

TOOL 1: CHECKLIST FOR INCLUSION IN THE 7 STEPS OF CBDRR

This tool is a basic checklist to help strengthen inclusion of socially-excluded groups in each of the steps of the 7-step CBDRR process commonly used by DRR practitioners in Myanmar, as guided by the “[Myanmar Community Based Disaster Risk Management Manual](#)” developed by ADPC and UNDP. The checklist considers the 4 dimensions of the Inclusive Framework for CBDRR, with the aim of helping DRR practitioners to think of wider inclusion considerations beyond simple representation/participation in meetings. It’s important to note that the checklist is not exhaustive, and practitioners should adapt it to their activities and the local context prior to use.

Step 1: Selecting the community

This is the process through which the communities which will be targeted by the CBDRR programme/project are chosen. It requires a transparent and an inclusive process based on consultations with all sections of the community as well as other relevant stakeholders. In addition, a number of criteria may be developed to facilitate the selection process, including: the community’s exposure to hazards; population vulnerability (including information on vulnerability of different groups within the community); gaps in DRR coverage by other actors; willingness of the community to engage in DRR activities; accessibility of the community (for project staff), etc.

Checklist for strengthening inclusion in Step 1:

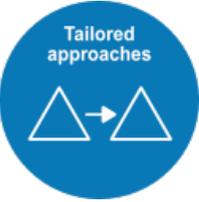
 <p>Participation in decision-making</p>	<ul style="list-style-type: none"> ✓ Were excluded people and groups invited to participate in the selection process? Were they invited well in advance and through a variety of channels (eg. written announcements on community notice boards, verbal announcements at other community meetings, through house to house visits by community mobilisers, etc)? ✓ Can excluded people and groups influence the decision on selection? (For example, can the validation process of needs assessment include feedback from the communities on the findings?)
 <p>Recognition of diversity</p>	<ul style="list-style-type: none"> ✓ Is information to inform the selection process derived from a variety of sources and methods? (Eg. secondary sources, field level assessments, interviews with government officials, etc?) ✓ Is diversity recognized through pre-identified categories or have consultations with different people in the community been undertaken to better assess the specific local context? ✓ Do the selection criteria consider the multiple different risks that people may face?
 <p>Tailored approaches</p>	<ul style="list-style-type: none"> ✓ Does the selection process use appropriate methods suited to different people in the community – especially those who are excluded? ✓ Does the selection process “do no harm”, i.e. selection criteria are explained to the community and shared transparently? (Consider how selecting an equal/balanced number of communities from different “sides” may be appropriate in a conflict context)

 <p>Removal of barriers</p>	<ul style="list-style-type: none"> ✓ Does the process of selection consider the barriers (physical, social, cultural, attitudinal, economic, etc) that people face in being involved, and take steps to remove these? ✓ Does the selection of the community demonstrate that some barriers have been removed? Will these communities continue to be involved in DRR and coordinate with other national and district level actors even after the project?
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Step 2: Rapport building and understanding the community

This step aims to build a relationship of trust between DRR practitioners and community members in the targeted communities. Getting to know and building trust with the community is extremely important, enabling us as DRR practitioners to understand better the dynamics of the community so that we can ensure our interventions appropriate, inclusive and “do no harm”. If community members have trust in the DRR practitioners who are working with them, they are more likely to be open and confident in sharing their issues, problems, concerns and ideas for solutions.

Checklist for strengthening inclusion in Step 2:

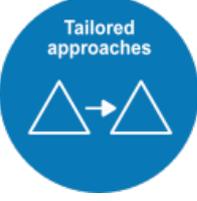
 <p>Participation in decision-making</p>	<ul style="list-style-type: none"> ✓ Were excluded people and groups invited to initiatives taken to support the rapport building process? Were they invited well in advance and through a variety of channels (eg. written announcements on community notice boards, verbal announcements at other community meetings, through house to house visits by community mobilisers, etc) ✓ Does the rapport building process contribute to increased awareness among excluded people and groups of the importance of their participation and active involvement in CBDRR activities?
 <p>Recognition of diversity</p>	<ul style="list-style-type: none"> ✓ Does the rapport building process take into consideration that people will have differing capacities to be involved (eg. some maybe more willing to join community meetings, while others may be shy, and still others will not be interested) and ensure that all are encouraged to engage? ✓ Does the rapport building process consider the different social groups, cultural norms and arrangements, economic activities, spatial characteristics, vulnerable groups and households within the community? ✓ Have the differing communication and access needs/preferences of different groups been identified and communication and access adapted accordingly?
 <p>Tailored approaches</p>	<ul style="list-style-type: none"> ✓ Is the rapport building process adapted to reach all members of the community, including excluded people and groups? ✓ Were excluded people and groups consulted while tailoring the approach?
 <p>Removal of barriers</p>	<ul style="list-style-type: none"> ✓ Does the rapport building process consider, and take steps to address, the barriers (physical, social, cultural, attitudinal, economic, etc) that excluded people and groups face in being involved? ✓ Have mechanisms been put in place to support DRR practitioners to overcome their own bias and to act in accordance with their organization’s Code of Conduct and core humanitarian principles?

Step 3: Participatory Disaster Risk Assessment (PDRA) / Inclusive Community Risk Assessment

This step – sometimes called Participatory Disaster Risk Assessment (PDRA) / Inclusive Community Risk Assessment / Hazard, Vulnerability and Capacity Assessment, etc - is a participatory process that engages the community in assessing and analysing their own risks, underlying causes, vulnerabilities and capacities in relation to a range of hazards.

Checklist for strengthening inclusion in Step 3:

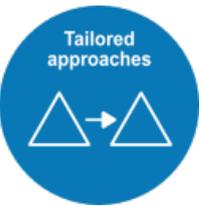
 <p>Participation in decision-making</p>	<ul style="list-style-type: none"> ✓ Have excluded people and groups been invited to the risk assessment process? Were they invited well in advance and through a variety of channels (eg. written announcements on community notice boards, verbal announcements at other community meetings, through house to house visits by community mobilisers, etc) ✓ Is there a mechanism in place so that excluded people and groups can still contribute to the assessment process even if they are not physically present when it is undertaken? (For example, fisherfolk who are working when the assessment process is taking place may choose one person in the community who will be present during the process to ensure that the fishermen’s issues have been considered. Or assessment findings could be shared via community information boards with an opportunity for revisions if people who were not present during the process have feedback) ✓ Does the assessment process allow excluded people and groups to voice their risks, vulnerabilities and capacities? ✓ Have risks and vulnerabilities identified by excluded people and groups been considered by those who make decisions on behalf of community?
 <p>Recognition of diversity</p>	<ul style="list-style-type: none"> ✓ Does the assessment process take in account that people in the community will face different barriers (physical, social, cultural, attitudinal, economic, etc) to being involved? ✓ Does the assessment take a multi-hazard approach (ie. it looks at the risks posed by multiple different hazards such as weather-related hazards, climate change-related hazards, economic shocks and stresses, sudden and slow onset hazards, etc)? ✓ Does the process take into consideration that social norms differ from group to group, from one individual to another? ✓ Does the risk assessment explore the “differentiated” risk, vulnerabilities and capacities that people will experience/have based on their social, economic, physical and other status? ✓ Have issues that be hidden (such as superstitions, people trafficking, drug addiction, etc) which have implications for people’s safety, been considered? ✓ Does the assessment process consult not only with community members but other stakeholders too including formal and informal institutions and individuals, eg. community health centre, school committees, self-help groups, community development committee, Village Tract Leader, Township officials, etc.

	<ul style="list-style-type: none"> ✓ Have excluded people and groups been consulted during the development of the assessment process? ✓ Have organisations with expertise of working with excluded people and groups been consulted in the process? ✓ Does the assessment process consider the social context-specific needs and capacities of different groups of people in the community on a case-by-case basis? (Eg. in communities where there are strong conservative ideas around gender, it may be important to undertake separate meetings with men and women and identify a safe space and time where each group can come together to discuss potentially sensitive issues) ✓ Are the tools and methodologies used in the assessment appropriate to different ages and sexes? Eg. do the tools and methodologies tailored to engage and include children (eg. through games, visual/practical activities) and older people (eg. through house-to-house visits to speak with older people who may not be able to leave their homes?) ✓ Are the tools and methodologies used culture-sensitive and conflict-sensitive/"do no harm"? ✓ Does the risk assessment explore how existing approaches to DRR are being tailored to ensure excluded people and groups are less vulnerable to disasters? Does it show how existing approaches could be improved to respond better to the different vulnerabilities, challenges and barriers experienced by those most at-risk? ✓ Does the assessment take into account the resources available to support the participation of excluded groups in the CBDRR process?
	<ul style="list-style-type: none"> ✓ Are mechanisms in place to address barriers (physical, social, cultural, attitudinal, economic, etc) to participation in the assessment process? (For how long will the barriers stay removed?) ✓ Are excluded people and groups able to identify and recognise issues which they may not have previously considered - such as self-exclusion, low self-esteem, etc - as contributing to their vulnerability?

Step 4: Participatory Disaster Management Planning / DRR Action Planning

This step follows the analysis of the results of participatory disaster risk assessment. Community members themselves identify measures that will reduce vulnerabilities and enhance capacities with a view to reducing disaster risk. These risk reduction measures are then translated into a community Disaster Management Plan/DRR Action Plan.

Checklist for strengthening inclusion in Step 4:

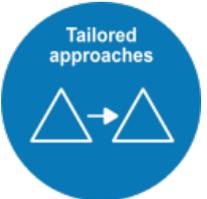
 <p>Participation in decision-making</p>	<ul style="list-style-type: none"> ✓ Is the planning process open so that excluded people are able to participate in the design of the plan (either directly, or with proper representation)? ✓ Is there space for all individuals/groups to give their opinion on which actions they think should be included in the plan? Has the community been sensitized on the importance of inclusion, so that excluded people and groups can voice their opinion and be confident that it will be taken seriously by the wider community? ✓ Is the plan shared in a transparent way with the whole community, in particular with those identified as being at high risk? ✓ Does the plan include mechanisms for accountability? It is clear who will implement the plan, how and with what resources? ✓ Is there a mechanism through which community members can provide feedback and further inputs on the plan?
 <p>Recognition of diversity</p>	<ul style="list-style-type: none"> ✓ Is the planning process designed in a way that ensures adequate representation of diverse groups, identified in consultation with communities? ✓ Does the planning process involve consultation with formal and informal institutions (such as the family, village committees, health centre, school committees, self-help groups, etc) and different people (community members, government officials, etc)? ✓ Does the planning process take into account that people, especially those who are excluded, will face different barriers in accessing services and facilities to keep them safe from hazards? ✓ Does the planning process consider how different hazards are prioritised by different groups of people? (For example, water logging maybe seen as a big problem by those living in lowland areas but not so much by those living on higher ground) ✓ Does the plan include measures to address the specific risks faced by excluded people and groups? ✓ Does the plan help generate information on diversity within the community which could inform Disaster Management plans at higher levels, such as at Village Tract or Township levels?
 <p>Tailored approaches</p>	<ul style="list-style-type: none"> ✓ Is the planning process adapted so that representatives of excluded groups can actively participate, by making use of participatory practices and methods tailored to them? ✓ Do strategies/activities prioritised in the DM/DRR Action Plan take into consideration the fact that people have different needs, capacities and face different barriers in being able to implement them? ✓ Does the DM/DRR Action Plan consider the potential tensions that may arise from implementation of these strategies/activities? Does it include mechanisms to reduce/limit the likelihood and impact of these tensions? ✓ Is the DM/DRR Action Plan translated into relevant local languages and communicated in formats that are easy to understand by all groups?

 <p>Removal of barriers</p>	<ul style="list-style-type: none"> ✓ Are barriers that might prevent people from participating in the planning process addressed? For example, are language barriers tackled either through written translation and dissemination of the DM/DRR Action Plan or by engaging someone to act as a translator to explain the plan verbally to different groups? ✓ Does the DM/DRR Action Plan put in place services and systems that can help remove or overcome barriers to inclusion and safety? .
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Step 5: Building and training a Village Disaster Management Committee (VDMC)

This step looks at the process involved in establishing a Villages Disaster Management Committee (VDMC) and its associated Task Forces. In collaboration with government authorities, the VDMC is responsible for leading community-level efforts to reduce disaster risk and ensure the whole community is better prepared for and able to respond to disasters. The VDMC is the key body that leads implementation of the Village DM/DRR Action Plan, supported by the Task Forces.

Checklist for strengthening inclusion in Step 5:

 <p>Participation in decision-making</p>	<ul style="list-style-type: none"> ✓ Is there space for all individuals and groups to nominate themselves to be a member of the VDMC? ✓ Is the VDMC formed in a transparent manner, ensuring consensus amongst the community? ✓ Can all members of the VDMC voice their opinions? Do they feel comfortable in saying what they feel? ✓ Does the VDMC have clear mechanisms for decision-making and accountability so that the decisions they make are documented, tracked, shared and monitored?
 <p>Recognition of diversity</p>	<ul style="list-style-type: none"> ✓ Is the composition of the VDMC representative of the diversity of the community and all its different groups? ✓ Before the VDMC is formed, are participatory approaches used to identify different potential participants that should join? ✓ Does the VDMC formation process take into consideration that people will have differing capacities to be involved in the VDMC? ✓ Does the VDMC link with other groups and institutions, including across different sectors and levels? (For example, links with the Village Development Committee, links with local farmers groups, women's groups, links with the Township Disaster Management Committee, etc.)
 <p>Tailored approaches</p>	<ul style="list-style-type: none"> ✓ Is the VDMC sensitive to and aware of the different needs and capacities of people in the community? ✓ Is the VDMC sensitive to and aware of the community dynamics and any tensions there may be between different groups of people? Does the VDMC tailor its ways of working to be able to work with all groups in the community? ✓ Is the VDMC flexible enough to allow space to evolve and to adapt its structure and ways of working to respond to any changes in the context, needs, and hazards?
 <p>Removal of barriers</p>	<ul style="list-style-type: none"> ✓ Does the VDMC formation process contribute to removing barriers in the community? For example, does inclusion of women, children/youth, elderly people and other vulnerable groups (including people with disabilities) in the VDMC help contribute to a change in attitudes or perceptions towards these groups?

Step 6: Community-Managed Implementation

Community-managed implementation refers to implementation of the DM/DRR Action Plan. This involves a number of tasks and processes including assigning roles and responsibilities for implementing different activities, mobilising community resources, capacity building, monitoring and review and making adjustments. The VDMC is the primary body responsible for overseeing implementation of the DM/DRR Action Plan and to ensure activities are implemented on time and within the allocated resources. It is also responsible for motivating other members of the community to support the implementation process.

Checklist for strengthening inclusion in Step 6:

 <p>Participation in decision-making</p>	<ul style="list-style-type: none"> ✓ Can all individuals and groups in the community participate in the activities/tasks agreed in the DM/DRR Action Plan? ✓ Is there space for all members of the community, including excluded people and groups, to provide feedback on the implementation process, including suggestions for improvements?
 <p>Recognition of diversity</p>	<ul style="list-style-type: none"> ✓ Are the activities implemented responsive to the diverse risks faced by different groups? ✓ Does the implementation process make use of the different skills and capacities of community members, including excluded people and groups? ✓ Are different sectors and institutions engaged in implementing activities?
 <p>Tailored approaches</p>	<ul style="list-style-type: none"> ✓ Is there space to allow for changes to the activities implemented based on feedback from community members, including excluded people and groups? ✓ Does the implementation process make provisions for people who may be less able to take part in physical activities? (For example, if older people cannot contribute their labour to small-scale infrastructure projects, can they undertake alternative tasks, such as looking after the children of people who are working on the small-scale infrastructure work?) ✓ Are the activities implemented tailored to reduce the risk of different people in ways that are suitable for them, according to their circumstances? (For example, are alert levels defined considering different reaction times and informed by different types of knowledge? Does the community trust the person/organization sending early warning information? Will they listen to them? Are the language and words used appropriate and acceptable to different groups within the community?) ✓ Does the implementation process take into account the potential tensions that may arise or that already exist in the community, and identify ways to reduce/mitigate these?
 <p>Removal of barriers</p>	<ul style="list-style-type: none"> ✓ Is the activity planned based on a strong assessment of what barriers (physical, social, cultural, attitudinal, economic, etc) excluded people experience and does it address these? ✓ Does the implementation process help change attitudes and perceptions around the capacities of excluded groups? (For example, does having women lead the Early Warning Task Force help demonstrate that women can be competent leaders and their contributions can bring positive benefits for the whole community?)

Step 7: Participatory Monitoring and Evaluation

Participatory Monitoring and Evaluation (PM&E) involves the local community, development agencies, donors and other stakeholders deciding together how to measure progress on the DRR project being implemented. It is a fundamental component of accountability. PM&E may be challenging in the Myanmar context as the concept of reviewing, questioning, critiquing and adjusting community plans and activities is very new and not well understood. It may take significant capacity building efforts to ensure community members and the community DRR structures (VDMCs and Task Forces) understand the purpose of PM&E and how to do it.

Checklist for strengthening inclusion in Step 7:

 <p>Participation in decision-making</p>	<ul style="list-style-type: none"> ✓ Are excluded people and groups able to participate in the design of the project M&E framework? ✓ Are community level M&E committees/groups formed and do they have representation from different excluded groups? ✓ Are monitoring reports/findings shared with the community in a transparent way, allowing excluded people to participate in decisions around any improvements or adjustments?
 <p>Recognition of diversity</p>	<ul style="list-style-type: none"> ✓ Does community level M&E use diverse participatory tools and methodologies that enable different groups to engage in the process? ✓ Does community level M&E explore the project's achievements and impacts for different people/groups, for different types of hazards, across different sectors and levels, etc? ✓ Is the PM&E framework open to unexpected findings, as an opportunity to recognise diversity that might not have been addressed by the project interventions?
 <p>Tailored approaches</p>	<ul style="list-style-type: none"> ✓ Are M&E methodologies tailored to ensure that excluded people and groups can voice their opinions? ✓ Are M&E activities designed so that excluded people and groups can actively engage without any negative impacts, eg. without having to take time off work? ✓ Does the M&E process ask how practices and approaches were adapted to respond to specific hazards, vulnerabilities, capacities, challenges and barriers encountered by different excluded people and groups? ✓ Are local sensitivities addressed when defining M&E activities, to account for the fact that some participants might be put at risk for expressing their opinion (or feel afraid to do so)? Does the M&E process explore how the project addressed local sensitivities and avoided doing harm?
 <p>Removal of barriers</p>	<ul style="list-style-type: none"> ✓ Were barriers that might prevent people from participating in the evaluation addressed? ✓ Does the PM&E help increase the power of excluded groups and people? ✓ Does the PM&E process ask what measures are being taken to sustain the gains after the end of the project? ✓ Does the PM&E process identify remaining barriers or new ones that may have emerged during implementation of the project?