

# Facilitators Manual for People's Organizations Preparing A Disaster Risk-Sensitive Shelter Plan (DR-SSP)



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## M E S S A G E

I commend the Alternative Planning Initiatives, Inc. for coming up with the Facilitator's Manual for People's Organizations to serve as a guide for the preparation of a disaster risk sensitive shelter plan (DR-SSP).

Due to its geographical location, the Philippines is more at risk of being directly affected by the intensifying impacts of climate change. This situation threatens to undermine people's development prospects and exacerbate the vulnerability of our poorer communities. Daily we see and hear the evidence of a rapidly changing climate. Sea levels are rising, annual mean temperature is increasing, and the number of tropical cyclones is escalating and intensifying.

The adverse impacts of climate change are expected to continue intensifying exponentially over time if actions are not taken fast and decisively enough to reduce further emissions of greenhouse gases. Dealing now with climate change is crucial to ensuring not only people's safety but also to achieve sustainable development, poverty eradication and a resilient economy.

The impacts of climate change need to be considered in building shelters today if we are to avoid disasters and keep communities safe. The formulation of the localized DR-SSP comes in the most opportune time. It coincides with the government housing sector's thrust of mainstreaming climate change adaptation and disaster risk reduction management in the local shelter plan (LSP) and comprehensive land use plan (CLUP).

Developing climate change resilience strategies at the barangay level exemplifies a process of bridging the core municipal priorities to strengthen disaster resilience with national and regional policy and programming priorities.

We wish to see the local government units down to the barangay level succeed in adopting and implementing the LSP and DR-SSP to enhance governance, enable the community to design, implement and monitor their own climate change and DRRM plans and programs.

  
JEJOMAR C. BINAY

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## **Acronyms**

AIP	Annual Investment Program
ALTERPLAN	Alternative Planning Initiatives, Inc.
CDC	City Development Council
CDP	Comprehensive Development Plan
CLUP	Comprehensive Land Use Plan
CMP	Community Mortgage Program
CSO	Civil Society Organization
DENR	Department of Environment and Natural Resources
DIB	Danish International Human Settlements Service
DILG	Department of Interior and Local Government
DR-SSP	Disaster Risk-Sensitive Shelter Plan
FGD	Focus Group Discussion
GPS	Global Positioning System
HDMF	Home Development Mutual Fund
HGC	Home Guarantee Corporation
HH	Household
HLURB	Housing and Land Use Regulatory Board
HUDCC	Housing and Urban Development Coordinating Council
ISFs	Informal Settler Families
KII	Key Informant Interview
LCFSI	Legazpi City Slumdweller's Federation, Inc
LCMP	Localized Community Mortgage Program
LGU	Local Government Unit
LHB	Local Housing Board
LDIP	Local Development Investment Program
MGB	Mines and Geosciences Bureau
MTPIP	Medium-Term Public Investment Program
NGO	Non-Government Organization
NHA	National Housing Authority
NHMFC	National Home Mortgage Finance Corporation
NSP	National Shelter Program
OCL	Omnibus Commitment Line
PO	People's Organization
RLPS	Rationalized Local Planning System
SB	Sangguniang Barangay / Barangay Council
SP	Sangguniang Panglungsod / City Council
SHFC	Social Housing Finance Corporation
UNDP	United Nations Development Program



## GUIDE FOR FACILITATORS



This Manual has two parts: the **Manual** itself and the **Supplement Guide**. The Manual is divided into three modules, with each module focusing on a cluster of planning activities. The modules consist of seminars, workshops, community consultations and research activities leading to the development of a Disaster Risk-Sensitive Shelter Plan (DR-SSP). The activities are described in a lesson plan format that includes the objectives, preparations and materials needed, topics for discussion, and references. Details of the topics for discussion can be found in the Supplement Guide.

The three modules of the Manual are:

**Module 1 – Preparing the situational analysis**

**Module 2 – Formulation of strategies and packaging of policy proposals in a Disaster Risk-Sensitive Shelter Plan**

**Module 3 – Promotion and advocacy of the Disaster Risk-Sensitive Shelter Plan at the barangay and city levels**

The Manual and Supplementary Guide serve as a “script” to ensure that each major point of discussion is covered properly. Each activity starts with sharing its objectives to help the participants stay focused on the expected output of each activity. In explaining the topics, the facilitators may use their own words and examples for better understanding by the participants.

Facilitators should be prepared and have the flexibility to adapt and simplify the lessons to suit local needs and resources. They should be sensitive to the needs and capabilities of the participants. They must also be observant and be able to identify the participants who need more assistance, as well as those who show interest and skills to help their fellow participants.

Participants may be reminded that they will gain skills which could be different from those gained by others. One could become more skilled in mapping or surveying while another could be better in making presentations. It is important that participants work together and share their skills in the development of the DR-SSP.

Facilitators should exert every effort to keep the participants interested in the difficult topics and activities. Participants need to be reminded that just like in an ordinary classroom, they will have time to review and study after the activity. After each topic discussion, the facilitator must allow time for answering questions from the participants to enable clear understanding of the lesson.

At the end of every lesson, the facilitator may ask the participants these questions:

- 1. Did you understand the lesson/exercise?*
- 2. Can you work together and do the exercise on your own?*
- 3. If you spend more time in studying the topic, can you teach it to your community?*

These three questions are important because the participants are expected to take active roles in developing the DR-SSP of their own puroks or barangays and, whenever possible, help other people's organizations even outside their own barangays and cities.

## INTRODUCTION

### BACKGROUND

This Manual is designed for people's organizations intending to create a Disaster Risk-Sensitive Shelter Plan (DR-SSP) for their barangay. A shelter plan is one of the thematic plans of local governments. It links housing or shelter concerns with the broader social development goals of cities that are expressed in the Comprehensive Development Plan (CDP) and Comprehensive Land Use Plan (CLUP). Calling the housing plan a Disaster Risk-Sensitive Shelter Plan emphasizes its objective of reducing disaster risks to settlers.

People's organizations (POs) are empowered to participate in planning and decision-making for housing by the Local Government Code's various provisions for civil society participation in governance. This Manual aims to provide POs with a guide for ensuring popular participation, in a meaningful way, in housing issues.

The DR-SSP results from a process of participatory gathering and analysis of data and information by a community, its representative POs and partner NGOs. It is a community response to felt need and long-standing concerns. More significantly, DR-SSP is a response that acknowledges the need for communities to examine their own welfare in the context of the whole barangay or city, and not only at the household or community level.



### *The story behind the DR-SSP project*

The disaster brought about by typhoon Reming in 2006 led to the creation of the DR-SSP project. Reming brought heavy rains and strong winds that left massive destruction in the Bicol Region. Among the provinces in the region, Albay suffered the most in terms of damage to life and property. It felt the brunt of lahar overflow from Mayon Volcano that was triggered by the typhoon's winds and rainfall.

Because of the Reming experience, the project proponents realized that Albay needed a more long-term method of disaster preparedness and response, in addition to relief assistance. It is worth noting that international conventions such as the Hyogo Framework for Action also called for approaches that integrate or mainstream disaster risk management with the medium- and long-term policies and programs of development planning. The setting was fertile for the development of the DR-SSP concept.

While the Project proponent were discussing implementation strategies for DR-SSP, Legazpi City in Albay was reviewing its CDP and CLUP. When the DR-SSP project was ready to be initiated, the drafts of the CDP and CLUP of Legazpi had been prepared and were ready to provide direction for the Legazpi City Shelter Plan.

During the development process of the barangay DR-SSPs, POs in nine pilot barangays gained knowledge and skills for participation in the planning activities of their barangay and city.

The POs submitted their completed DR-SSP to their respective barangay councils, which led to the passing of local ordinances in the pilot barangays. Through ordinances, the barangays adopted the DR-SSP process and endorsed it to the city government. The pilot barangays also submitted the approved DR-SSP and barangay ordinances to the city's Urban Development and Housing Board (UDHB), urging the board to recommend the process to the other barangays through the City Planning and Development Council (CPDC) of Legazpi City.

### ***The development of this Manual for POs***

The contents of this Manual were drawn from the experiences of the POs and their partner NGO in Legazpi City where the DR-SSP was piloted in nine barangays. It is a product of collaboration and input from concerned groups such as Alternative Planning Initiatives, Inc. or ALTERPLAN (a technical service-oriented NGO), COPE Foundation, Inc. (an NGO in Legazpi City with expertise in the field of community organizing), academics from the Bicol University trained in social research tools and methods, planning practitioners from the University of the Philippines, technical support agencies of government like the Mines and Geosciences Bureau (MGB), and the POs from the nine pilot barangays.

The DR-SSP process for the pilot barangays was successfully launched with technical and financial support from the Danish International Human Settlements Service (DIB), an NGO which provides assistance in promoting democratic processes for the establishment of sustainable human settlements in developing countries, and technical and institutional support from the city government of Legazpi.

The DR-SSP evolved from the model created by Professor Ernesto Serote for Rationalized Local Planning System (RLPS), which is promoted throughout the Philippines. The RLPS was introduced by the Department of Interior and Local Government (DILG) as the appropriate planning method to be implemented by LGUs.

### ***The participatory learning approach of DR-SSP***

The participatory mode of learning is employed in this Manual as the venue for developing a Disaster Risk-Sensitive Shelter Plan. The learning activities are all directed at enriching the community members' knowledge and skills for:

- Determining, analysing, and planning the steps for responding to housing and disaster risk issues
- Understanding and undergoing the systematic process of formulating a Barangay DR-SSP
- Actively participating in meetings and discussions of the Barangay Development Council, Local Housing Board and other local bodies for consideration and funding of projects that will be formulated from the DR-SSP

## THE PREPARATORY PHASE

Based on the Legazpi experience, the following are necessary steps in preparing to initiate the DR-SSP process:

### ***Delineating the planning area***

In identifying barangays where the DR-SSP exercise might be effectively utilized, readiness and need are the key factors examined. It is important to have a clear picture of the following:

- Adjacent barangays or those situated within a cluster that have similar needs or housing risks
- PO leaders with readiness and commitment
- Willingness of the barangay to support the study
- Absence of politics-related problems that may hinder the democratic process of DR-SSP

The community and barangay-level exercises in Legazpi City demonstrated the bottom-up aspect of local shelter planning by guiding grassroots organizations in generating their input for the City Shelter Plan.

In cases where a shelter framework for the city or municipality has been developed, mostly with the support of local offices of the Housing and Urban Development Coordinating Council (HUDCC), barangay-level planning can be used to articulate the courses of action for “hotspot” or high-risk barangays that have been identified in the city or municipal plan.

### ***Forming a Barangay DR-SSP Team***

The successful development of the DR-SSP depends on the team that promotes, strategizes and ensures the implementation of activities in the process. The concerned organizations promoting DR-SSP stimulate the creation of the team of local leaders and community members who can guide and monitor the study and formulation of the plan.

Local leaders can target and meet with members of the community (women, senior citizens, youth and others) who are capable and willing to take part in the project. Informal settler families (ISFs) in the barangay should be represented in the barangay DR-SSP team.

### ***Identifying participants for the learning activities***

Based on experiences during the pilot testing of the manual, a manageable group size is 20 to 30 participants. A number of slots are allotted to representatives of participating barangays. Because of the particular nature of their need, it is important that there are participants from ISFs.

If the DR-SSP is for one barangay, the participants can come from the areas or zones comprising that particular barangay. The gathering and analysis of information may be conducted at the area or zone level. The results shall then be analysed together for the formulation of the Barangay DR-SSP.

If the DR-SSP is for a cluster of barangays or for a city or municipality, the participants will have to come from the different barangays.

Although coming from various areas or barangays, participants are expected to contribute to the project both by sharing their personal views, learnings and experiences in their own areas and barangays, and by helping each other in preparing the DR-SSP for the whole planning area.

At the onset, the DR-SSP team meets with barangay representatives to discuss the participatory formulation of the DR-SSP. POs representing the following may be invited:

- Homeowners
- Youth
- Women
- Workers
- Senior citizens
- Other sectoral groups

The commitment of local representatives is critical to the successful completion of the DR-SSP. They need to understand the value of their attendance and active participation. One of the responsibilities of the local representatives is to hold meetings with community members and provide updates on the process of DR-SSP being undertaken.

It will be helpful if some of the participants already have the following capacities:

- Drawing skills
- Ability to use GPS (Global Positioning System)
- Ability to use Google map in the internet
- Computer skills using word processing or excel
- Ability to explain activities

### ***Selection of facilitators and other key persons for the DR-SSP activities***

The team determines who among the leaders or community members have some skills to facilitate. These individuals can be assigned certain modules to facilitate.

The team and the facilitators discuss the necessary preparation and target dates of each part of the study. It is also important to assign, for each activity, participants who will act as:

- Documenter of the results and agreements from every activity
- Timekeeper to ensure that activities are done according to schedule
- If necessary, a photographer to take pictures of the activities and results

### ***Coordination with barangay and city officials regarding DR-SSP***

It is a good idea for POs to meet with barangay and city officials at the earliest possible time to inform them about the intention of the community and POs to prepare a DR-SSP. At the first meetings, one of the POs' primary concerns should be coming to an agreement with government offices on how they can work together to contribute to the completion of the DR-SSP.

Local and national government agencies can provide much needed data, equipment, financial, and personnel resources for the training and planning activities. Several topics in the various modules can be discussed by resource persons coming from government agencies.

It is best to provide the various agencies with adequate information about the POs' plans for DR-SSP in order to gain the agencies' collaboration.

### ***Drawing up a work plan for drafting a Barangay DR-SSP***

Subsequent sections offer a combination of structured learning sessions, fieldwork, desk work, local consultations, and lobbying activities that move the planning and advocacy process forward. This Manual has been prepared to help community leaders plan out a series of activities that ultimately results in a shelter plan that takes into consideration their own needs and capacities. Following this philosophy, the Manual may be treated as a flexible document that local teams may improvise on, according to their context and the time and resources available to them.

### ***Asking for assistance in facilitating activities***

If POs feel that they need help with the facilitation of activities or require guidance in some parts of the DR-SSP process, they may contact and ask for help from local government agencies or local NGOs. More information may also be obtained from the website of ALTERPLAN ([www.alterplan.org.ph](http://www.alterplan.org.ph)).

## MODULE 1 – PREPARING THE SITUATIONAL ANALYSIS

### What is a situational analysis?

The Shelter Plan is a response to the prevailing situation or need with regard to housing. For the more wide-ranging plans that LGUs have to prepare, like the Comprehensive Development Plan (CDP) and the Comprehensive Land Use Plan (CLUP), an Ecological Profiling provides the baseline data for planning. But for a sectoral plan such as the Shelter Plan, a situational analysis for housing, using a small sub-set of data categories from the Ecological Profiling, is sufficient.

The process described in this Manual takes the following into consideration: the socio-economic profile of households, the status and availability of land and structures for housing, presence of hazards, experiences of calamities, and basic and social services.

A situational analysis requires the collection of data, but it goes beyond that. It is supposed to provide a characterization of the various challenges to decent and secure housing and a good quality of life, and the matching opportunities presented by the available land, financing, political, and community and household resources. The situational analysis should give a description of the current local conditions where the most urgent problems as well as useful directions for solutions can be gleaned.

### MODULE 1

#### ACTIVITY 1: SEMINAR

##### Introduction to developing a Disaster Risk-Sensitive Shelter Plan (DR-SSP)

### Facilitator's introduction

*"It is important for us to provide for the daily needs of our families. We work, save and invest in order to meet these needs, which include having a roof over our heads and walls around us to protect us from the heat, the cold, rains, and trespassers.*

*What happens if we lose the house that shelters our family because we have not secured tenure on the land or the house? Or because the house is built on a place which is not safe?*

*Can vulnerable families and communities take steps to improve their own security and safety?*

*These questions are what the process of DR-SSP hopes to answer."*

### Expectation check

Ask the participants to introduce themselves briefly by stating their name, designation or rank in the organization they represent, and the purok, barangay, or sitio where they live. If there are students, ask them to provide their course and year level, and the name of their school or university. Participants are often shy at first, so break the ice by introducing yourself in a warm, personal way.

Ask the participants also what they expect to learn and gain from collective learning and development of DR-SSP. List all the expectations of participants on a large piece of paper that can be read by everyone.



Tell the participants that their expectations will be reviewed at the end of each module to determine if they were addressed or answered in the process.

Show the list of Modules (Modules 1 to 3) and give a brief explanation of each module. Then show the list of activities in Module 1 Activity 1. Explain that this is the study outline that will be followed. Read the title of each topic and give a brief description of each topic.

## SESSION 1: SHARING

### The condition of our barangay

(1.5 hrs)

#### Objectives

The purpose of this session is for participants to:

- Know and understand the current status of their purok, barangay and municipality or city
- Improve their awareness and understanding on matters relating to:
  - Threats of climate change and geohazards in the barangay/village
  - Living conditions and quality of life

#### Preparations

1. Invite the barangay chairperson to be the resource speaker. Ask him or her to share socio-economic and physical data about the barangay. If possible, invite also a representative from the city/municipal planning office. The barangay representative can share information about the barangay while the city representative can share information about the city as a whole.
2. Prepare a copy of a map of the barangay or purok to be discussed, showing its boundaries. Ensure that the scale of the map is indicated and visible.

#### Session flow

1. Introduce and welcome the resource speaker.
2. Allow a few minutes for questions from the participants after the resource speaker's presentation. Be conscious that the open forum should not run overtime.

3. There are instances when some questions or issues require a longer discussion. When this happens, tell the participants to set aside or "park" the question or issue for the time being. Once the module has been completed, and time permits, the group will resume its discussion on the "parked" subject matter.



*The Chairperson of Barangay 27 in Legazpi City sharing information about the purok under study.*

4. Ask the resource speakers how the group can get copies of the other city and barangay maps that will be needed to study DR-SSP. These include cadastral maps, street maps, and hazard maps.
5. Thank the resource speakers at the end of the session.

## SESSION 2: WORKSHOP

### Is it safe to live in our barangay?

(1.5 hrs)

#### Objectives

For the participants to be able to:

- Illustrate, using the map, the physical features of the different areas of the barangay

- Plot on the map the hazards the barangay faces, as learned from the resource speaker from the barangay and as shared by the participants themselves
- Enhance the information content of the map through the exchange of information among the participants

### Preparations

1. The following are needed for working on the maps:
  - Craft paper, manila paper or any large clean sheet of paper
  - Pencils, crayons or marker pens
  - Masking tape or anything that can be used to post the drawn maps on the wall
2. Using the official map of the barangay, enlarge the purok or any area of the barangay (by photocopy or drawing) where the participants are residing. Prepare a copy of the enlarged map or maps by purok or area. Each enlarged map should be at least the size of one-half manila paper.
3. This workshop may require an additional one or two people to assist the facilitator in guiding the participants in map-making.

### Session flow

#### A. Facilitator's introduction

*"Every day, we see and experience different things in our homes, purok and barangay. One of the key steps in developing a DR-SSP is the collective description by the POs of the community experiences related to housing. This is the process by which we can create a picture of a community, purok or barangay from the vantage point and awareness of its residents."*

*One of the methods of creating this picture is through collectively drawing and plotting on a map the things that we see and experience in our purok and the entire barangay. We can use the official barangay map as our reference."*

#### B. Collectively preparing a barangay map

1. Using the maps that were distributed to the groups, describe the area by drawing or by using symbols for the house units, establishments, schools, rivers and other bodies of water, roads, health centers, bridges and other natural or man-made features.
2. Identify also the areas that experience or have experienced flooding and other hazards (e.g. fire, disease, flood, landslide).
3. Try to do the same in the maps of puroks that do not have representatives in the session. This will help create an initial map that shows the entire barangay, not just some puroks.
4. Assign a member of each group to present the content of the maps they have drawn.
5. Make the order of presentation of the maps according to the actual proximity or clustering of the puroks in the barangay.
6. After the presentation of each map, ask for comments from the other groups. They may have something to add that will help describe the area. If there is consent from the participants of the concerned purok, the comments can be added to the map.



*Collective description of the housing and environmental conditions using a barangay map*

7. Ask the group if they are all in agreement with the final contents of the map.
8. Inform the group that the maps produced in this workshop will be used as reference in succeeding activities.



*Explanation of the characteristics of puroks using a barangay map*

### C. Summary of issues discussed by the purok representatives

List, group and mention in the summary the similar and important issues or doubts expressed. Include in the closing of Activity 1 the following insights and message for the participants:

- The collective drawing of maps is an important beginning for the purok and barangay to have a shared picture of the community where they live. This picture or map will be the basis for succeeding discussions, workshops and planning in the DR-SSP process.
- The recognition and listing of threats or dangers and their causes will open their minds to what is happening in their community and environment.

## SESSION 3: WORKSHOP

### Clustering of puroks according to settlement issues

(1.5 hrs)

#### Objectives

For participants to be able to:

- Understand the similarities and differences of the issues faced by various areas in a barangay
- Group the areas according to their similarities

#### Preparations

- Cartolina with different colors
- Marker pens or any writing instrument

### Session flow

#### A. Workshop 1 - Determining the major problems and disaster risks in the barangay

1. Ask the participants to discuss what they have recorded on the map based on the description provided by the resource speakers, as well as their own knowledge of the area.
2. Using metacards of different colors for each area, have the groups write down all the major disaster risks in their area such as floods, fire, landslide, disease, and eviction.
3. Display the metacards by area.



*Identifying problems in a purok using metacards.*

PUROK1	PUROK2	PUROK3	PUROK4
Baha (P1)	Ebiksyon (P2)	Baha (P3)	Baha (P4)
Pag-guho ng lupa o Landslide (P1)	Sunog (P2)	Sunog (P3)	Storm Surge (P4)
Displacement (P1)	Banta sa kalusugan (P2)	Dengue (P3)	Ebiksyon (P4)

*Figure 1. Problems affecting housing settlements*



**B. Workshop 2 - Determining the causes of problems and disaster risks of living in each barangay**

1. After documenting what was written in the metacards during Workshop 1, ask the participants from each area to:
  - Use additional metacards to write what they believe are the causes of the threats in their respective areas.
  - Post these metacards under or beside the ones they previously made.
  - Have each area representative briefly explain why they see these problems as threats and the reasons behind the threats.
2. Tell the participants to note that some identified causes of problems may be related to each other, while other identified causes are directly related to the problem.
3. Show Figure 2 as an example. Use arrows to show the direct or contributing relationship to the problem.

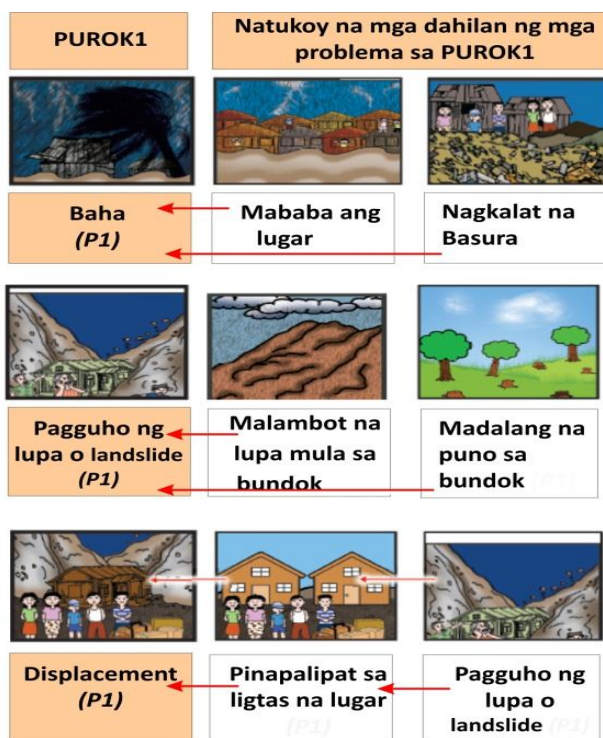


Figure 2. The metacard on the left is the main problem in Purok 1. The metacards on the right show the identified causes.

4. Figure 3 shows the problem of “displacement” in Purok 1. The diagram has two successive arrows. The problem is on the left-side metacard, and its causes are on the metacards to the right. The metacards in Figure 3 tell the following story: *“There is a problem of displacement because we are being asked to transfer to a safer place. The reason we are being transferred is the danger of landslide in our residence.”*



Figure 3. The arrows show the systematic relationship between the identified causes of displacement.

5. Ask the participants to think about the situation. Are there solutions other than transferring? What difference does it make to the solution if the risk of landslide is identified as the main reason for transferring the residents of Purok 1?
6. The second identified problem for Purok 3 in Figure 1 is the threat of fire. It can be seen from the direction of the arrows that all identified causes have a direct relationship to the problem. Ask the participants to identify which of these causes has a possible and swift solution, and which cause should be prioritized.
7. In Figure 1, the metacards show that: *“Fire is seen as a big problem in Purok 3, because:*
  - *we do not have a source of water to douse the fire.*
  - *the houses are so close to each other that the fire truck cannot enter the narrow alleys, and fire can quickly spread.*
  - *the houses are made of very flammable materials.”*

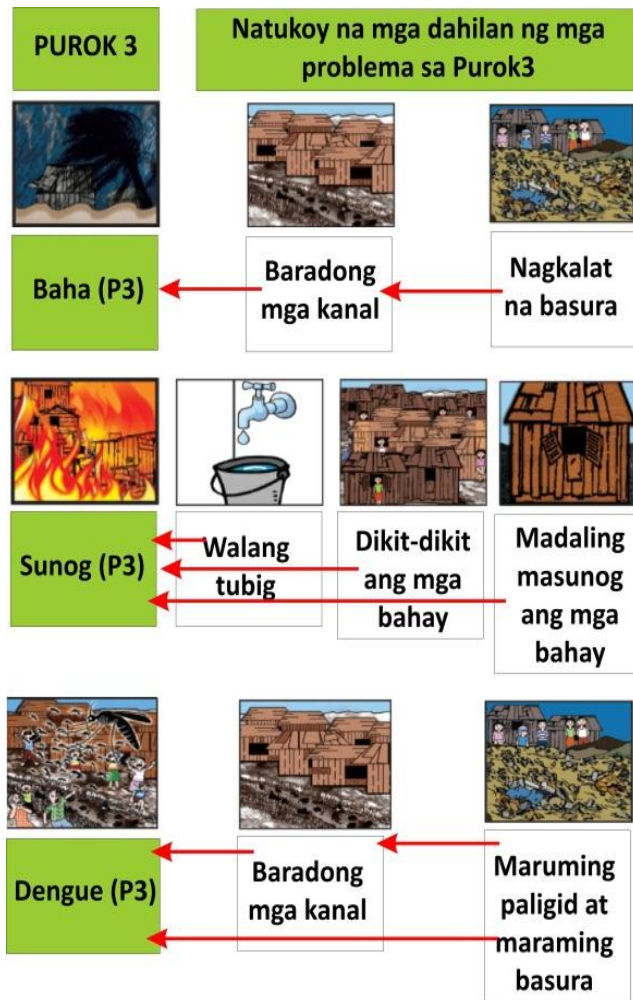


Figure 4. Metacards on the left show the main problems in Purok 3. The identified causes are shown on the metacards at right.

Tell the participants that the identified causes and threats are needed in the next workshop, especially in specifying projects and strategies. What is important is that they can learn how to systematically look at the relationships between problems and their causes.

After workshops 1 and 2, ask each purok group what they think about the results of the workshops. Ask them also if they learned anything new about their purok and other puroks.

Inform the participants that they can learn more about threats in their puroks, and how they can respond to them. These will be part of the next workshops.

## SESSION 4: LECTURE

### What is a Disaster Risk-Sensitive Shelter Plan (DR-SSP)?

(1 hr)

#### Objectives

To enable the participants to learn about:

- The meaning and importance of a DR-SSP
- Important elements of a DR-SSP
- Rights of POs to conduct and develop a DR-SSP

#### Preparations

1. Review the contents of Activity 3.
2. Ready manila paper or powerpoint slides, as well as printed copies of the slides.

#### Session flow

##### A. Facilitator's introduction

*"With what has been discussed in Module 1, we have begun to appreciate the importance of developing a plan for our communities. But what is DR-SSP? What is the relation of the DR-SSP process to the living conditions and status of residence in our barangays?"*

##### B. Topics for discussion

1. What is a shelter plan
2. The experience of shelter planning in nine pilot barangays in Legazpi City
3. What is a Disaster Risk-Sensitive Shelter Plan
4. DR-SSP: a timely method of planning
5. DR-SSP: a process of planning and addressing housing issues
6. Important elements of a DR-SSP
7. The Project Brief as one of the important products of DR-SSP
8. The rights of POs to develop a DR-SSP

#### Reference materials

See pages 6-9 of the Supplement.

## SESSION 5: FOCUS GROUP DISCUSSION

### Housing conditions in various areas of the barangay

(2 hrs)

#### Objectives

For the participants to be able to:

- Gain awareness and understanding of the condition of their barangay in the aspect of land security and basic services
- Understand the problems and issues of the lack of secure tenure over land
- Experience the conduct of a focus group discussion (FGD)
- Gather information regarding informal settler families (ISFs)

#### Preparations

1. Materials needed:
  - Craft paper or large paper for the group reports
  - Marker pen or other writing instruments
  - Masking tape
2. Write a letter to the barangay inviting key informants. Explain the importance of their participation in the development of the DR-SSP.
  - ISF leaders from the different areas of the barangay
  - Barangay officials
3. Assign one participant to assist with the facilitation.
4. Assign 2 participants to prepare the report. One of them will present the summary of FGD.
5. Brief the documenters, presenter and facilitator's assistant on their responsibilities and how the FGD will be conducted.
6. Prepare copies of the questionnaire to guide the facilitator, documenter and presenter. Write the questions on a large piece of paper that can be seen by all participants.
7. Prepare to group the responses by purok or clusters of puroks. Table 1 is an example of how responses may be grouped.

Table 1. Responses of the purok groups

Purok1	Purok2	Purok 1 & 2

8. Seat the participants according to their areas.

#### Session flow

##### A. Facilitator's instructions

FGD is an open and informal dialogue where participants can freely speak and share their opinions, feelings and views about the topic. It is done to bring out candid thoughts as well as insights that can help validate certain matters involved in a survey or a study.

1. In an FGD, the discussion will be guided by a questionnaire to help the facilitator and participants focus on the topics for discussion.
2. The process will be guided by the principal facilitator whose function is to ask the questions and make sure that the discussions are focused and flowing. The assisting facilitator will help with the questions and with keeping participants stay focused on the topic.
3. At the end of the session, the documenters and presenter will provide a summary of the FGD results.

##### B. Flow of the FGD

1. Welcome the participants.
2. Introduce yourself as the facilitator.
3. Request the participants to introduce themselves by giving their names and the purok where they came from.
4. Advise them that there are no wrong or right answers or opinion in FGD, and that it is just a form of exchanging stories.
5. Allot 5 minutes for the assigned reporters to present the FGD results.

### C. Facilitator's summary

- Show the similarities and differences in the situations of community members in different puroks as discussed in the FGD.
- Highlight controversial issues or concerns that participants feel strongly about, based on their answers to the questions asked.
- Mention that the participants will have a copy of the FGD results, which they can review and use in subsequent action planning sessions.
- Remind participants that similar FGDs can be conducted with other community members in order to obtain their knowledge, perceptions and insights for the DR-SSP.

### Reference materials

The FGD questionnaire for this session is on page 9 of the Supplement.

#### **SESSION 6: LECTURE**

#### **Safety of housing settlements based on security of land tenure**

(1 hr)

### Objectives

For the participants to be able to gain knowledge on:

- Housing conditions of ISFs in relation to land security and hazards in their settlement area
- Laws and government agencies concerned with land security and affordable housing for poor ISFs
- Various methods of identifying, negotiating and buying land for the provision of affordable housing for poor ISFs

### Preparations

1. Materials needed:
  - Summary of topics for discussion written on craft or manila paper
  - Handout
2. Write a letter to the Local Housing Board requesting a representative to the session who can explain local housing issues in more detail and answer relevant questions from the participants.

### Session flow

#### A. Facilitator's introduction

*"The security or legality of our tenure on the land where our houses stand is an important aspect of safety. For poor informal settler families, it is the difficulty in obtaining this security that sets them apart from other families that need housing. Through the DR-SSP process, ISF communities have a better opportunity for collectively organizing, planning and communicating with authorities about the needed services and assistance regarding housing."*

#### B. Topics for discussion

1. ISF housing situation
2. Land security and safety of ISFs
3. Laws, government agencies and programs concerned with land security and affordable housing
4. The LGU mandate of providing affordable housing for constituents
5. Obligation to conduct land inventory according to Republic Act 7279
6. Modes of acquiring land for housing projects for the poor

### Reference materials

See page 10 of the Supplement

## SESSION 7: LECTURE

### Water, soil and the protection of human settlements

(1 hr)

#### Objectives

For participants to be able to:

- Gain awareness and knowledge regarding the importance and benefits derived from water, soil and watersheds
- Apply their learning during the planning and creation of DR-SSP

#### Preparations

1. Poster-size illustrations of Figures 1, 2 and 3 (*in Supplement*). Assistance in making the illustrations may be requested from talented members of the community. If a projector is used for the presentation, the figures may be downloaded from the Alterplan website ([www.alterplan.org.ph](http://www.alterplan.org.ph)).
2. Flipchart enumerating ways to bring back the balance in a watershed
3. Thumbtacks or tape, pointer, markers, flipchart papers
4. Handouts (Importance of Water and Soil)

#### Session flow

##### A. Facilitator's introduction

*"In this session, we will learn about the importance of protecting and conserving water and soil resources in human settlements for the benefit of the community. We will also learn ways of preventing water and soil from becoming sources of health and safety problems to the community."*

Ask participants if they have heard of or if they know what a watershed is. Validate each response, summarize responses then conclude by stating:

*"Wherever we are and wherever our house is erected, we are inside an area called a watershed. Hence, everything and anything we do will affect the condition of the watershed."*

##### B. Topics for discussion

Important information about water and soil for the benefit and safety of the settlement residents:

1. Watershed
2. Watershed cycles
3. Watershed natural resources
4. Effects of man's actions on a watershed
5. Importance of wetlands in a watershed
6. Methods and activities to restore the balance in a watershed

After discussing the above topics, ask the participants:

1. Which of the identified ways mentioned in the lecture can you use in your own homes and community?
2. Can you think of other ways to restore the balance of watershed cycles for the safety and benefit of your community? (Write answers on whiteboard or manila paper)

If there is enough time, the facilitator may choose to start the discussion by asking participants' opinions on bringing back balance to the watershed, instead of immediately lecturing on the 13 ways.

#### Reference materials

See page 14 of the Supplement.

## SESSION 8: LECTURE

### Geohazards, climate risks and other challenges for settlements

(1 hr)

#### Objectives

For participants to be able to:

- Understand what geohazards are and what dangers they pose to the community
- Know the different kinds of geohazards
- Understand the difference between hazards and risks
- Understand other community hazards and risks aside from geohazards



## Preparations

Materials needed:

- Photos of damages caused by hazards
- Short video about geohazards

## Session flow

### A. Facilitator's introduction

*"The main topic of our training is Barangay Disaster Risk-Sensitive Shelter Plan. From this title, it is clear that our training deals with the disasters and risks in our communities. But what are these disasters?"*  
(Solicit 2 to 3 answers from the participants.)

*"We often hear and use the words 'hazard' and 'risk.' Do we really know the difference between the two?"*

Ask the participants who know the difference to raise their hands; ask those who are not sure to raise their hands as well.

Remind the participants that there is no reason to be embarrassed if they do not know the difference, because a lot of people are confused about the proper use of the words "hazards" and "risks."

### B. Topics for discussion

1. Geological phenomena
2. Geohazards
3. Kinds of geohazards
4. Difference between hazard and risk
5. Other types of hazards and risks

After discussing the topics, ask the participants:

1. Which of the risks we discussed are present in your community?
2. Among the hazards we discussed, are there any that you were not aware of or did not consider to be a hazard in your community? Ask for examples. Allow 15 minutes for questions.

### C. Conclusion

*"What we have learned in this activity will be useful in preparing for the next activities. In the DR-SSP process, we will learn a lot of things about our community that we did not pay attention to before. This systematic way of gathering and understanding information will give you a new perspective about your communities."*

## Reference Materials

See page 22 of the Supplement.

**MODULE 1****ACTIVITY 2: SEMINAR****Data gathering tools**

The DR-SSP process employs several ways of collecting the various types of information needed for the plan. This activity introduces the participants to various instruments and equipment for doing data collection, and guides them on how data collection may be organized.

The following sections discuss the conduct of household surveys, structural surveys, georeferencing using GPS devices, focus group discussions, and key informant interviews.

**SESSION 1: LECTURE****Participatory situational analysis**

(1 hr)

**Objectives**

For the participants to be able to:

- Understand the importance of collective effort in gathering information from the community
- Know the different methods of gathering information from the community
- Appreciate the value of local information and knowledge

**Preparations**

Materials needed:

- Visual aids on large paper or powerpoint slides
- Handout

**Session flow****A. Facilitator's introduction**

*"We will discuss the use of data gathering activities in the community and its importance to the process of developing the Barangay DR-SSP."*

*"Participatory situational analysis is a method of collective and systematic gathering and analysis of information, which involves community members. The results will give a comprehensive picture of the actual situation in the community that will serve as guide for planning."*

**B. Topics for discussion**

1. Use of participatory situational analysis for DR-SSP
2. The importance of genuine participation and local knowledge
3. The importance of participatory situational analysis in systematic and collective planning
4. The importance of documented local knowledge

**Reference materials**

See page 38 of the Supplement.

**SESSION 2: LECTURE****Data gathering and encoding tools**

(1 hr)

**Objectives**

For participants to be able to:

- Identify the different types of data gathering methods and instruments in DR-SSP
- Determine the population which will be used as source of information
- Familiarize with the surveys to be conducted and how to gather data using the survey forms
- Learn the proper way of filling out the data tables and data encoding forms

**Preparations**

Materials needed:

- Visual aids on large paper or powerpoint slides
- Copies of survey forms to be used
- Copies of data encoding forms

## Session flow

### A. Facilitator's introduction

*"There are many types of data gathering tools that can be used in participatory situational analysis. Selection of tools will depend on the purpose for which the data and will be used. Different types of information require analysis methods of gathering them so that they can be recorded properly. In this way, the information gathered can be used more effectively in planning."*

*"Our data gathering tools will have two functions:*

1. Survey tools
  - Questionnaire that will serve as guide in gathering socio-economic and physical information about households
  - Questionnaire that will serve as guide in gathering information about basic and social services in barangays
  - Structural survey using global positioning system (GPS) instruments to note the conditions of houses
2. Encoding tools - tables where the collected information and data will be transferred so that they will be ready for a systematic and thorough evaluation."

*"For the development of DR-SSP, information on four aspects of community life will be gathered:*

- Socio-economic
- Housing and land status
- Presence of hazards and experiences of calamities
- Basic and social services"

### B. Topics for discussion

1. Preparation for data gathering
2. The data gathering tools to be used in the community
3. Calculating the sample population size
4. The data forms to be used for processing information from the survey forms
5. The structural survey

6. The coding of houses or structures for determining their location using GPS
7. Coding a house or structure using Data Encoding Form 9a
8. Guidelines on conducting structural survey using Survey Form 2
9. The rating system to be used for the condition of houses
10. The social services survey

## Reference materials

See page 40 of the Supplement.

### SESSION 3: LECTURE Maps to be used in data gathering

(2 hrs)

## Objectives

For the participants to be able to:

- Know the types of maps that will be needed for DR-SSP
- Learn where and how to get the needed maps
- Learn how to use the maps and the information they contain for the development of DR-SSP

## Preparations

1. Study examples of the types of maps to be used. Visit the websites where the maps can be downloaded.
2. Prepare visual aids using craft paper or powerpoint slides.

## Session flow

### A. Facilitator's introduction

*"Along with surveys and encoding tables, maps are important in processing and showing the results of data gathering for DR-SSP. Maps can be used as references for data gathering, and as tools for processing and displaying the information gathered, which we will talk about later."*

## B. Topics for discussion

1. Maps to be used as part of data gathering
  - Barangay map
  - Google map
  - Hazard map
2. Sources and ways of obtaining copies of maps
3. Other information that need to be mapped, including land possibly suitable for socialized housing as listed in Sections 8 and 9 of Republic Act 7279

### Hazard map references

The following websites can be used as references for hazard maps:

- Philippine Information Agency (PIA) link to MGB maps:  
<http://www.pia.gov.ph/news/hazzard.php>  
[http://www.phivolcs.dost.gov.ph/images/active\\_faults/af\\_trench\\_with\\_capitals.pdf](http://www.phivolcs.dost.gov.ph/images/active_faults/af_trench_with_capitals.pdf)
- Earthquake-triggered Landslides  
[http://www.phivolcs.dost.gov.ph/images/EIL/eil\\_phils.pdf](http://www.phivolcs.dost.gov.ph/images/EIL/eil_phils.pdf)
- READY Multi Hazard Map  
[http://www.phivolcs.dost.gov.ph/index.php?option=com\\_content&view=article&id=427:phivolcs-hazard-maps&catid=45&Itemid=500014](http://www.phivolcs.dost.gov.ph/index.php?option=com_content&view=article&id=427:phivolcs-hazard-maps&catid=45&Itemid=500014)
- Geophysical Risk Maps (e.g. tsunami, earthquake-induced landslides, etc)  
[http://vm.observatory.ph/geophys\\_maps.html](http://vm.observatory.ph/geophys_maps.html)

### Reference materials

See page 70 of the Supplement.

## SESSION 4: ROLE-PLAY

### Conduct of socio-economic survey and hazard mapping

(2 hrs)

#### Objectives

For participants to be able to:

- Plan and prepare for the conduct of data gathering in each purok
- Study the methods and time spent for each data gathering or survey tool
- Divide themselves into teams and assign specific tasks for efficient conduct of the survey

#### Preparations

1. Watch that has a second hand (aside from hour and minute hands)
2. Printed copies of:
  - Socio-economic Survey Form 1
  - Structural Survey Form 2
  - Data Encoding Form 9a
3. Pencil and paper
4. Barangay or purok street map
5. GPS instrument
6. Chalk (white or any bright color)

#### Session flow

##### A. Introduction to role-play

Tell the participants that they will go through the following steps:

1. Using the barangay maps, plan the flow and conduct of the survey. Discuss how the respondents will be selected, and how many there should be for each type of survey.

2. Decide who and how many among the participants will undertake a particular type of survey. The following may be used as guide:

- For the socio-economic survey of households, a team of 2 to 3 persons may be formed. Two persons will interview household members and fill up the questionnaires, and one person will be in charge of estimating the floor area of the house.
- Several household survey teams may be formed, similar to the actual situation where the number of teams will depend on the sample size of the population.
- For the structural survey, the team will also be composed of 2 to 3 persons. One person will fill out the form; 1 person will use GPS to take down the coordinates; 1 person will take the photos, which is part of ground-truthing and geo-tagging.

#### B. Role-play

1. Inform the participants that the role-play is similar to the actual survey. They should record the number of minutes it will take for each type and set of surveys. Explain to the participants that the process is similar to a “time and motion study” which will allow them to determine the average time needed to conduct one survey using a particular tool or questionnaire. This is important in estimating the number of respondents that they can interview in a day. The role-play is also an opportunity for participants to pre-test the survey tools.

2. Group the participants according to tasks or roles in data gathering:

Group 1 will be responsible for planning the survey route and marking the households targeted for interview. This exercise will make participants aware of how the survey team will move in the study area.

Group 2 will conduct the structural survey. Ask the members of the group to:

- Write in pencil the “survey form number” on Survey Form 1 for each household.

- Write in pencil the “structure code” on Data Encoding Form 9a and on Survey Form 2.
- Do the exercise outdoors to get the coordinates of 2 to 3 structures, using a GPS instrument. Practice “rating” the structures, too. Determine the average time spent on the activity per structure.

Group 3 will conduct the socio-economic survey.

They will:

- Perform and time the “role-play” and recommend the fastest way for conducting an interview while obtaining accurate information.
- Point out to the facilitator questions that are hard to understand as well as questions that give rise to vague answers.
- As part of the roleplay, “tag” houses or structures surveyed.

Group 4 will practice estimating the floor area of the surveyed houses.

3. Allow 30 minutes for the groups to finish their tasks.

4. Allot 10 minutes for each group to report the results of the role-play. Ask the participants to talk about the system that they will use, the problems they encountered during the role-play, and other concerns that they expect during the actual survey. Ask them to come up with ways to solve the identified problems.

#### C. Planning for the actual day of data gathering

The time and resources that will be spent for the data gathering are valuable and limited. It is important for POs to have an organized plan so that everyone can properly carry out their assigned tasks during actual data gathering.

1. Keeping in mind the results of the role-play, decide on the number and composition of teams.
2. With the help of the barangay officials, notify the community about the data gathering activity and ask for their cooperation in answering the survey. If possible, ask the barangay chair to write a letter permitting the group to conduct the survey as part of the DR-SSP process.

3. Ask the participants to prepare a work plan similar to Table 2 for conducting their assigned survey.
4. Remember that the GPS is dependent on receiving signals from the satellites in space. There should be clear weather when using the GPS; otherwise, the geocoordinates received may not be accurate.
5. Bring home copies of the survey forms and encoding forms for further study.
6. Make sure that group members have each other's cell phone numbers to facilitate communication.
7. More practice is recommended for those who will estimate the floor area of houses.

Table 2. Data Gathering Plan

Date/s of Survey _____		Time: _____		
	Task	No. of HHs	Preparation	Team
	Socio-econ survey	Ex: 30 (30%)	Ex: 32 copies of Survey Form1	3-5 pax
	GPS 20 secs / hse	Ex: 100 (100%)	Ex: 2 copies of Daa Encoding Form	2 pax
	Structural survey		Ex: copy of hse assessment form	2 pax
	Budget for food			

### Reference materials

See page 74 of the Supplement

**MODULE 1****ACTIVITY 3: SEMINAR****Development of skills for more effective participation in DR-SSP**

Barangay-level DR-SSP underlines the importance of meaningful participation of community members. The skills needed by the team promoting the process is not centered on desk work, but on being able to relate with communities, helping build their knowledge and skills for planning and development, and gaining insights from them through dialogue.

This seminar, or particular sessions in it, may be selectively conducted with smaller groups of participants who have a greater aptitude for the subject skills of facilitation, documentation, conducting focus group discussions and key informant interviews, and participatory map preparation. Local NGOs and academic institutions may be able to provide resource persons for the conduct of this seminar as the skills are not exclusive to the DR-SSP process.

**SESSION 1: LECTURE****Facilitation**

(1 hr)

**Objectives**

For the participants to be able to:

- Develop skills in facilitation
- Develop confidence as a facilitator
- Learn about the responsibilities and qualities of a good facilitator

**Preparations**

Materials needed:

- Visual aids on large paper or powerpoint slides
- Handout

**Session flow****A. Facilitator's introduction**

*"There will be instances when the community will need to come up with collective decisions and plans. These situations will require a community leader or facilitator who can handle and direct the discussion of a topic efficiently. The role of a skilled facilitator is crucial to heightening the community's interest in participating and broadening the scope of planning for the DR- SSP."*

**B. Topics for discussion**

Provide examples of the points below to enable participants to better appreciate them:

1. A good facilitator has the capability to:
  - Maintain focus on the topic of discussion
  - Face or tackle the problem under discussion
  - Remain neutral in the midst of conflicting arguments and contending sides
  - Remind participants to look at the issue being discussed from a broader perspective
  - Facilitate discussion within the time limit
  - Assist the participants in arriving at acceptable results and meeting the objectives of the discussion
2. The responsibilities of a facilitator
  - Help the group achieve their objectives from the discussion
  - Help participants gain the ability to facilitate similar discussions in their respective communities
3. Qualities of a good facilitator
  - Does not screen or evaluate ideas
  - Assists the group in focusing on what they should do
  - Provides suggestions on guidelines and methods
  - Ensures that there is a smooth flow of discussion
  - Ensures that there is respect for each other's opinions

- Assists the group in arriving at an acceptable solution for contending sides
- Ensures that everyone participates in the discussion
- Summarizes the points discussed to ensure that the group has a common understanding of the topic discussed and the decisions made
- Ensures that information given are clear and understandable during the discussion

## Reference materials

Website about facilitation:

<http://www.mindtools.com/pages/article/RoleofAFacilitator.html>

## SESSION 2: LECTURE/ROLE-PLAY

### Documenting processes and meetings

(1hr)

## Objectives

For participants to be able to:

- Know the importance of documentation
- Learn the necessary content of documented processes and meetings

## Preparations

- Visual aids on large paper or powerpoint slides
- Handout

## Session flow

### A. Facilitator's introduction

*"Meetings, conferences, seminars, training and other similar processes have set objectives. However, there will be instances where participants understand issues differently and will try to meet objectives in different ways. Despite these differences, proper processing will allow participants to arrive at a common understanding of an issue. Good documentation will show the divergent viewpoints and how they were brought up during the discussion."*

### B. Topics for discussion

1. What is documentation and what is its purpose?
2. What are the contents of documentation?
3. Topics discussed based on their chronology in a training or discussion
4. Conclusion for a process under documentation

### C. Role-play

#### Scenario

The PO leaders call an emergency meeting to discuss the threat of a tsunami that could wash out the community. The tsunami is expected to hit the community at 8:00 pm. The meeting starts at 2:00 pm. The LGU is sending a truck to evacuate the residents, but only 50 people can fit in the truck. The truck can only make two trips. The schedule is 5:00 in the afternoon and 7:00 in the evening. An estimated 500 people live in the community, half of whom are children and elderly. The nearest safe place is about 5 kilometers away from the community. What will be the community's plan of action?

#### Preparation for role-play

1. The volunteer or assigned facilitator will moderate the flow of the meeting and planning based on the given scenario
2. Assign 3 documentors
3. Assign 3 observers who will be tasked to observe the following:
  - The capabilities of the facilitator
  - The fulfillment of the facilitator's responsibility to the group
  - The characteristics of the facilitator
4. The group has 15 minutes to prepare for the role-play

### D. Processing of lessons learned from the role-play

1. After the role-play, ask the participants what solutions were agreed on and what the plan of action is



2. Ask the observer:
  - Is the facilitator effective in his role? Why?
  - Did the process arrive at an agreement?
  - Are they satisfied with the results of the meeting?
  - Did everyone participate in the meeting?
  - Did the meeting achieve its objectives?
3. Ask the documenters to read their record or notes
  - Does the documentation contain the important points?
  - Were the results of the meeting clearly noted?
4. Summarize the lessons learned from the role-play

### Reference materials

See page 77 of the Supplement.

**SESSION 3: LECTURE/ROLE-PLAY**  
**Conducting focus group discussions (FGD) and key informant interviews (KII)**

(2 hrs)

### Objectives

For the participants to be able to:

- Learn how to conduct an FGD
- Learn how to conduct a KII
- Know the difference between FGD and KII
- Gather information, guided by Survey Form 3, about the conditions of the purok/barangay

### Preparations

1. Invite key informants from the barangay such as:
  - Barangay health worker
  - Young community member studying in a school in or near the barangay
  - Teacher from a school where majority of the students come from the barangay

- Barangay official
- PO leader who resides in the barangay
- Religious leaders (e.g priest, pastor, imam)

2. Prepare copies of Survey Form 3. This will be the guide for asking questions.
3. A voice recorder may be used with the consent of key informants.

### Session flow

#### A. Facilitator's introduction

*"A similar exercise for FGD was tested by the participants in the first part of the study with ISFs as key informants from the community. Its objective was to gather data about conditions in the purok/barangay under study. This time, the discussion will focus on social services accessible to the community."*

#### B. The Focus Group Discussion

1. The FGD is conducted with a group of people coming from the target population of the research being undertaken.
2. Two team members may work together in conducting an FGD. One of them acts as an interviewer and focuses on asking key questions while the other acts as a documenter who focuses on recording the responses and other important inputs from the key informants.

#### C. The Key Informant Interview

1. This is a method of gathering information by which the researcher is engaged in a dialogue or a casual conversation with a pre-selected member of the community who possesses a high level of knowledge on the topic to be discussed.

2. Although it is a casual conversation, the interviewer in the KII also uses a questionnaire as a guide in order to obtain the data and information needed.

**D. Role-play of a focus group discussion (FGD)**

1. Arrange the chairs of the FGD participants.
2. Using Survey Form 3 (copies can be found in Module 1 Activity 2) as guide for asking questions, the facilitator distributes the questions according to topic (health, education, housing).
3. The facilitator asks the questions on health issues while the topics on education and housing are assigned separately to two volunteer participants.
4. Each of the FGD participants should stick to the questions mentioned above as the center of the group's discussion. The FGD shall not exceed 45 minutes.
5. The facilitator should summarize the discussions for each question.
6. Assign one recorder or documenter. It is important that responses are faithfully recorded.
7. Likewise, assign one or two reporters who will discuss in the plenary the summary of the important information gathered from the FGD. Discuss which information is lacking or should be verified in the community.
8. Assign one group to prepare the summary of all the information gathered from the FGD. A copy of the table that may be used for this is on page 67 of the Supplement.

**E. Role-play of a key informant interview (KII)**

1. Ask the participants to form groups of three and to assign the following roles among themselves: key informant, interviewer and observer.
2. Use Survey Form 1 as interview guide.
3. The interviewer asks the questions and documents the responses. The observer notes the positive and negative aspects of the interaction.
4. After several questions, the participants may shift the roles among themselves so that everyone may have a chance to be the interviewer.

5. During the plenary, the groups will report on their respective observations on the conduct of the KII.
6. The answers to the interviews may be collated and transferred to the table of summary for social services, which can be found on page 64 of the Supplement.

**SESSION 4: LECTURE**

**Preparing maps for recording of information and as sources of information**

(4 hrs)

**Objectives**

For participants to be able to:

- Appreciate the importance of recording information from communities on their maps
- Learn ways to record information from different scales of maps

**Preparations**

Materials needed:

- Tape measure or steel tape with metric units
- Rulers, pencils, papers
- Calculators

**Session flow**

**A. Facilitator's introduction**

*"In developing a DR-SSP, it is important that documents generated from the process by POs are comprehensible to community members, barangay officials, and LGU planners. Recording and plotting information on the barangay map makes community issues and situations easier to understand. Visual representation, especially of hazards or risks, go a long way in preparing the community for taking action."*

*"Session 4 discusses different ways of making maps. The principles of scale are also discussed in order to prepare POs for the problems they will face in the*

*process of developing barangay maps”*

*“The information that will be used in this session may be obtained from hazard maps developed by the Mines and Geosciences Bureau (MGB) of the Department of Environment and Natural Resources (DENR), the Philippine Institute of Volcanology and Seismology (PHIVOLCS) under the Department of Science and Technology (DOST).”*

B. Topics for discussion

1. Hazard maps
2. Different scale measurements of hazard maps
3. Definition of scale
4. Measurements and scale based on the metric system
5. Meaning of a map scale

6. Measuring and drawing based on a scale
7. Scale bar
8. Systematic way to enlarge and reduce the scale of a map or drawing
9. Use of grid system to correlate information on maps with different scale
10. Enlarging and reducing maps using the grid system
11. Enlarging and reducing maps using a photocopying machine
12. Correcting the scale on a map whose size has been changed from the original

C. Summarizing the lesson

The knowledge and experience of POs in mapping is vital to providing accurate information and the development of a realistic and credible DR-SSP.

**MODULE 1**

**ACTIVITY 4: FIELD WORK**  
**Conduct of data gathering**

This activity is a break in the series of seminars, and involves the implementation of data gathering processes that were discussed in the previous activities.

**Preparations for the implementation of the surveys**

1. Request the barangay chair to write a letter permitting the group to gather data in the community. The letter can be shown to those who might question the authenticity of the survey.
2. Meet for last-minute plans and reminders before starting the survey. Review the contents of the group's plan and check if there are additions or changes to the last plan.



*Brief meeting before the start of the survey*

3. Make sure to have enough copies of:
  - Survey Form 1 for the team doing the socio- economic survey
  - Survey Form 2 for the team doing the structural survey
  - Data Encoding Form 10 for rating the houses based on Survey Form 2. (One Encoding Form 10 can be used to rate 51 structures.)
4. Discuss again:
  - Who are in each group
  - The responsibilities of each group member (make sure group members are familiar and comfortable with their tasks)
  - How many houses need to be surveyed
  - Who will go where
  - The route of the survey based on the plan
5. Do not forget to:
  - Bring the letter from the barangay chairperson with the permit to conduct the survey
  - Have a resident from the purok for each survey group
  - Ensure that members of the teams have each other's contact numbers
  - Discuss the time and place to meet for meals and for regrouping after the survey

6. To ensure the orderly conduct of data gathering:

- Show the letter from the barangay chairperson to respondents in order to make it clear that the survey is official.
- Try not to disrupt the respondents' activities. Tell them that it's an informal discussion and they can reply while doing their chores.
- If the interviewers are not skilled in estimating floor areas, make sure that there is someone in the group who can do it.
- Do not forget to immediately "tag" the respondent's house. This tag is also the survey form number that is used by the socio-economic survey team. The team for structural rating and GPS has to see it.



*Estimating the floor area from outside the respondent's house*



*Interview while the respondent is hanging clothes*



*Tagging at a visible place outside the house.*



*The structural surveyor and GPS person working together*

- The persons doing the GPS and structural survey should work closely to ensure that the global coordinates for the houses being rated are correct.

**MODULE 1****ACTIVITY 5: SEMINAR****Processing collected information for use in a barangay map****Facilitator's introduction**

*"The gathered data and information must be sensible and relevant, reflecting the real situation in the community. The information must be processed in a proper and orderly way."*

*"In Module 1 Activity 2, we studied the use of the Survey Forms and the corresponding encoding forms. The forms provided a systematic method for collecting and recording data into significant information for planning. In Activity 5, we will study the processing of information so it can be used in thorough analysis and planning."*

**SESSION 1: LECTURE/WORKSHOP****Structural survey**

(3 hrs)

**Objectives**

For participants to be able to:

- Learn how to record information gathered from the community on the map
- Process information from encoding forms for use as data on maps
- Organize and correlate information from the various survey instruments
- Organize information in printed forms or excel sheets

**Preparations**

1. Copies on craft paper or powerpoint slides of the following:
  - Data Encoding Form 1 (Coding for Structures/Houses)
  - Guide for structural rating
  - Survey Form 2 (Actual or Spot Survey for Rating the Condition and Presence of Calamity Risks)
2. Printed copies of abovelisted forms
3. Accomplished forms containing information from the community
4. Handout of topics
5. Optional: Computer with spreadsheet software like Excel

**Session flow****A. Facilitator's introduction**

*"After the socio-economic survey is accomplished in a given barangay, the collected information will be transferred to corresponding encoding forms. This transfer is the first step of data treatment which makes the data more significant."*

*"From this first step, we can now organize and use the encoded data. Using some of the encoded data, we can determine:*

- *The location and condition of a house*
- *The hazards in the housing settlement"*

*"Information about hazards and risks in a place is found in Survey form 1 and in the hazard maps."*

**B. Topics for discussion**

1. An official barangay map as base map for recording of information. It is better if the map was a large enough scale with details like streets and important features are visible.
2. Rating the condition of houses and structures
3. Developing a map from the information gathered in the structural survey, using the barangay map as a base

- C. Workshop: Transferring and organizing information in data encoding forms
1. Tell the participants to transfer the responses on Data Encoding Form 1 and Survey Form 2 to the printed Excel spreadsheet forms.
  2. Find out if they have questions about the forms and the information that should be on them.
  3. If the recording cannot be finished during the session, make sure that the participants know how to work together to complete the tables after the workshop.
  4. Remind the participants to refer to the agreed plan for finishing their assigned activities.

### Reference materials

See page 99 of the Supplement.

## SESSION 2: LECTURE/WORKSHOP

### Thematic maps and ratings

(1 hr)

### Objectives

For the participants to be able to understand:

- What a thematic map is
- The use of legends on a map
- How to use and assign a rating system based on the theme of the map

### Preparations

- Copy in powerpoint or printout of the topics for discussion
- Example of hazard map from MGB or from Internet

### Session flow

#### A. Facilitator's introduction

*"Information about a place can be added to a map. If the information recorded pertains to a certain feature or characteristic (e.g. elevation, rainfall, flooding), the*

*map may be called a thematic map. From one thematic map, other maps may be produced by adding additional information. For example, on a one-themed map like a hazard map, we can add safety ratings so we can show where 'safe' or 'unsafe' places are."*

#### B. Topics for discussion

1. Thematic map
2. Rating system for hazard maps

#### C. Workshop: Making a hazard rating using map legends

1. Choose an example of a hazard map from MGB.
2. Ask the participants to try and make a rating system using the map legends.
3. After making the rating system, ask the participants which of the legends are "safe" and which are unsafe."

### Reference materials

See page 102 of the Supplement.

## SESSION 3: LECTURE/WORKSHOP

### Composite map and land inventory

(1 hr)

### Objectives

For the participants to be able to:

- Understand what a composite map is
- Learn how to make a composite map
- Understand what rating system may be used for a composite map and how to make one

### Preparations

- Copy in powerpoint or printout of topics for discussion
- Two or more thematic maps from MGB or from the Internet



## Session flow

### A. Facilitator's introduction

*"In the previous session, we learned about thematic maps. We discussed using different themes in one map. The resulting map from such combinations contains a lot of information and is called a composite map."*

*"The barangay DR-SSP map that we will prepare is an example of a composite map."*

### B. Topics for discussion

1. Composite map
2. Rating system for composite map
3. Information needed for making composite map for DR-SSP
4. Making legends for a composite map

After discussing the topics, allow some time to answer questions from the participants.

### C. Workshop: Making legends for a composite barangay hazard map

1. Show the two sample maps from MGB.
2. Ask the participants to give ratings for each map based on its legends.
3. Based on the ratings of the two hazard maps, ask the participants what information they can include in the DR-SSP map.
4. Using the boxed legends in Figure 6 as an example, show the participants how legends can be prepared for each hazard shown on the barangay map.
5. After legends have been prepared for each hazard, tell each group to overlay all of the hazards on the barangay map in order to draw a composite map.

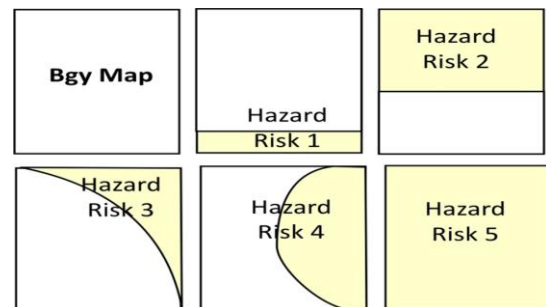


Figure 7. Example of the location and extent of five hazards to be placed in a barangay composite map

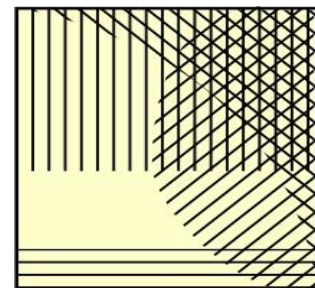


Figure 8. Example of a composite map with five hazards overlaid on one area

6. Ask the participants which part of the barangay map shows the highest number of hazards. The extent and location of the hazards in the upper right-hand corner of the map shows that site as the most at-risk place in the barangay.

## Reference materials

See page 105 of the Supplement.

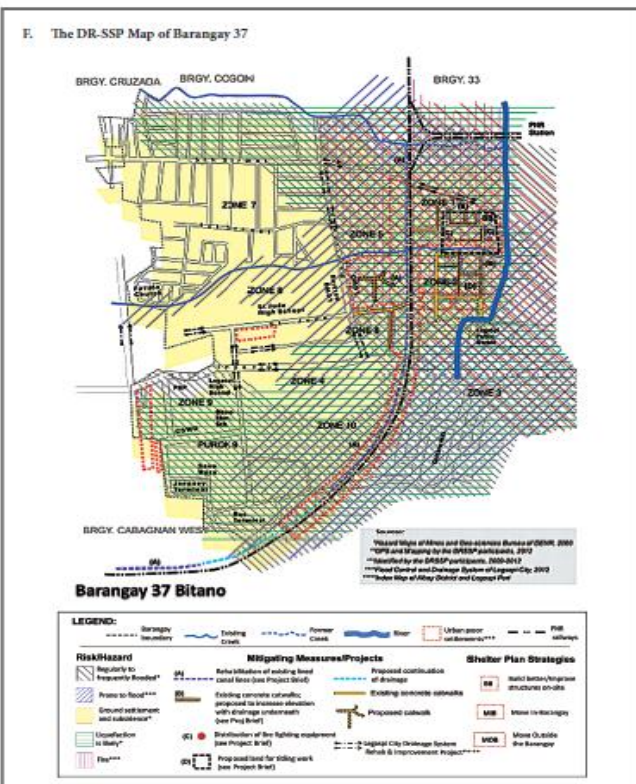


Figure 6. A DR-SSP composite map



**MODULE 1****ACTIVITY 6: COMMUNITY CONSULTATIONS****Presentation and validation of data***(2.5 hrs)*

The development of a DR-SSP requires that the participants present, discuss and validate the results of research and analysis processes with community members. Like Activity 4, this activity is a break from the series of seminars for the DR-SSP team. It involves more participants as the DR-SSP team members organize consultations with household heads and members in smaller units of the barangay. The team has to consider the available time and resources for the schedule of the consultations.

Since this will be the first time for some DR-SSP participants to lead discussions, they may not feel very confident to stand before other community members. The facilitator should assure them that they are capable of doing it because they have gone through the proper and systematic processes to come up with the results that will be up for discussion in the consultations. They may try to consider the presentation as a casual exchange of stories using visual materials. Reminding the participants, the facilitator can tell them that key to successful presentation is preparation.

**Objectives**

For the participants to be able to:

- Discuss with community members the DR-SSP process and their role in it
- Obtain validation from community members on the initial results of data gathering
- Gain insights from community members on the conduct of the activities and how they could be improved

**Preparations**

1. Request for assistance and cooperation from community members and barangay officials.
2. Ask for permission and help from the barangay about calling a meeting and having a meeting place in the barangay.
3. Hold a brief preparatory meeting and inform the community about the objectives of the consultation, the requested participation of the community, and the date, time and venue of the meeting.
4. Prepare the attendance sheets and visual aids.
  - Encoded survey forms and results of data gathering from the community
  - Visual materials written on large papers for everyone to see
  - Powerpoint presentation (if there is a computer and projector)
5. Prepare food or snacks, as appropriate.

**Session flow****A. Facilitator's introduction**

*"An important aspect of DR-SSP is the participation of the community in the whole process. This participation is proof that the community is genuinely involved and has ownership of the plan. Community participation is effective when its members actively join the activities and meetings to discuss the results of the process of developing a plan."*

*“Consultations form an important part of participatory situational analysis because it is here that the community’s participation is documented. It is during these meetings that we are able to validate and confirm data and, most important, receive the community’s approval of the data gathering results and other DR-SSP processes.”*



*Presentation and consultation with the community as part of PSA*

#### B. Activity flow

1. From among the participants who prepared the situational analysis, assign a facilitator, presenters and a documenter. Two to three members can share the presentation task. Although there is a lead facilitator, the whole group is expected to help ensure the smooth flow of the meeting.
2. Thank the community and its leaders for coming to the meeting.
3. Clarify the objectives of the meeting and the expected results.
4. Make the presentation using the following outline:
  - Objective of the participatory situational analysis
  - Types of data collected
  - How the data was collected
  - Survey results and their significance
5. Ask the community members if the results are acceptable to them.
6. Set aside time for an open forum and allow attendees to ask, clarify and give suggestions or corrections regarding presented results.
7. Give a summary and show recommendations.
8. Conclude the session by thanking those who helped and attended the meeting. Invite the community members to the next meeting and encourage them to continue their participation in the development of the DR-SSP.

## MODULE 2 – FORMULATION OF STRATEGIES AND PACKAGING OF POLICY PROPOSALS IN A DISASTER RISK-SENSITIVE SHELTER PLAN (DR-SSP)

In Module 2, the participants will learn to examine the gathered information through the use of tables and matrices that have been designed to guide rational analysis in the DR-SSP process.

With the results of the analysis matrices, the participants will also learn how to select strategies. Strategies are broadly stated or high-level methods or plans to bring about a desired outcome.

The selected strategies should then guide the participants in focusing and detailing the plans and projects which will be the main output of their DR-SSP.

### MODULE 2

#### ACTIVITY 1: SEMINAR

##### Data analysis and selection of strategies

#### SESSION 1: WORKSHOP

##### Clustering of areas according to hazard

(1 hr)

#### Objectives

For the participants to be able to:

- Understand the importance of grouping the problems of the different areas in a barangay
- Carry out a systematic method of determining problems and their causes
- Learn a systematic way of assigning priority to problems

#### Preparations

- Visual materials (powerpoint slides or tables and drawings on craft paper)
- All gathered and recorded information from Module 1 Activity 2

#### Session flow

##### A. Facilitator's introduction

*"The grouping or clustering of areas according to their primary issue or problem is an important initial step towards a deeper understanding of the problems in*

*each area. The next step is to analyze the causes of the problems. These two steps will provide a good direction for the next planning activities."*

##### B. Topics for discussion

1. Grouping or clustering of areas in the barangay
2. Preparing tables of area clusters with the same primary problem
3. Advantage of collective study of the problems of a cluster
4. Analysis of the causes of problems

##### C. Workshop 1: Clustering areas

For clustering areas in a barangay, ask participants to do the following:

1. Use the data from Encoding Form 10 which shows the problems and their causes as identified by the household respondents in each purok (Item C).
2. Cluster the areas according to their problems as shown in Table 3.

Table 3. Purok clustering based on similar primary problems.

Cluster ng Purok o Barangay	Pangunahing problema	Purok / Bgy
CLUSTER 1	Baha	Purok 1
		Purok 2
		Purok 3
		Purok 4
CLUSTER 2	Sunog	Purok 2
		Purok 3
		Purok 4

3. Analyze each problem and its causes following the examples shown in Figure 9 and Figure 10. The necessary information can also be found in Survey Form 1, item C.

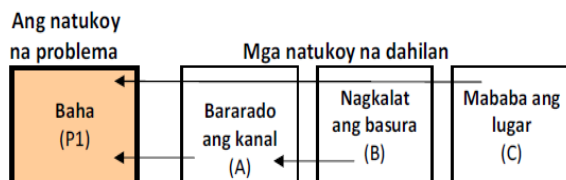


Figure 9. Flood problem and identified causes

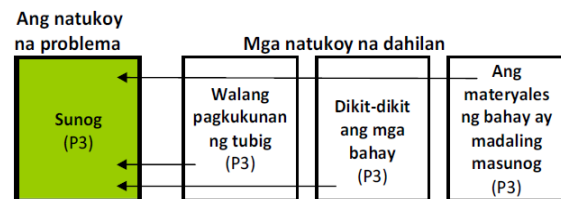


Figure 10. Fire problem and identified causes

4. Examine the causes of problems and try to relate them to possible solutions or projects to address the problem of the purok.

## Reference materials

See page 111 of the Supplement.

## SESSION 2: LECTURE/WORKSHOP

### Analyzing the results of the socio-economic survey, GPS and hazard mapping

(2 hrs)

## Objectives

For the participants to be able to learn:

- Ways of preparing data for analysis
- The systematic way of formulating strategies

## Preparations

Ask the participants to prepare the following:

- Filled out Data Encoding Forms (DEFs) 5 and 8
- Filled out Survey Forms 1 and 2
- Assessment rating for structures
- GPS waypoints on Google Map showing the color coding for safe and unsafe structures
- Composite maps prepared in Module 1 Activity 5

## Session flow

### A. Topics for discussion

Identification of problems that have to do with:

1. Land security
2. Condition of the house
3. Hazard risk in the place of residence

### B. Workshop: Organizing information in tables for detailed analysis

After discussing the topics, ask the participants to:

1. Check if data were properly recorded in Survey Forms 1 and 2 and DEF 5 and 8
2. Verify if the information can be transferred to Table 4 or be analyzed already

Table 4. Summary of the number of houses and their conditions

Condition on safety of the house (Kundisyon ng kaligtasan ng bahay)	Bilang ng Bahay		
	Bgy/ Purok No of HHs	Bgy/ Purok No of HHs	Bgy/ Purok No of HHs
TENURE SA LUPA			
Safe (Ligtas)			
Unsafe (Hindi ligtas)			
KALAGAYAN O TIBAY			
Safe (Ligtas)			
Unsafe (Hindi ligtas)			
PANGANIB NG BAHAY			
Safe (Ligtas)			
Unsafe (Hindi ligtas)			
PANGANIB NG SUNOG			
Safe (Ligtas)			
Unsafe (Hindi ligtas)			
PANGANIB NG STORM SURGE			
Safe (Ligtas)			
Unsafe (Hindi ligtas)			
PANGANIB NG STORM SURGE			
Safe (Ligtas)			
Unsafe (Hindi ligtas)			

## Reference materials

See page 115 of the Supplement.

## SESSION 3: LECTURE/WORKSHOP

### Using risk boxes

(1.5 hrs)

## Objectives

For the participants to be able to:

- Create a strategy matrix using the gathered information from the community
- Use the strategy matrix in determining the level of danger faced by residents

## Preparations

- Visual materials or LCD slides
- Drawing of matrix on large paper or tarpaulin

## Session flow

### A. Facilitator's introduction

*"Even if residents live together in one place, they have different conditions and problems that need different solutions."*

*"A comprehensive solution based on a detailed analysis of each aspect of a problem is called a strategy."*

### B. Topics for discussion

1. Use of the strategy matrix in identifying affected families
2. Determining the condition of houses from Survey Form 2 and recording its number in the corresponding risk box
3. Using the risk box to rate the level of danger for each house in the strategy matrix

### C. Workshop: Recording information in risk boxes

Formulating strategies can be difficult, so color-coding is suggested instead of reading data directly from Survey Form 2 for recording on the risk boxes.

1. Ask the participants to lay the matrix on the floor or the table. Have them surround the matrix so that everyone can see how counting is done.
2. Using Table 5 they prepared, assign a participant to call out the color of each column (B,C and D) for each house under column A.

Table 5. Color-Coded Housing Risks

	A	B	C	D
	CODE OF STRUCTURE	RATING OF STRUCTURE	TENURE STATUS OF LOT	CALAMITY/ HAZARD RISK
1				
2	P3-001	4	PRIVATE LAND WITHOUT CONSENT	FLOOD
3	P3-002	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
4	P3-003	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
5	P3-004	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
6	P3-005	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
7	P3-006	4	PRIVATE LAND WITHOUT CONSENT	FLOOD
8	P3-007	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
9	P3-008	4	PRIVATE LAND WITHOUT CONSENT	FLOOD
10	P3-009	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
11	P3-010	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
12	P3-011	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
13	P3-012	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
14	P3-013	3	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
15	P3-014	3	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
16	P3-015	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
17	P3-016	4	PRIVATE LAND UNDER ON-GOING NEGOTIATION	FLOOD
18	P3-017	4	PRIVATE LAND WITHOUT CONSENT	FLOOD
19	P3-018	4	PRIVATE LAND WITHOUT CONSENT	FLOOD

3. Assign another participant to place markers in the color-coded risk boxes of the matrix (Figure 11).

Example 1: for structure code P3-001, call out «BLUE, RED» = marker in risk box «F»

Example 2: for structure code P3-002, call out «RED» = marker in risk box «E»

Example 3: for structure code P3-014, call out «GREEN, RED» = marker in risk box «G»

			(3) Walang seguridad sa LUPA	
	May seguridad sa LUPA			
		A	B	Matibay na BAHAY
		C	D	Hindi matibay na BAHAY (1)
(2) May HAZARD Risk		E	F	Matibay na BAHAY
		G	H	Hindi matibay na BAHAY (1)

Figure 11. Tally of Color-Coded House Risks

3. After calling out all the colors for each structure, collect the markers for each risk box, and count and record the number in the corresponding risk box.
4. Instead of using markers, tallying in each risk box can also be done:

III-III-III

### Reference materials

See page 120 of the Supplement.

### SESSION 4: LECTURE/WORKSHOP

#### Selecting strategies based on the analysis of risk boxes

(1.5 hrs)

### Objectives

For the participants to be able to:

- Make decisions using the risk boxes

- Identify decision options based on the relevant strategy

### Session flow

#### A. Topics for discussion

- Strategies for making decisions using risk boxes
- Application of suggested strategies in choosing housing sites and improving land security
- Use of formulated strategies in identifying needed interventions
- Projects that are part of intervention
- General information resulting from collective study and analysis

#### B. Workshop: Making strategy tables with number of beneficiaries

From the results of the workshop in Module 2, Activity 1, Session 3, we learned the number of households under different housing conditions.

#### 1. Using the option forms below, show:

- the strategy for addressing the land problem
- how many households in the purok or barangay will benefit from the strategy
- what percentage of the entire purok or barangay will benefit

Option Form 1: For each purok/barangay with one strategy

PUROK/ BGYs (Clusters)	HHs that will directly benefit		TOTAL # of HHs In Purok/ Bgy (D)	STRATEGY/ Project (E)
	No. (B)	% (C)		
(A)				
1				
2				
3				
4				



Option Form 2: For each purok/barangay with different strategies

PUROK/ BGYs (Clusters) (A)	AREA/ORG (B)	HHs that will directly benefit		TOTAL # of HHs In Purok/ Bgy (E)	STRATEGY/ Project (F)
		No. (C)	% (D)		
1					
2					
3					

Option Form 3: For each purok/barangay with several involved organizations

HHs with direct benefit from the strategies/projects							
PUROK/ BGYs (Clusters)  (A)	Name of HOA/ORG  (B)	HOA/ORG HH Members (C)	No. of Non- HOA/ORG HHs (D)	HHs that will directly benefit		TOTAL # of HHs In Purok/ Bgy (G)	STRATEGY/ Project  (H)
				No. (E)	% (F)		
1							
2							
3							
4							

The sample forms may be changed according to the actual situation in the area being studied.

## SESSION 5: LECTURE/WORKSHOP

### Preparing interventions for the implementation of strategies

(1.5 hrs)

#### Objectives:

For the participants to be able to:

- Apply a strategy and other information to generate the needed policies, services and projects

#### Preparations

- Visual materials or LCD slides
- Drawing of matrix on large paper or tarpaulin

#### Session flow

##### A. Topics for discussion

1. Definition of different types of intervention – policies, services, programs/projects
2. Appropriate situations for each type of intervention
3. Examples of local and national policies to enable different strategies
4. Services that may be provided by various government units in relation to shelter
5. Examples of local and national programs and projects
6. Different types of infrastructure projects for mitigating disaster risk
7. Mobilizing funding and other resources for the different types of interventions

##### B. Workshop: Strategies and interventions

Using the workshop results from Session 4, ask the group to transfer the information about each identified strategy to Option Form 4. Then ask them to fill up all the other columns from the consensus of the group.

Option Form 4: For strategies and interventions

BGY (Cluster)	# of HHs	Purok / HOA	Strategy	Risk Factors	Interventions			Time frame
					Policy	LCU Services/Support	Program/ Project	

For strategies unique to the place being studied, use as reference the other examples from similar tables of the topic discussed.

Check if there are things that need to be improved or changed in the forms made by the participants. If there are, they can work on these changes as a group after the workshop. The results of the workshops in Module 2, Activity 1, Sessions 3 to 5 will be validated

by the participants through consultations with the community.

### **Reference materials**

See page 124 of the Supplement.



**MODULE 2****ACTIVITY 2: COMMUNITY CONSULTATIONS****Reporting and validation of proposed strategies and interventions**

Like Activity 6 in Module 1, this activity brings the DR-SSP process to venues in the various communities that make up the barangay. The results of Module 2 Activity 1 will be presented and discussed in this activity, so the results of Activity 1 must be in order for the reporting and consultation with the community.

**SESSION 1: WORKSHOP****Reporting and consultation with the community using a strategy matrix**

(2.5 hrs)

**Objectives**

For the participants to be able to:

- Present process results in an organized manner to other community members
- Validate and enrich the results of data gathering and analysis through interaction with community members

**Preparations**

1. Presentation materials should be large enough to be readable. Remember that there are were proposals which may be changed during the consultation process.

- Strategy matrix

		May seguridad sa LUPA	(3) Walang seguridad sa LUPA	
		A	B	Matibay na BAHAY
		C	D	Hindi matibay na BAHAY (1)
(2) May HAZARD Risk	11	E	F	Matibay na BAHAY
	2	G	H	Hindi matibay na BAHAY (1)

Figure 11. Tally of Color-coded House Risks

- Option Form 1

PUROK/ BGYs (Clusters)  (A)	HHs that will directly benefit		TOTAL # of HHs In Purok/ Bgy (D)	STRATEGY/ Project  (E)
	No. (B)	% (C)		
1				
2				
3				
4				

- Option Form 4

PUROK Number of Households	Strategy	Risk Factors	Intervention			Timeframe	Budget
			Policy	LGU Services/Support	Program/Project		
4	71	Organizing of HOA  -Inactive participation of residents	Affiliation to existing LCSFI Local Organization (Recognition of POs based on Local Government Code)	Recognition from the LGU	HOA Organization	July 2013	-Membership Fees -Contribution of members
		Infrastructure Development (Redevelopment, Build better)  -Displacement of affected families/ residents	Barangay/ City Resolution & Ordinance	Engineering, Technical Survey Support	-Elevation of Catwalk -Construction of Drainage	2013 – 2015	-20% Development Fund -5% Calamity Fund

- Map similar to Figure 6 with legends for hazards, strategies, and project

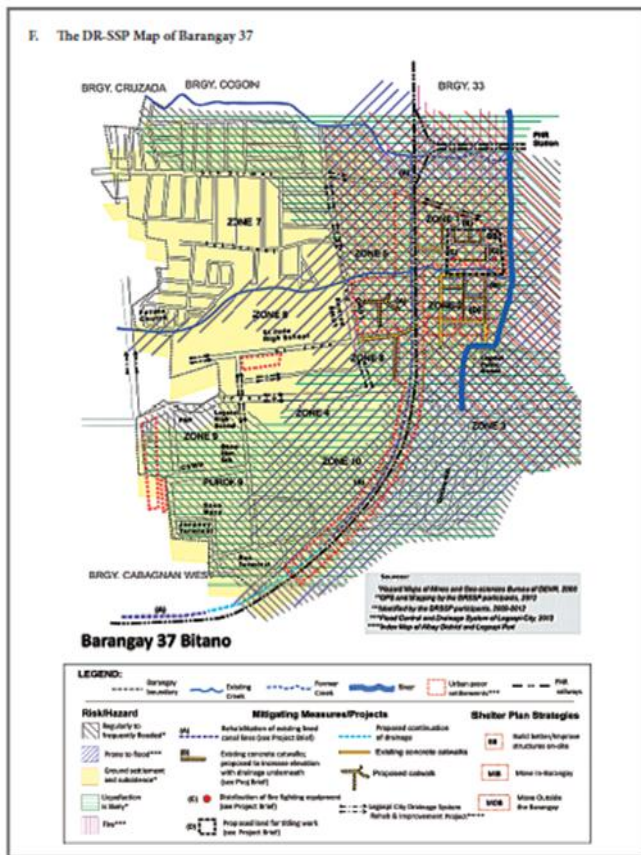


Figure 6. Composite map

2. Ask permission and assistance from the barangay officials to carry out the consultation. Explain the meeting objectives and expected results.
3. Identify the meeting place.
4. Do some groundwork to ensure that members of the community will attend.
5. Prepare miscellaneous materials needed for the meeting - attendance sheet, marker pen, etc.
6. From among the participants who prepared the situational analysis, select a facilitator and a documenter for the meeting.
7. Prepare snacks for the community participants.

### Session flow

1. Presentation and discussion of identified problems
2. Presentation and discussion of selected strategies
3. Presentation and discussion of interventions and projects based on the strategies

4. Open forum for questions and suggestions, clarifying which among the strategies and projects are acceptable or not acceptable to community members. Be prepared for the possibility that some proposed strategies will not be acceptable to the community, especially if the strategies involve leaving their houses. If this happens, explain to the community that:
  - the strategies came from a careful study of their fellow ISFs;
  - the surveys and analysis of data will help the community better understand the housing conditions and plan appropriate solutions;
  - the strategies resulted from an organized and detailed analysis of information; and
  - the final decision rests with each family in the community and it is important that they are aware of the hazards and risks so that they can adequately prepare.
5. Revisions on the tables based on the feedback of community members
6. Review and validation of changes made on the tables
7. Acceptance by community members of revised strategies and projects and commitment of support for their implementation

## SESSION 2: WORKSHOP

### Community planning based on selected strategy

(2.5 hrs)

### Objective

For the participants to be able to:

- Plan with community members on how they can support the implementation of identified strategies and projects

### Preparations

List of selected strategies and projects agreed upon with the community

## **Session flow**

1. Emphasize to the community that their support is important in the advocacy of the DR-SSP.
  - Explain the role and actions needed from the community to advocate the DR-SSP and identified projects
  - If barangay officials are present in the consultation, ask for their help in submitting the DR-SSP to the Barangay Development Council (BDC) and Barangay Council (BC).
  - Find out the BDC and BC meeting dates and ask to schedule a DR-SSP presentation.
  - Ask for volunteers among the community who can help in the advocacy and promotion of the Barangay DR-SSP.
2. Prepare a work plan with the following contents:
  - What is the activity?
  - What is needed to carry out the activity?
  - When should it be done?
  - Who will do it ?
3. Summarize the discussed plans.
4. Thank the community members for their participation and ask for their continuing support and cooperation.

## MODULE 3 – PROMOTION AND ADVOCACY OF THE DR-SSP AT THE BARANGAY AND CITY LEVELS

A major part of promoting the implementation of formulated strategies is working to ensure that the DR-SSP interventions will be included in the planning and project funding of the LGU. The DR-SSP workplan should be designed with this consideration in mind.

### MODULE 3

#### ACTIVITY 1: SEMINAR Preparing an advocacy plan

#### SESSION 1: WORKSHOP

##### Reporting and analysis of strategies agreed at consultation with the community

(1 hr)

#### Objectives

There will be occasions when the participants will separately do the presentations in their own communities or barangays. This workshop is conducted to prepare them for those occasions by enabling them to:

- Organize and report the results of community consultations to their co-participants
- Determine which strategies and projects from the different communities or barangays are similar and can be clustered

#### Preparations

- Lists of strategies and projects chosen by the communities
- Community planning results

#### Session flow

1. Reporting on the results of consultation and planning with the community.
2. Discussion to determine which of the community and barangay strategies and projects are related or similar to each other.
3. Grouping of similar strategies and projects that can be implemented together. The following

form can be used to summarize the grouping.

Table of strategies and interventions (Form 1)

PUROK/ BGYs (Clusters)  (A)	HHs that will directly benefit		TOTAL # of HHs In Purok/ Bgy (D)	STRATEGY/ Project  (E)
	No. (B)	% (C)		
1				
2				
3				
4				

#### SESSION 2: LECTURE/WORKSHOP

##### Processes and calendars for LGU planning and budgeting

(1.5 hrs)

#### Objectives

For the participants to:

- Know the annual cycle of LGU planning and allotment of funds for projects
- Know the processes, government agencies and LGU departments involved in planning and implementing housing projects
- Analyze the relation and possible effects of the LGU planning and budgeting processes on the community-prepared DR-SSP

- Learn the importance of continuous advocacy of the DR-SSP and its promotion to the community and concerned government agencies

### Preparations

- Visual materials or LCD slides
- Copies of the LGU planning and budgeting calendar

### Session flow

#### A. Topics for discussion

- Housing plans in the context of barangay and city planning processes and structures
- Creation of plans and strategies in the context of government programs, services and legislation
- Local and national planning and budgeting calendars

#### B. Outline for discussion

1. Ask the participants to consider the current date in the activity planning.
2. Distribute copies of the LGU calendar for planning and budgeting.
3. Divide the participants into groups according to their community or barangay. Inform the groups that they have 30 minutes to discuss priority tasks for preparing and submitting their DR-SSP to the LGU in a timely manner.
4. Ask the groups to review the documents they have prepared for inclusion in the DR-SSP.
5. Ask the groups to list the most important tasks.
6. Give each group 5 minutes for reporting what they have discussed.
7. Allot 15 minutes for questions and answers.

## SESSION 3: LECTURE/WORKSHOP

### Preparing documents for the Barangay DR-SSP

(1.5 hrs)

### Objectives

For participants to:

- Know the outline and components of a DR-SSP
- Learn how to prepare project briefs
- Prepare an ordinance or resolution adopting the DR-SSP and other related measures

### Preparations

- Tables and matrices created in the DR-SSP process:
  - Summary table of socio-economic data and social services
  - Project brief
  - Formulated strategies
  - Barangay DR-SSP map
  - Summary of DR-SSP process
- Printed copies of encoded data and information
- Sample DR-SSP document
- Assignment of participants for the preparation of different parts of the DR-SSP document

### Session flow

#### A. Topics for discussion

1. Barangay DR-SSP
  - Contents
  - Who is responsible for its preparation according to the local planning process
  - To which local government office the DR-SSP should be submitted according to the local planning process

## 2. The project briefs

- Contents
- Who should prepare project briefs according to the local planning process
- To which local government office the project briefs should be submitted

## 3. Sample of DR-SSP document and its attachments

## B. Workshop: Creation of the DR-SSP document

Using the outline and sample of the document in Table 6, guide the participants in understanding the flow of the DR-SSP document.

Table 6. Contents of the Barangay DR-SSP

Main DR-SSP document	Annex
<ul style="list-style-type: none"> <li>• Summary</li> <li>• DR-SSP proponents</li> <li>• Tables with socio-economic data</li> <li>• Barangay map with DR-SSP relevant information</li> <li>• Strategies</li> <li>• Project briefs</li> </ul>	<ul style="list-style-type: none"> <li>• Data gathering tools</li> <li>• Analysis tools               <ul style="list-style-type: none"> <li>- clustering of places</li> <li>- grouping of information in tables</li> <li>- strategy matrix</li> </ul> </li> <li>• Identified strategies for selecting areas for housing settlements</li> </ul>

Ask the participants to:

- Form a group that will focus on preparing the DR-SSP document
- Ask them to use Table 7 to plan and assign tasks to complete the document

Table 7. Tasks in preparing the DR-SSP

Part of the Document	Status of Document		Person in charge	Deadline for submission
	OK	Comment		
Ex: 1. Socio-econ Table of Purok 1		lacks input to sources of electricity and water		
2. Input of Purok 1 to strategy matrix		incomplete security of land tenure		

Ask the participants to make their own copies of the table so that they can use it as a guide in identifying tasks for the preparation of the DR-SSP.

## Reference Materials

See page 142 of the Supplement

**SESSION 4: LECTURE/WORKSHOP**  
**Preparing an Ordinance or Resolution**

(45 min)

## Objective

For the participants to be able to:

- Prepare an ordinance or resolution for the adoption of DR-SSP

## Preparations

- Copies of sample ordinance to adopt the DR-SSP process. Figure 12 is an example of such an ordinance.

**Ordinance No. \_\_\_\_\_**

AN ORDINANCE ADOPTING THE DISASTER RISK (DR-SSP) SENSITIVE SHELTER PLAN INITIATED BY THE BARANGAY COUNCIL FOR THE PURPOSE OF REDUCING THE ADVERSE IMPACTS OF DISASTERS AND HAZARDS IN THE BARANGAY BY PROMOTING THE SAFETY, ADAPTATION AND RESILIENCE OF THE COMMUNITIES THROUGH ENABLING CIVIL SOCIETY ORGANIZATION PARTICIPATION AND ENDORSING THE SAME RATIONAL PLANNING PROCESS TO THE CITY OF LEGAZPI AND APPROPRIATING FUNDS FOR THE PURPOSE.

Be it ordained by the \_\_\_\_\_ Sangguniang Pambarangay of the \_\_\_\_\_, that:

ARTICLE I – TITLE AND SCOPE  
 ARTICLE II – DEFINITION OF TERMS  
 ARTICLE III – DECLARATION OF PRINCIPLES AND POLICIES  
 ARTICLE IV – ADOPTION OF DISASTER RISK-SENSITIVE SHELTER PLAN  
 ARTICLE V – RELATED STRATEGIES  
 ARTICLE VI – APPROPRIATION AND FUNDING  
 ARTICLE VII – SEPARABILITY AND REPEALING CLAUSES

ENACTED: \_\_\_\_\_  
 WE HEREBY CERTIFY to the correctness of the foregoing ordinance.

\_\_\_\_\_  
 Barangay Secretary

APPROVED: \_\_\_\_\_  
 Punong Barangay and Presiding Officer

Figure 12. Sample ordinance

- If an LCD projector and computer are available, prepare a slide to show to the participants.

## Session flow

### A. Topics for discussion

1. What is the difference between an ordinance and a resolution?
2. What are the uses of either of the two in implementing the DR-SSP?
3. Example of an ordinance mandating the use of the DR-SSP process

### B. Workshop: Preparation of a barangay ordinance

1. Give a printed copy of the sample ordinance to each barangay representative.
2. Discuss which parts of the sample ordinance should be changed to make it relevant to the barangay that will use it.

## Reference Materials

See page 156 of the Supplement.

## SESSION 5: WORKSHOP

### Preparing a workplan for the acceptance of the Barangay DR-SSP as part of the City Shelter Plan

(1 hr)

## Objectives

For the participants to be able to:

- Synthesize the priority tasks identified by different communities into a plan of activities to promote the Barangay DR-SSP to the barangay and city governments for its integration in the City Shelter Plan
- Match the communities' workplan with the LGU calendar for planning and budgeting

- Identify the community members' role in the activities on the workplan

## Preparations

- On craft paper make ready a chart for making plans. Mark on the chart the important dates for the preparation of the local government plans and budget. If a computer is available, prepare a chart template and mark important dates on the template.
- Make copies of the schedule of regular meetings or sessions of the Barangay Council (BC), the Barangay Development Council (BDC), and the Local Housing Board (LHB).

## Session flow

1. Discuss the LGU planning and funding calendar (Table 29 in the supplement):
  - Quickly review the planning and budgeting processes.
  - Report the dates and cycles of the meetings and sessions of the BC, BDC and LHB.
  - Review the documents needed for the DR-SSP:
    - What else is needed?
    - What else has to be completed?
    - Who will be responsible for the additional needed documents?
    - When should the additional documents be finished?
2. Identify PO participants who can coordinate with the BDC, BC and LHB in scheduling presentations of the DR-SSP.
3. Based on the aforementioned information, ask participants to plan and schedule their next activities that should culminate in the integration of the Barangay DR-SSP with the City Shelter Plan
4. Allot 15 minutes for reporting and open forum.

**MODULE 3**

**ACTIVITY 2: MEETINGS, DIALOGUES AND CONSULTATIONS**

**Participation in local special bodies and other mechanisms for democratic governance**

The tasks identified in the advocacy workplan formulated in the previous activity are implemented at this stage. It is also at this phase of the DR-SSP process that the communities strive to formally obtain institutional support and resource commitment for their shelter proposals from other stakeholders, particularly the local government and national government agencies.

However, the foundation for successfully engaging in advocacy for the DR-SSP is laid well before this point. Engagement with other stakeholders can only be productive when mutual trust and confidence has been built, and communication is open and transparent. Participation in local governance also requires that community members are well-placed in local special bodies, and are kept informed of meetings and discussions that take place. Community members should be able to insert DR-SSP concerns in the agenda of the local special bodies where they belong, and to bring up and defend proposals during discussions.

Community members should recognize and expect to compete with the sometimes overwhelming array of concerns of local governments such as the need for more schools and health centers. They should be able to adjust if the advocacy activities do not proceed according to plan. On the other hand, they should be watchful and ready for unforeseen opportunities that arise. It is at this phase that the importance and influence of external factors are most felt. A realistic approach based on an assessment of the community's own strengths and weaknesses in relation to other stakeholders is very useful.

Ensuring consistent, timely and active participation of community organizations in local governance is the essence of the DR-SSP process, and it is a challenging task. But community organizations and their members cannot exclude this phase, as the advocacy activities are critical to transforming the DR-SSP from plan to reality.



## Barangay-level Disaster Risk-Sensitive Shelter Planning

From 2009 to 2013, a series of community-led planning exercises was piloted in ten high-risk barangays of Legazpi City in the Province of Albay. The objective was to mainstream disaster risk reduction in local planning while aiming for sustainable development. The pilot project was implemented by local civil society organizations -- COPE Foundation, Legazpi City Slumdwellers' Federation, Inc (LCSFI) -- in partnership with the Legazpi City government and barangay LGUs, and the technical assistance NGOs : Alternative Planning Initiatives (ALTERPLAN) and Danish International Human Settlement Service (DIB). The exercises resulted in a set of barangay shelter plans with strategies based on the participatory collection and analysis of data and information by the communities, their representative people's organizations (POs), and participating non-government organizations (NGOs).

The community and barangay-level exercises in Legazpi City animated the participatory aspect of local shelter planning by guiding grassroots organizations in generating their input to the City Shelter Plan. In other cases where local government has prepared a shelter framework at the city or municipal level through cooperation with the Housing and Urban Development Coordinating Council (HUDCC), barangay-level planning can be used to articulate the courses of action for identified "hotspot" or high-risk barangays.

*Our barangay is a coastal community. It is flood-prone and sits on a wetland. As a barangay leader, it is my responsibility to secure the safety of our residents during calamities. During my first term as Punong Barangay, I learned that I have to be development-oriented and welcome opportunities that will benefit our residents. It is a blessing that we were chosen to be one of the pilot barangays. The following were the things that we learned from Disaster Risk-Sensitive Shelter Planning.*

- 1. We were taught how to come up with projects and strategies for the benefit of our residents.*
- 2. We learned the different ways of gathering different types of data from the community.*
- 3. We were guided on how to plot information on table formats. From the tables of information, we used various tools to allow us to analyze their relationships and come up with strategies.*
- 4. From the strategies, we were able to identify projects, policies and services that we need to be able to address the problems in our communities.*

*Another important skill that we learned is the plotting and interpretation of the DRSSP elements and strategies on the barangay maps. This is where we realized that a map could contain many layers of information that can guide us in our planning and which we could also update if there are changes in our barangay. We were taught how to prepare project briefs, which contain the summary of the important details of our proposed projects. We were also provided with the necessary skills on how we could present our projects and shelter plans to the Barangay Development Council and the Local Housing Board.*

Punong Barangay Joie Bahoy  
Bgy. 27 Victory Village South, Legazpi City

Some data gathering and processing tools discussed in this Manual for use in DR-SSP:

- **Participatory Socio-Economic Survey**
- **Physical Data Gathering with Global Positioning System (GPS)**
- **Community Resource and Hazard Mapping**
- **Tabular Overlay**
- **Strategy Formulation Matrix**

*The contributors to this Manual partnered with Dr. Leorey Marquez of CSIRO in writing a paper entitled **Disaster Risk-Sensitive Shelter Plans from Community-Based Risk Analysis for Legazpi City, Philippines** that was submitted for consideration in the IFORS Prize for OR in Development. IFORS is the International Federation of Operational Research Societies.*

*Out of 26 entries that were received for the July 2014 competition held in Barcelona, Spain, the paper was presented one of the eight finalist certificates. Other finalists were from Brazil, China, Chile and India. Among the top criteria for selection of the winners were:*

- *Participation of local researchers*
- *Impact of the study (actual and potential)*
- *Stress on developmental issues*

*Operational research is the use of advanced analytical techniques to improve decision-making.*