

**COMPREHENSIVE DISASTER MANAGEMENT
HARMONISED IMPLEMENTATION PROGRAMME (CDM HIP) PHASE 1**

Delivery of Safer Building Training

Guidance Note and Proposal Template for Training Institutions

1. Background

The Enhanced Comprehensive Disaster Management (CDM) Strategy 2007-2012 was developed, through broad consultation among regional stakeholders, to provide strategic direction to disaster risk management in the Caribbean (see Appendix 2). The Caribbean Disaster Emergency Management Agency (CDEMA) acts as a driver and facilitator of the CDM Strategy.

The purpose of the Enhanced CDM Strategy 2007-2012 is to “*strengthen regional and community level capacity for mitigation, management and coordinated response to natural and technological hazards and the effects of climate change*”. This Strategy defines four (4) Outcomes.

Outcome Four of the CDM Strategy speaks to building the resilience of communities in the region. It states “*Enhanced community resilience in CDEMA member states to mitigate and respond to the adverse effects of climate change and disasters.*” The promotion and implementation of safer building is a key element of the process to build resilience at the community level.

A number of regional initiatives have specifically addressed enhancing community resilience. One such project was the Caribbean Hazard Mitigation Capacity Building Programme (CHAMP) implemented by CDEMA (now CDEMA) during 2002 - March 2007, with support from the Canadian International Development Agency (CIDA). The CHAMP project was piloted in four (4) CDEMA Participating States (PS)- Belize, Grenada, St. Lucia and the Virgin Islands.

The CHAMP project included several activities related to safer building:

- (i) Safer building training,
- (ii) Enhancing awareness of safer building among homeowners and promoting the use of safer building materials,
- (iii) Institutionalization of safer building at the national level.

A key achievement of the CHAMP project was the development a Regional Code of Practice for the Construction of Houses (safer building course) and its subsequent delivery in CHAMP pilot states. The course targeted actors in the informal building sector, recognizing that they play a key role in residential building across the region and that it was important to promote safer building techniques and materials at the community level.

The **Regional Code of Practice (COP) for the Construction of Houses**, was developed in collaboration with the CARICOM Regional Organisation for Standards and Quality (CROSQ). It is published as a two part document comprising a Trainer's Manual (Part 1) and a Student's Manual (Part 2).

The CDM Harmonised Implementation Programme (HIP) Phase 1¹ will build on the results of the CHAMP as it relates to safer building. The Programme will support the delivery of safer building training in the CDEMA PS that did not benefit directly under CHAMP.

The CDM HIP is also undertaking a review of the COP. A review of the delivery of the COP has been completed with the CHAMP pilot states. A number of lessons and recommendations have been distilled which will be available to training institutions as a guide.

This guidance note is prepared to support training institutions and other entities that will deliver training in safer building to ensure good understanding of the implementation of this component of the CDM HIP and includes the following information:

- (i) Implementation Strategy
- (ii) Proposal Template
- (iii) Sample Budget Schedule
- (iv) Sample Work Plan

2. Guidelines for Training Institutions

The recommended implementation strategy has been designed based on the lessons learned in the review of the previous delivery of the safer building course. However the CDEMA CU will remain flexible and implementation will be guided by national actors and the unique needs and characteristics of each PS.

While the main objective of the activity is to train skilled artisans and informal builders, it is hoped that other elements will be incorporated into the safer building programme. In particular the CDEMA CU will be encouraging (i) education of non-technical audiences and (ii) national dialogue on institutionalizing safer building.

2.1 Grant

The CDEMA CU, through the CDM HIP, will provide up to **USD 10,000.00** for delivering the safer building course. Funds will be disbursed directly to the training institutions according to an agreed payment schedule as set out in a letter of agreement signed by CDEMA CU and the training institution. It is therefore important to develop a sound and realistic budget.

¹ CDM Harmonised Implementation Programme (CDM HIP) Phase 1 is a 5-year programme being implemented by the Caribbean Disaster Emergency Management Agency (CDEMA), through the support of the Canadian International Development Agency (CIDA) and the UK Department For International Development (DFID).

Funds may be utilized for any reasonable and necessary costs associated with delivering the course. For example:

- Tutors' fees
- Off-site venues
- Advertising for the course such as print, television and radio ads, flyers, brochures
- Reproduction of course materials such as student manuals, handouts, copies of local building standards, construction, materials etc.

2.2 Proposal

Training institutions will be expected to submit a brief proposal (**see Appendix I: Proposal Template**). The purpose of the proposal is to ensure there is clarity among all parties on the approach for delivery of the course, and not to qualify the institution for selection.

The proposal should be brief and include the following:

1. A detailed budget,
2. A plan for promoting the course and for attracting students,
3. A practical component in the delivery of the course material,
4. A sustainability plan for course delivery (which may include incorporation into existing courses).

2.3 Practical Component

You will be expected to demonstrate that participants will have opportunities for practical, hands-on application of the course material. This may be structured as the institution see fit for best results.

Some possible approaches include:

1. Building an on-site simulator which can be used to demonstrate techniques and where students can practice.
2. Partnering with a small construction firm to have students practice the safer building skills during construction on an actual job-site.
3. Partnering with non-governmental or “not-for-profit” organisations to have students practice the safer building skills during construction on an actual job-site.

Institutions that previously delivered the safer building course used these approaches successfully.

2.4 Promoting Safer Building

You are strongly encouraged to include in your proposal an activity that will sensitise a non-technical audience on safer building techniques.

Past experience has found that persons with little technical knowledge or experience are often very interested in safer building, for example current or prospective homeowners. However, the course is not suited for these groups. It is not a basic construction course, but rather a course to enhance the knowledge of experienced persons. They need more general guidance in a format that is designed for laypersons.

These groups also have an impact on the demand for safer building materials. If homeowners require their contractors to use safer materials, the increased demand will lead to more of these materials being stocked in stores. This was one of the findings of the CHAMP.

You may consider offering a short seminar or lecture on safer building techniques which can be opened to the public. Alternatively you can target specialist groupings such as mortgage or loan officers at banks or credit unions, insurance companies, or participants in low-income housing schemes.

2.5 Sustainability

It is important that the institution considers at the outset the long-term approach to sustaining course delivery. The goal is to make communities more resilient by ensuring that small builders utilise better building techniques. Offering the course regularly will develop a large national cadre of knowledgeable builders.

The funding from CDM HIP is a one-time grant to catalyse course offerings in safer building. You are encouraged to develop a plan for sustained offering of the course that includes self-financing. You can also consider offering the course as a stand-alone or as a module in an existing programme.

3. Conclusion

The above information is provided for your general guidance. The CDEMA CU, through the CDM HIP, will arrange a more detailed discussion with your institution and the National Disaster Coordinator at the earliest opportunity. For further information you may contact your national disaster office or the CDM HIP (see below):

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APPENDIX 1

SAFER BUILDING COURSE Proposal Template

1. Introduction

The Caribbean Disaster Emergency Management Agency (CDEMA) is seeking to enhance community resilience to disasters by promoting safer building in the Caribbean.

The CDEMA Coordinating Unit (CU), through the Comprehensive Disaster Management Harmonised Implementation Programme (CDM HIP) Phase I has made support available to CDEMA Participating States for training in safer building at the national level.

To this end, participating institutions will deliver training in the Regional Code of Practice for the Construction of Houses (COP), a safer building course developed by CDEMA and the CARICOM Regional Organisation for Standards and Quality (CROSQ). This initiative will build on previous regional work that addressed promoting safer building and the use of safer building materials.

The COP is published as a two part document comprising a Trainer's Manual (Part 1) and a Student's Manual (Part 2). It targets experienced foremen and contractors in the informal building sector to enhance their knowledge of safer building and encourage them to utilise these approaches.

The *(insert name of participating training institution)* proposes to offer the COP as part of this thrust to institutionalise safer building in the region. This proposal will outline the approaches that will be taken in this regard.

2. Background

Provide some background information on the institution. Indicate here whether the institution currently offers related courses. Also indicate how this course will support the overall curriculum of the institution.

3. Plan for Delivery of the Course

Present the details of how the institution will organise and deliver the course, including, but not limited to, the following:

- *Duration of the course*

- *Frequency of classes and number of contact hours*
- *Delivery mode (practical and classroom time)*
- *Target groups*
- *Resource Persons*
- *Plan for practical component of the course*
- *Course fees*

4. Promotional Plan

Describe how the course will be advertised to target audiences. Several methods can be used:

- *Flyers and brochures*
- *Newspaper ads*
- *Radio/ TV ads*
- *Promotional tables set up in high traffic areas*
- *Brief presentations to target audiences e.g. on-site*

5. Sustainability

Describe how the institution will ensure that the course will continue to be offered, after the initial start-up funding.

6. Work Plan

Include a plan for the tasks that must be completed to deliver the course, including recruitment and orientation of trainers, promotion, and registration and course delivery. A sample template is provided below:

| No. | Task | Week | | | | | | | | | | | |
|-----|------|------|---|---|---|---|---|---|---|---|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |

7. Budget

A Sample Budget is provided below as a guide.

| Schedule of Commitments | | | | | |
|-------------------------|------|-----------|------------------|----------|----------------------|
| | Item | Unit Cost | No. of Units | Costs | |
| | | | | CDEMA CU | In-Kind ² |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| | | | Sub-Total | | |
| | | | Total | | |

NB: Invoices must be submitted for payments to be disbursed. Procurement should be in keeping with established rules (institution and/or CDEMA CU rules may apply as agreed by all parties).

8. Reporting

Indicate the reports that will be prepared and submitted by the institution, as well as the nature and timing of these reports. Guidance will be provided by the Letter of Agreement and will be the minimum requirement. Also note any progress meetings that are needed.

² The value of in-kind contributions from the institution should also be noted. In-kind contributions are inputs which have a cost but are not supplied out of the funds allocated. For example the school that delivers the course may assign a classroom for the course. While school does not have to pay a rental fee, the *value* of using the space can be counted as a contribution.

APPENDIX 2

Enhanced Comprehensive Disaster Management Strategic Framework 2007-2012

| GOAL | | | |
|---|---|---|--|
| Regional Sustainable Development enhanced through Comprehensive Disaster Management | | | |
| PURPOSE | | | |
| <i>'To strengthen regional, national and community level capacity for mitigation, management, and coordinated response to natural and technological hazards, and the effects of climate change.'</i> | | | |
| OUTCOME 1: | OUTCOME 2: | OUTCOME 3: | OUTCOME 4: |
| Enhanced institutional support for CDM Program implementation at national and regional levels | An effective mechanism and programme for management of comprehensive disaster management knowledge has been established | Disaster Risk Management has been mainstreamed at national levels and incorporated into key sectors of national economies (including tourism, health, agriculture and nutrition) | Enhanced community resilience in CDERA states/ territories to mitigate and respond to the adverse effects of climate change and disasters |
| OUTPUTS | OUTPUTS | OUTPUTS | OUTPUTS |
| <p>1.1 National Disaster Organizations are strengthened for supporting CDM implementation and a CDM program is developed for implementation at the national level</p> <p>1.2 CDERA CU is strengthened and restructured for effectively supporting the adoption of CDM in member countries</p> <p>1.3 Governments of participating states/ territories support CDM and have integrated CDM into national policies and strategies</p> <p>1.4 Donor programming integrates CDM into related environmental, climate change and disaster management programming in the region.</p> <p>1.5 Improved coordination at national and regional levels for disaster management</p> <p>1.6 System for CDM monitoring, evaluation and reporting being built</p> | <p>2.1 Establishment of a Regional Disaster Risk Reduction Network to include a Disaster Risk Reduction Centre and other centres of excellence for knowledge acquisition sharing and management in the region</p> <p>2.2 Infrastructure for fact-based policy and decision making is established /strengthened</p> <p>2.3 Improved understanding and local /community-based knowledge sharing on priority hazards</p> <p>2.4 Existing educational and training materials for Comprehensive Disaster Management are standardized in the region.</p> <p>2.5 A Strategy and curriculum for building a culture of safety is established in the region</p> | <p>3.1 CDM is recognized as the roadmap for building resilience and Decision-makers in the public and private sectors understand and take action on Disaster Risk Management</p> <p>3.2 Disaster Risk Management capacity enhanced for lead sector agencies, National and regional insurance entities, and financial institutions</p> <p>3.3 Hazard information and Disaster Risk Management is integrated into sectoral policies, laws, development planning and operations, and decision-making in tourism, health, agriculture and nutrition, planning and infrastructure</p> <p>3.4 Prevention, Mitigation, Preparedness, Response, recovery and Rehabilitation Procedures developed and Implemented in tourism, health, agriculture and nutrition, planning and infrastructure</p> | <p>4.1 Preparedness, response and mitigation capacity (technical and managerial) is enhanced among public, private and civil sector entities for local level management and response</p> <p>4.2 Improved coordination and collaboration between community disaster organizations and other research/ data partners including climate change entities for undertaking comprehensive disaster management</p> <p>4.3 Communities more aware and knowledgeable on disaster management and related procedures including safer building techniques</p> <p>4.4 Standardized holistic and gender-sensitive community methodologies for natural and anthropogenic hazard identification and mapping, vulnerability and risk assessments, and recovery and rehabilitation procedures developed and applied in selected communities.</p> <p>4.5 Early Warning Systems for disaster risk reduction enhanced at the community and national levels</p> |