP
11	Khirdhar	Talala	Jina Bhagvan Vadher	60	Male	Koli	OBC	Old aged, LL, UP
12	Dhanej	Talala	Uka Karshan Rathod	55	Male	Koli	OBC	LL, UP, PH(3 persons facing mental problems)
13	Umrethi	Talala	Jesal Pitha Gadhiya	34	Male	Koli	OBC	LL, UP, Orphan
14	Maljinjva	Talala	Kaliben Babu Vaja	55	Female	Koli	OBC	Widow, LL, UP
15	Gabha	Talala	Jayaben Harjivan Thakar	55	Female	Bramhin	General	Widow, LL
16	Chitrod	Talala	Manjulaben Maganbhai Agravat	56	Female	Bavaji	OBC	Widow, LL
17	Sangodra	Talala	Shakinaben Gulamhusein Samnani	60	Female	Ismailee	General	Widow, LL
18	Virpur	Talala	Daya Tapu Makvana	38	Male	Koli	OBC	LL, UP

vii) Components of a Village Disaster Management Plan

- 1. Title**
- 2. Index**
- 3. Approval Letter of Panchayat, VDC and CERT**
- 4. Objectives and Process of developing Village Disaster Management Plan**
- 5. Demographic information about village**
 - 5.1 History/background of village
 - 5.2 Details about the village leaders
 - 5.3 Population
 - 5.4 Caste and community wise population details
 - 5.5 Literacy rate
 - 5.6 Occupational Details
 - 5.7 Source of drinking water
 - 5.8 Land type and use
 - 5.9 High Land in the villages
 - 5.10 Amenities in the village
- 6. Risk and Hazard analyses**
 - 6.1 History of disasters in the village
 - 6.2 Potential hazards in the village
 - 6.3 Vulnerable areas in the village for each hazard
 - 6.4 Seasonality of hazards
 - 6.5 Intensity of hazards
 - 6.6 Distance of risk/hazards from village
- 7. Vulnerability Analyses**
 - 7.1 Structural vulnerability
 - 7.2 Structural vulnerability of public buildings
 - 7.3 Vulnerable groups in the village
 - 7.4 Vulnerable areas in the village
- 8. Capacity Analyses**
 - 8.1 Structural capacities of village
 - 8.2 Inventory of Resources available in the village
 - 8.3 Details of human resource available in the village

9. Emergency Action Flow

- 9.1 Hazard specific safe places
- 9.2 Hamlet wise safe route for evacuation
- 9.3 Relationship Map

10. Roles and Responsibilities

- 10.1 Role and Responsibilities of CERT
- 10.2 Role and Responsibilities of VDC
- 10.3 Role and Responsibilities of Panchayat

11. Mock Drill

- 11.1 Schedule for hazard specific mock drills in the village

12. Annexure

- 12.1 List of elder people in the village
- 12.2 List of women headed family
- 12.3 List of differently able people
- 12.4 List of village development committee members
- 12.5 List of community emergency response team members
- 12.6 List of school emergency management committee
- 12.7 List of school task force
- 12.8 List of emergency stock pile items in the village

viii) List of Masons Trained

No.	Name of Mason	Village	Block
1	Danabhai Becharbhai Jadav	Ramrechi	Talala
2	Pitambar Danabhai Chauhan	Ramrechi	Talala
3	Badrudin Ali Kotadia	Chitravad	Talala
4	Kadar Ali Kotadia	Chitravad	Talala
5	Devshi Malde Maru	Chitravad	Talala
6	Murad Nurali Vadsaria	Chitravad	Talala
7	Chandu Jivabhai Patat	Sangodra	Talala
8	Khima jiva Chavda	Sangodra	Talala
9	Chetanbharthi Prafulbharthi	Virpur	Talala
10	Kumanbharthi Vallabhharthi	Virpur	Talala
11	Dhirubharthi Chhaganbharthi	Virpur	Talala
12	Malviya Govindbhai Madhavbhai	Borvav	Talala
13	Bhimabhai Anandbhai Solanki	Haripur	Talala
14	Rameshbhai Somabhai Chandpa	Haripur	Talala
15	Ashvinbhai Hamirbhai Vadher	Haripur	Talala
16	Rajakbhai Jamalbhai Samnani	Bhalchhel	Talala
17	Vinod Arjan Chauhan	Bhalchhel	Talala
18	Meram Arjan Chauhan	Bhalchhel	Talala
19	Bhupat Raja Chandapa	Jalandhar	Maliya
20	Rama Munja Dhuda	Amarapur - Gir	Maliya
21	Madhabhai Amarabhai Chandapa	Amarapur - Gir	Maliya
22	Dilip Madha Makadia	Jalandhar	Maliya
23	Virabahi Kanabhai Chudasama	Khirdhar	Talala
24	Jamanbhai Ratna Gor (KP)	Galiyavad	Talala
25	Varjang Govind Jora	Galiyavad	Talala
26	Jivabhai Deshabhai Renuka	Umrethi	Talala
27	Bhimshibhai Meghabhai Renuka	Umrethi	Talala
28	Govindbhai Jivabhai Vadher	Maljinjava	Talala
29	Hajabhai Punjabhai Parmar	Maljinjava	Talala
30	Naranbhai Samatbhai Solanki	Gabha	Talala
31	Bharat Punja Rathod	Gabha	Talala
32	Mansukh Dana Boricha	Khirdhar	Talala

33	Babu Laxman Parmar	Chitrod	Talala
34	Ramesh Mulji Pandit	Dhanej	Talala
35	Bharat Bhikha Pandit	Dhanej	Talala

ix) Permission and Procedure for Retrofitting and Repairs

1. Private Schools:

In case of private schools, the authority to grant permission for any structural repairs was School Management (Trustees & Principal). Schools Management was oriented in the initial stage of the project to have better understanding about the project objectives and support required from them. For all the repairs and retrofitting work undertaken in projects schools (private) the permission was easily obtained from the school management and the necessary support was also provided in term of regular monitoring and making their premise available for repairs during academic session. The average period of completing the formalities and obtaining permission in private schools was approximately one month.

2. Government Schools & Anganwadis:

The authority to grant permission for any intervention Government Schools & Anganwadi is District Education Office. However, the required documents are to be first submitted to Block Level Education Office which then is forwarded to the District Education Office. The average duration for obtaining permission was 2 months and 15 days. However due to some internal issues, permissions were also not granted to carry out retrofitting of the most vulnerable buildings that were shortlisted.

3. Community Structure & Panchayat House:

The authority to grant permission for any repairs or retrofitting work of Community Structure or Panchayat House is the Village Panchayat. The need for retrofitting and repairs were explained to the Panchayat in the Panchayat meeting, followed by few follow up meetings. The average period for obtaining permission was 1 month.

Annex V: Visit Photographs



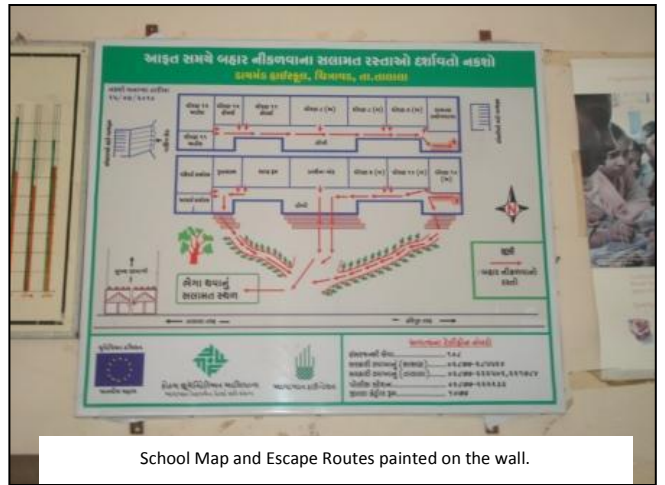
Mr. Balaji interacting with the Principal and School Committee Member



Mr. Vikas interacting with CERT & VDC Members.



Names of the CERT & VDC Members displayed on the Panchayat building..



School Map and Escape Routes painted on the wall.



Retrofitting of the school, to make it earthquake resistant.



Emergency Stockpile Equipment



School Children demonstrating their learning from the first aid training



Mini Water Purification Plant distributed as a part of the stockpile

ABOUT CDDMASS:

CDDMASS –A Strategy Center for Development and Disaster Management Support Services is a Not for Profit entity registered under India Company Act 25. The genesis of CDDMASS coincides with the end of India Disaster Management Support Project (DMSP) a bi-lateral initiative of Government of India and USAID. Some of the key professionals associated with DMSP namely Mr. N M Prusty, Mr. Bhaskar Barua and Mr. C Balaji Singh, along with a few other sector specialists came together and established CDDMASS to provide qualitative technical support and strategic management input in the social development and humanitarian sectors with the vision of ***“To see different pillars of society harnessing their potential to help communities overcome challenges to lead a life with dignity”***

The organization is extending its support to different national and international agencies on following themes:

- Organisation Development and Human Resource Management (**OD &HRM**).
- Development Program Design and Management (**DPD&M**),
- Technology and Innovation (**T&I**).
- Disaster Risk Reduction and Emergency Management (**DRR&EM**).
- Corporate Social Responsibility and Tri Sector Partnership (**CSR & TSP**)

The agency is currently having client base which includes the national and international names and providing support on above mentioned themes

- Government of India and various State Governments
- Project Concern International, USA based NGO
- Heifer International, USA based NGO
- International Resources Group (IRG), a USA based development management company with it’s office in India and South Asia
- IMFA, RSB Global, leading corporate houses in India
- Focus Humanitarian Assistance , a member of Aga Khan Development Network
- ANarde Foundation, a UK based philanthropy working in India, Africa over 35 years.

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