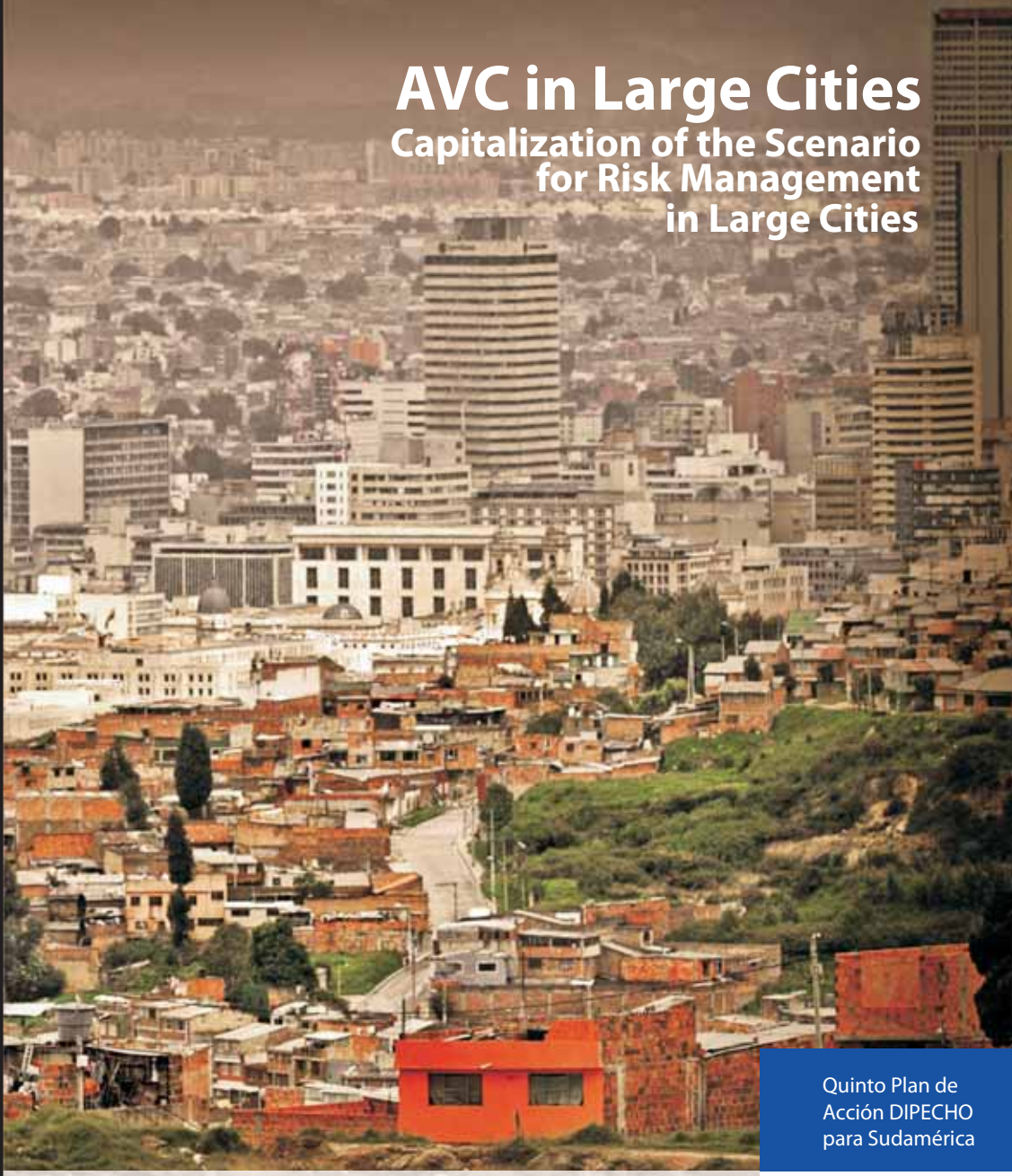
AVC in Large Cities

Capitalization of the Scenario for Risk Management in Large Cities



Quinto Plan de Acción DIPECHO para Sudamérica

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Introduction

Risk Management in Large Cities

Project DIPECHO BOGOTÁ-CRH-CRC/07-08, "Fortalecimiento de la Reducción del Riesgo y Capacidad de Respuesta a Emergencias, Sector Educativo y SDPAE – Comunidades más seguras y mejor preparadas" [Strenghtment of Risk Reduction and Response Capacity to Emergencies, Educational Sector and SDPAE], developed in the city of Bogotá, was carried out by Colombian Red Cross, Dutch Red Cross, Cundinamarca's Branch Red Cross, in association with the agency for humanitarian help of the European Commission, in alliance with entities of District Government, along in the 70 communities and 20 educational centers, in four localities (Usme, Rafael Uribe Uribe, Tunjuelito and San Cristóbal) considered, according to the technical risk diagnostics, territories with high levels of vulnerability due to natural hazards, that make themselves complicated because of the geographic context in which homes are located, the social structures and their basic community organization.

The capitalization that will be developed in this document, centers its interest in the acknowledge of virtues, rights and wrongs currently existing in the implementation of projects, focused on the reduction of risks in large cities, and the implementation of the Analysis of Vulnerabilities and Capacities –AVC- in order to incorporate knowledge, practices and positive attitudes that will allow to increase the response of the most vulnerable population before natural disasters.

Capitalization analysis hopes to make itself in a very important axis of reflection for knowing, understanding and measuring the urban community within the context of risk. This document will make a special emphasis in the community development and the way in which their languages, imaginaries and perceptions must dialog with the technical structure of procedures and contents developed by the institutions responsible for the prevention, mitigation and attention of disasters in each country.

The document of capitalization must be socialized within the frame of the DIPCHECHO's fifth plan of action for South America in large cities, so the experience of Bogotá will allow identifying designs and strategies that must be implemented for future projects, in order to align objectives, results and activities on time for reducing vulnerability, seeking for the strength of the capacity through a community, organization and institutional dialog.

Photographer - Alexander Rieser

PROJECT DESCRIPTION

IMPLEMENTATION OF AVC WITHIN AN URBAN CONTEXT

Name of the Experience: Strength of the Reduction of Risk and Capacity of Response to Emergencies, Educational Sector and SDPAE – more secure and better prepared Communities.

Thematic Area of Intervention:

Elements of Local Emergency Management:

* System of Early Alert (SEA): SEAs are operational mechanisms with the main objective of contribute to the prevention before events, emergencies and disasters.

Community: SAT within communities is implemented from current communal organization in this territory, and upon this it is carried out identification of leaders that have the competences of announcements, so with their experience, they may guide the definition of mechanisms and people that may develop this job.

SATs in both community and school environment, must start from the acknowledgment of tools that every community has to design and adjust technical models to their specific contexts.

At the same time, it is implemented a technology device to control the rain fall in one of the localities, as a tool to enhance a community system of early alert, that will be operated by DPAE.

School Centers: The schools centers this phase, in the emergency committee composed by both teachers and students.

Institutions: This project called for local level organizations to develop, along with communities, the design of 4 SEAs that were sufficient and opportune before the resources and organizational and communal companions. This system will be a model of team work for reduction of vulnerability and the increase of the response capacity.

It is necessary that the design of the System of Early Alerts, involves the allied organisms and entities, so it may take advantage of the net that is being developed.

For generating this resources, do not forget that professional must not forget that the needed knowledge for built them lies on the communities.

* Mapping and data processing: AVC technology allowed the generation of maps of vulnerability, seasonal calendar, resources and capacities map, and critical items map, which were all elaborated by the community.

These products were processed, ordered and systematized by the facilitator, for the elaboration of emergency plans.

* Set up and training of local capacities: The project designed and organized processes of training, design and implementation of Emergency Plans and organizations of drills on their centers of interest.

There were executed training processes with 83 communities in risk management, weather changes, the top six responses created by the Earthquake Response Plan created by DPAE and First Aids. With the information systematized via the AVC, the Red Cross designed a model of Emergency Community Plan, that was validated by the city's "Dirección de Prevención y Atención de Emergencias" [Office for Disaster's Prevention and Attention]; this plus guided the execution of drills that were developed in each community.

The strategy within the educational scenario was founded on Schools Plans for Risk Management and First Aids. For making this objective, there were used methodological and pedagogic tools designed by the Red Cross such as: Protected School, Chickenhood of Disasters and Riskland.

Bear in mind that methodological tools are only a single working referent. Work with youth students demands a permanent creation of languages, strategies and techniques to socialize the information.

All 20 schools participating in this process, managed to strength their School Emergency Plans, due to the companion of the professionals of the Red Cross that allow them to clarify doubts in respect of the technical criteria of DPAE. Facilitating, for schools and city, the administrative paperwork for the official approval of such plans.

For the institutions, the training program was based on damage's evaluations and needs' analysis, incidents command system –ICS- (with support of OFDA – US Government Office for Attention of Foreign Disasters) and Logistic Support Systems –LSS- (based on Pan-American Health Organization). Training of capacities was tested through the execution of 83 drills in each one of the communities and 20 educational centers that were present during the execution of the project.

Institutional and local Links

Incidence:

The proposal of risk intervention created by this the Red Cross, positively called the attention of the "Dirección de Prevención y Atención de Emergencias del Distrito Capital" before the treatment of this topic within the community environment. Proof of that, it is the signing of a agreement between DPAE and the Colombian Red Cross, for this one to train the city in matters of communal work for risk management. The incidence of this project in the city covers the city's public policies in this matter.

Facilitation on Co-ordination:

During the experience of working with the communities, professionals of the Red Cross participated on Emergency Local Committees, in co-ordination with organisms like Civil Task Force, Firefighters department, city institutions like DPAE and Metropolitan Police Department, along with local government. These scenarios strengthen institutional co-ordination and will be of a lot of help for the activation of forthcomming processes.

Institutional Strength:

The project allowed the Red Cross to activate a newly methodological strategy for working on the reduction of risks with vulnerable communities within the frame of the grand city: AVC empowered the contact of the organization with the communities and increased their presence in the city, at the same time, it strengthened the various of working strategies for their organisms and the institutions of the district.

Photgraphy from the Red Cross file

Information, Education and Communication:

Public Sensibility: The project brought to the light the topic of risk management in the city. The communal and institution dynamic acquired by the project witin the localities allowed the message to circulate within the public powers, through scenarios cush as local forum whom were asisted by community leaders, focused population institutional agents, and members of aid organisms.

Education: Project's training methodologies and tools were designed for the encounters between people strengthened social and community networks.

This was made upon the value of knowledge laying in the communities and the technical structure of the city, with the goal to strength the dialogs between these instances and to increase their ability to respond to the emergencies. Because of that, plans of emergency that will materialize the strategy are not only recognized for their communal character but also for their technical strength.

Word spreading: In association with the Faculty of Social Communication of the "Pontificia Universidad Javeriana" college, the project developed the Strategic Plan of Communication "Entre todos previniendo más seguro estaremos viviendo" [All preventing the safest we will be living] for strengthen the management of the executioner entity on the public environment and the institutional sphere. This plan proposes three different axis of action: community axis "talking, creating and participating", inter-institutional axis "better and more co-ordinated institutions", and media axis "projecting our wondering and our message"

Works on Small infrastructure and Services

Emergency Infrastructure: The project delivered emergency communal and school kits for the strengthening of the community's response capacity. Aid organisms were also strengthened, thought the delivery of rescue equipments in collapsed structures, for both Bogota´s Civil Task Force and Firefighters.

Mitigation Labors: There were executed two mitigation works at locality of Rafael Uribe Uribe based upon processes of community self-management in which the community contributed with their work and supervision, that besides the contribution to the mitigation of risk, strengthened community social networks.

Photographer - Alexander Rieser

Location: Region Southamerica, Country Colombia, State Bogotá DC; Localities Rafael Uribe Uribe, San Cristóbal, Tunjuelito and Usme.

Project Implementation Process: 15 September, 2007 to 15 December, 2008 (15 months)

Identification of Involved Actors: Population participating in this project on a permanent basis was community organizations via Communal Action Joints, some non-government organizations that has presence in the communities, as the Communal Mothers, characterized in the communities as groups moving their neighborhood's interests. At Rafael Uribe Uribe locality it was highlighted a massive participation of elder citizens.

In respect of institutionally, it must be underlined the active relation with DPAE with local agents of preventions and attention of disasters in their Local Emergency Committees, counting with the participation of local government and the Metropolitan Police. There were also involved in the process, aid organisms such as Firefighters and Civil Task Force.

Photographer - Alexander Rieser

Context

Bogotá, Capital City of Colombia, it is a 6.778.691 inhabitants (according to 1995 population census), located at 2630 meters over the level of the sea. The city does present a plural hazard panorama and there is an specific identification on the seismic hazard all the city, landslide mass removal, floods on river-sides or where constructions are below the level of the seepage system; technological menaces are distributed themselves all long and wide of the city due to the urban industrialization phenomena. The city is located under the seismic influence of the Nazca South-American and Caribbean plate; and the fails of Romeral and Savanna's Piedemonte and annually it receives two massive rain periods per year.

Localidad San Cristóbal: There is a total of 12,5 hectares corresponding to a remotion zone with high risk, in which are located about 254 blocks. In medium risk there are 1471,6 hectares in which are located 1832 blocks; and in low risk there are 745,41 hectares in which are located 619 blocks..

Localidad Rafael Uribe Uribe: It is one the city's localities with the most elevated risk or mass remotion. This phenomena are supposed to have natural causes, because many of the sides composing the hills of the city has predisposition to landfalls; added to that is the intervention of hills due to quarries' exploitation and the soil suitability for (legal or not) home built without the previous fulfillment of the minimum technical

Photographer - Alexander Rieser

Localidad de Usme:

La localidad de Usme presenta diversas zonas de riesgo, dados los carentes mecanismos de control respecto a territorios explotados por industrias, recurso hídrico e invasiones.

Localidad de Tunjuelito:

The main problematic for Tunjuelito Locality is the people's invasions around the river Tunjuelito and the stream Chiguaza, in where flows the creeks Las Mercedes, La Morales and Puente Colorado, making the stream in one of the most polluted streams in the city and, adding to the deficiencies on black and rain sewer system in some sectors, have made the community to be affected when rain seasons comes.

Photographer - Alexander Rieser

Description of the Problem Raised

SDPAE has generated institutional processes presenting sufficient information before the type and level of risk of these localities; nevertheless, this information is not clear enough for the communities facing the mentioned levels of risk, as the system strategy has not

contemplated community processes for spreading the word and appropriation before their response capacity, hence the relation between treads, vulnerabilities and capacities, for the case of this communities, produces high levels of risk

Intervention Proposal:

Main Objective: Reducing natural disaster risk by having the knowledge and increasing response capabilities from the most vulnerable population segment.

Specific Objective: Local capabilities to face earth tremors, floods and avalanches are strengthened through activity integration and co-ordination among communities, the district and the regional and national levels, identifying good practice and normalizing preparation programs.

Result 1: 70 communities have reinforced their ability to reduce risk and face natural disasters, and have improved their emergency response and coordination skills with emergency committees.

Result 2: 20 out of 121 schools are being prepared to respond to possible emergency situations and into full coordination with operative organisms and the SDPAE, coupling with the "Disaster Decrease Begins at School" campaign.

Result 3: Operative organisms and SDPAE improve their coordination capabilities with the community and schools; their risk reduction processes and emergency response capabilities (Firefighters, Civil Task Force, Red Cross and DPAE).

Result 4: Promotion, knowledge and experience exchange on the DIPECHO projects at various levels: locally, nationally and regionally.

Success, Unexpected Achievements and Difficulties being relevant on Implementation

The fact that DIPECHO Bogotá had been a Pilot Project regarding risk prevention and a capabilities increase in vulnerable communities, within a major city's scope, is the foundation upon which success and achievements, as well as difficulties are sustained. The most representative ones are showed as follows:

* The project's main success was the implementation of Methodological tools like AVC within a major city's scope. When developing risk reduction works through shared strategies, Community Emergency Plans were achieved. Their main value lays upon the fact of its being a work proposal taking the risk prevention issue to the city's very core, to the most vulnerable communities' everyday ground.

* It is a very important achievement to have reached the cooperation strengthening and social networks with Emergency Organisms and the district's institutions. As proof of this, theses institutions have manifested their interest in incorporating the AVC tool within their procedures.

* The project showed important incidence within the city because it opened the opportunity to impact the district's system and strengthen public policy on the city's risk prevention.

* Community's Emergency plans are an important achievement for the project. These documents are connected with the territorial reality and their implementation is guaranteed since the very community has developed it.

* The calling by the Red Cross obtained full receptivity by the District's institutions, both in the technical and in the community areas. This, due to the recognition the National Society has within its institutional background.

The difficulties shown during the implementation will be of great importance to reveal knowledge for future experience, not only within Bogotá, but also, generally, Major cities:

* The project's diagnose tools (Base line and survey on Knowledge, Aptitude and Practice - CAP) were focused on the technical axis and not the community's. At the time the project was developed in the sites, it made the planning, appointment and agreements with communities difficult.

  It is indispensable for the diagnose tools to be strengthened on the social and community aspects, since its intention must be to offer professionals and project's coordinators, a preview of the populations to work with.

* The project was planned so its implementation revolved around 4 specific results to contribute to the fulfillment of its general objective and did not consider common activities to integrate communities, schools or institutions. This, of course, decreased the ability to improve integration and emergency response capabilities among these people.

EXPERIENCE CAPITALIZATION

LEARNING BY DOING

A major city is a highly complex challenge for risk action. Within this scenario, citizens live with various and permanent hazards, so risk recognition becomes distinctively blurry. A city has a diverse ways of perceiving, feeling and living through hazards, when it is constantly vulnerable to natural, economic and social factors.

As a matter of fact, the focus on natural disasters, occasionally, can be rather impertinent for these communities, because these threats are the ones happening less frequently, compared to hazards of the social-economic type.

People who inhabit the marginal ends of the cities do not possess the necessary public utility infrastructure and this fact permanently jeopardizes their ability to survive a hazardous environment, manifesting the conflict's characteristics and defined by the instability and uncertainty.

Also, it is to be taken into account, every time the so-called vulnerable population becomes a focus of attention for institutions and/or organization wanting to attend their situation.

This means they possess a high institutional offer, being mostly training, and it is precisely this trend that has generated abilities and competences to choose which can be of more likely to satisfy individual benefit.

The issue of risk, as accurately structured towards natural disaster and emergency control, does not immediately mobilize people, because when association of priority and benefit is done, this proposal does not answer that defined as urgent to be covered in the priority list. Therefore, the appointment on this topic must be the result of intense action work and community self-action through institutional and governmental, founded on the appraisal of the knowledge that clearly lies upon the communities themselves.

The great success of this project is established on the implementation of AVC methodologies within a major city's scope. Obviously, this strategy contributed so the organization and allied institutions were able to offer an innovative and highly pertinent treatment to the risk issue, from within a community perspective.

The communities are responsible and leading at the moment of identifying lurking threats as well as the abilities and competences they must activate to deal with them satisfactorily.

This pioneer project allowed these allied institutions a comprehensive assessment of the real situation towards risk happening in these scenarios, complementing their diagnosis when including action possibilities the communities can now implement, and which were previously unknown before this work.

Now, the added value this document of capitalization intends to contribute with is the recognition of enough tools to empower the experience and turn the AVC methodology within a major city's scope into a really powerful strategy and pertinent to be applied in other experiences, from a local, regional and international perspective.

Photographer - Alexander Rieser

AVC in Major Cities

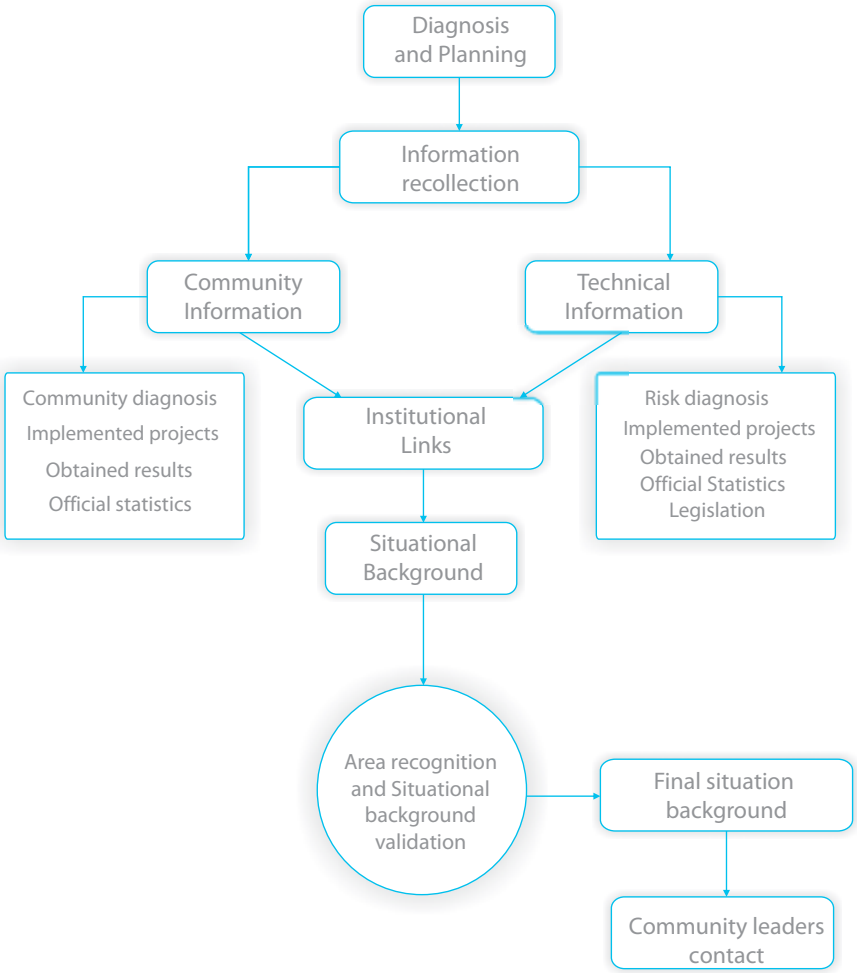
The proposal of vulnerability and capability analysis within major cities shown below is laid on the foundations of the need to pursue the increase of emergency response capabilities within a vulnerable community, from the strengthening of the community organization.

First Phase - Preparation

The satisfactory implementation of AVC must rigorously comply with each one of the stages noted in the preparation phase.

First Stage - Diagnsis and Planning

The diagnosis and planning stage must take into account two (2) axes for recollection, systematization and analysis of information: the technical axis and the community axis. The diagnosis and the base line must be developed as guidelines for the design and execution of the project's activities.


Diagnosis and Planning
Information recollection
Community Information
Technical Information
Community diagnosis
Implemented projects
Obtained results
Official statistics
Institutional Links
Risk diagnosis
Implemented projects
Obtained results
Official Statistics
Legislation
Situational Background
Area recognition and Situational background validation
Final situation background
Community leaders contact

1. Recollection of Technical and Community Information

The first step is to develop an inventory of the secondary information the district possesses, both in the technical and in the community areas. This inventory must integrate the diagnosis elaborated by the institutions towards the risk issue, as well as the existing ones about community characterization.

At this point, it is important to have information on executed projects, results, installed capability generated within the community and institutional representation in the area where the project will be focused on. This information allows contextualizing territories towards their needs, talks initiated or proposed by the community with the participation of the project officers and networks or institutional alliances to which one could propose active participation to achieve their being more complementary.

2. Institutional Links

These institutional links will be mediated by institutional bidding. It is very important to develop teamwork with NGO's and institutions present in the communities and established in the territories to develop mid-term and long-term projects.

These institutions have important work characterization, which they will be able to share with their organizational counterparts. This will strengthen the professional's job as its approach to the community's reality fills it with reasoning that helps make decisions.

Institutional links in the area are a process sustainability and continuity strategy when it ends.

These decisions make the project flexible, organize it and even profile its actions regarding each community's particularities.

3. Situational Background

This is the result of the analysis developed by professionals when organizing the secondary information, previously sought for at the pertinent district's entities. The situational background must generate the following products:

* Inventory of governmental and non-governmental institutions.
* Current projects in the territory.
* Assessment of Community's social-economic needs.
* Situational Diagnosis of the territory towards threats.
* Characterization of communities: Ages, Families, Educational Level, Productive Activity and Community Organization.
* Assessment of self-action processes.

This situational background will be guideline to the project and field facilitator towards methodological, technical and organizational processes to be implemented for impact procurement, meaning, improving communities' opportunities through the decrease of vulnerability and increase of capability.

4. Area Reconnaissance

As situational backgrounds have been drawn up with secondary information, this must be validated throughout the communities. It is important for the professional, who will be in charge of the area to perform tours that allow the contrast and even, the expansion of the information towards the institutional bidding, execution projects, community needs, meeting times and places and recognition of leaders who mobilize the local inhabitants' interests.

After such recognition, there will be completion of the analysis that must generate a final situational analysis, which will provide guidelines and parameters for methodological implementation, institutional link strengthening and alliances with execution projects that can reinforce the proposal offered to the communities.

Photographer - Alexander Rieser

5. Community Leader Contact

Community leader contact during the preparation phase has as its objective the improvement of appointment processes towards attendance; also it must guarantee the participation people with more ability to mobilize messages, not to be forgotten these processes are aimed to 30-people groups, so the session's replication is always in the hands of the participants.

Dialogs, with at least two community leaders will allow inferring and then developing lists of people who due to their interests, institutional links and reputation, can be the most appropriate to be in the process.

Second Phase – Implementation

Second Stage - Dialogue and Knowledge Mobilization

This stage is the AVC's wheels in motion with the communities in which these express their experiences and expectations from their everyday development and can share them with others, who are also interested in hearing, as they have the same needs and opportunities on improving their life conditions.

1. Appointment

The appointment is one of the procedures to be the most careful on and have the most resources on its favor, since this is the stage that defines the success of the project.

The appointment cannot be an activity to be developed on the go, but it must have specific planning that allows the complying of objectives and results designed for this result. Therefore, it must be sought that those leaders be in charge of the calling, as the AVC process aims at the communities to have a leading role in the process.

The recognized leaders in the preparation phase will be the professional's support to identify those who by their profile, interests and participation within the community are the mot appropriate to attend and be appointed. At this stage, the professional must emphasize to the accompanying staff to commit to attending and define that the responsibility to participate in the first session is entirely theirs.

The professional must offer help and logistic cooperation, such as customized invitations to the ones attending to motivate their participation, using the opportunity of having a list of them before hand. These kinds of tools help commit, increase the expectations and broaden the visibility of the project.

2. First Community Meeting

The first community meeting must be dedicated to those people who recognize and understand the intention of the project, for which the following points are proposed:

- Session's Opening: The introduction of the project to those attending must leave no doubt they themselves are the owners of the process.

- Encouragement of the participants to introduce themselves to others, their jobs, their perspectives of the community, their ways to contribute to the community, their location, their time in the neighborhood, among others.

Such information must be recorded on cards by the volunteer accompanying the instructor and then systematized so it can be found at the project's coordination office.

- The facilitator, during the introduction, must recognize each participant's position towards the group, the group's reception towards the participant and all interests that will allow them to profile the work teams.

- These work teams must be heterogeneous at best, which means to try the participants' diverse interests to be noticed within the groups through a representative. This organization will allow the products to be developed integrally, will diminish the forming of teams leaning to their own interests therefore forgetting the common ones.

- The first topic to discuss will be "Threat", and it is important to generate a concept that does not slant the community's perspective, as in the case of proposing a meaning like: "Threat is everything that jeopardizes the peaceful development of life". A concept like this will allow those attending to use all their thoughts, memory and imagination repertoire in association with the threat.

- Each team must possess a map of their territory and the facilitator must lead them into locating the threats, if possible. AT the end each team will show their maps to the others.

- To end the session, the facilitator, after the presentations, must stress on vulnerabilities that were recurring during the introductions, as well as those less frequently shown on the maps. From this consideration, participants are invited to be part of the next session.

- The facilitator must systematize all used material, such as introduction cards, perception towards participants, team organization and analysis and unification of maps delivered by the community, as this material will be used to go on with the next session.

Systematization of used material from the professional is a transversal activity that allows the institution to recognize the process's advancement and its results become axis of negotiation with the institution.

3. Situational Dialogues

The facilitator by bringing material, an integrated map showing threats identified by the participants and their presentation, and setting the ambiance as seen during the previous session, will ask the teams to make two (2) lists, the first one to imply that according to what has been observed as most relevant threats (maximum 10), think of what the community has done to face these dangers, and a second list explaining what must be done.

- The first list on "what has been done" will allow the community to identify more accurately what response capability is, and the second one will show the existing resources.

- The teams must perform the corresponding socialization and the facilitator must guide the participant's observations towards the most repetitive points and those who appear to be single ideas.

- The facilitator must systematize the material from the meeting and unify results.

4. Options and Results

- In this session, institutions must attend, according to what was systematized regarding threats, vulnerabilities and capabilities.

- The systematized and analyzed material must allow the community, along with the institutions, to develop a transversal map to identify critical points.

- Once the community has defined these critical points, an action plan will be developed, starting from community capabilities and institutional support.

The micro-projects make the predominant tool to empower the organization and community's action.

- The micro-project whose goal is to develop the project must be aligned to strengthen the community's action plan.

- The facilitator must systematize the workshop's material.

- At the end of the session, the community must acquire a commitment to invite their families and neighbors to the next session to socialize the achieved work.

5. Socialization

- Introduction of developed work to community.
- Validation of critical points with the community.
- Approval of action plan.

Capitalization of AVC community process.

Develop a community process through implementation of this methodological tool, reinforcing social relations as they occur within a community being worked on, while it favors the solidity of such relations between citizens and institutions participating in the process. Micro-projects are a favoring scenario for the meeting and contact sustain between the community and the surrounding institutions.

The investment on infrastructure must be capitalized through its becoming a process aiming at installed capability, which means, a more organized community, more confident on itself, strengthened by concrete work and threat confrontation experiences, having identified vulnerabilities and conscious of a need to maintain and reinforce its relational bonds within the sustainability of the community's order. Showing this its main element to sustain that it is indeed a safer and better-prepared group.

The need to reformulate the Logical Background

The implementation of a project with the qualities described so far here, requires two fundamental conditions in the project's logical background which, obviously, makes a necessary guide upon which each field professional can rely to direct their community work.

Firstly, it is fundamentally necessary that the relation between the expected results general and specific objectives keep a special relation among themselves. Being understood that the general objective is related to the generation of community competences to increase its response capability towards identifiable threats, specific result must not be manifested as isolated projects but instead, as logical and logistical continuity through implementation.

In other words, the project's planning must guarantee the design of a logical background that understands and dimension the community's dynamics in time and space, so the goals and indicators motion does not become an inconvenience for the achievement of the pursued general objective.

Secondly, it is convenient not to overload the professional with complying demands on covering goals, when the quality of their work must be reflected on the community's organization, action and inter-institutional dialogue and generation of common processes aimed to strengthening of social capital.

Experience on risk treatment in major cities has taught the importance of negotiation and horizontal dialogue with the communities, from the recognition that they possess the knowledge intended to be systematized, that information and technical processes leading role has decreased, emphasizing on the importance of processes that reinforce the community's organization, as a tool to increase its capabilities to face threats and decrease its vulnerabilities, as well as achieving the risk issue to be involved in people's lives, so they improve practices, attitudes and knowledge from within their own competences and environments, this way improving response capabilities towards adverse situations that can alter the natural and conscious development of their lives.

Experience at School's Environment

School intervention, which is equal in magnitude and relevance, must be redefined towards young and institutional dynamics, since both are in searches to be seduced to the risk issue.

Experience shows how students have changed their recognition schemes, and their participation must be mediated by this opportunity

that shows competences acquisition demonstrating their being stronger before others, all in pedagogical spaces that really are an alternative to the classroom.

This strength can be generated by the fact the Red Cross possesses high experience and insight in topics with all eyes on, like life saving, rescuing activities, knowledge on collapsing structures, and even a historical archive that demonstrates the real scenario of an emergency or disaster both, in an urban and/or a rural area.

Photography from the Red Cross file

The recommendation aims at using this collection to draw the youngsters' attention into integrating a process towards risk, which after obtaining acceptance, there will be a more pertinent chance to establish dialogue about brigades and school emergency plans.

Regarding the teachers, a negotiation where the project's added value in the establishment is clearly observed within the strengthening of already created insufficiently solid school space, as special attention is required as in the case of Social Service, environmental action implementation and even the development of pedagogical strategies to improve student coexistence, topics that can be part of the project if logical background offered better flexibility to develop conjunct actions with the community.

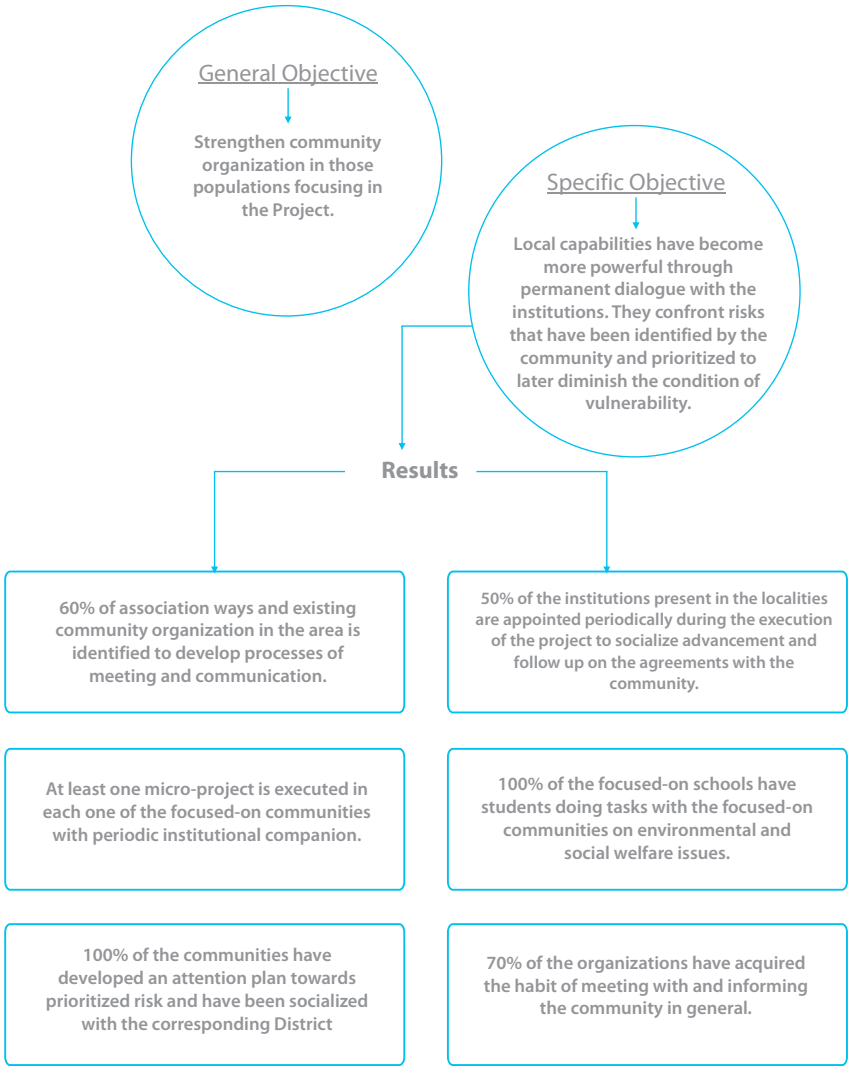
Photographer - Alexander Rieser

ANNEX

Logical Background Matrix

Major City's environment implies major challenge. Resources and meeting points adequate for these communities must be more efficient and proactive, meaning this that every process of appointment and participation must have strategies that allow improvement in trust and cooperation systems that due to everyday dynamics get to be weak and isolated.

It is indispensable to push processes that imply creation of networks on which institutional and community protagonists can meet, speak and negotiate the facts that both, communities and officers should develop. Also to generate projects aimed to quality of life and decrease vulnerabilities tied to each population's background.


General Objective
Strengthen community organization in those populations focusing in the Project.
Specific Objective
Local capabilities have become more powerful through permanent dialogue with the institutions. They confront risks that have been identified by the community and prioritized to later diminish the condition of vulnerability.
Results
60% of association ways and existing community organization in the area is identified to develop processes of meeting and communication.
50% of the institutions present in the localities are appointed periodically during the execution of the project to socialize advancement and follow up on the agreements with the community.
At least one micro-project is executed in each one of the focused-on communities with periodic institutional companion.
100% of the focused-on schools have students doing tasks with the focused-on communities on environmental and social welfare issues.
100% of the communities have developed an attention plan towards prioritized risk and have been socialized with the corresponding District
70% of the organizations have acquired the habit of meeting with and informing the community in general.

Community Diagnosis

Community diagnosis refers to the essential tool that allows more opportunistic recognition of people's environment and reality on which the project will be developed. Communities will organize themselves based on their relations, needs and interests; each one of them possesses particularities to be studied and analyzed within the project before its execution and as previous conditions.

The project has action guidelines, which are defined for all focused-on population; however, fieldwork must be flexible and established according to each territory's conditions. This is key to the success of the intervention and to achieve so, it is indispensable to have the diagnosis.

Diagnosis Objectives:

1. Identify neighborhood characteristics and resources by locality (population, groups and entities, resources and existing projects).

2. Identify the neighborhood's views, needs and potential, through the community's speech.

3. Define action and work guidelines with identified role players.

Community Diagnosis:

1. Sector History: At this point, there is information recollection on the community's development, which means, at the stages upon which the sector inhabitability is based. It is observed whether it happened through invasion, colonization or the country's times during which 'displacement' took place.

Dates are important as they allow determining whether the inhabitants are ruled by specific governmental policies, meaning if they have had access to ruling privileges, or if their settling merely happened without major obstacles, because it is possible to predict institutional dialogs the population has been exposed to.

It is crucial to know the neighborhood's legality, the way in which estate is built and the access to utilities, schools, health-care centers and others. Through this information, a community organization path can be found, as these processes imply the generation and visualization of this first structure.

The settlement's history allows observing the economic lines the inhabitants have access to, the regional culture grouping the community and with this, their beliefs and costumes, under which languages and images are recognized, vital to the calling and facilitation of the project's meeting processes.

This information comes up in the citizen meetings the district has developed for the past ten (10) years, which must be updated from the leader meetings and existing data at local city halls (mayor's offices).

2. Social-Demographic Identification: This point means the definition of the public by age groups. Age ranges will allow knowing people who, according to the statistics and expertise of the developing entity, will be able to attend the meetings. Ages are a first approach to economic activities developed by the groups (housewives, students, among others).

This data is recorded at the Secretary of District Planning, which develops censuses corresponding to Bogotá from the information generated at each one of the Secretary's offices. It is important to notice that the city has permanent mobilization processes; therefore, statistics will always be an estimate.

Social-Demographic Identification					
Children	0 -5 years old	6 -12 years old	Women	Men	Observations
Teenagers	13 -15 years old	16 -22 years old			
Adults	24 -30 years old	30 -50 years old			
Senior Adults	52 - 60 years old	Older tan 60 years old			

3. Institutional Inventory: This point develops an institutional map from an accurate inventory that allows knowing possible allies and partners for the project.

The inventory allows knowing the institutions present at the area and the service offer the community can access to, through the programs promoted by the District's government, NGO's and religious organizations.

The information recollection will aim its knowledge towards the institution, the projects or programs executed by itself and the responsible agents. It is important to conduct interviews with the professionals in the area to get to know their perception on the community, their ways of organization, what sectors of the population participate more actively, what the main obstacles are and what the opportunities are. This view will allow making pertinent and effective decisions during the process.

This information is found at the Secretary of District Government's offices and local City Halls.

Institutional Inventory					
Institution	Project / program	Description of the program	Execution timing	Responsible Agents	Contact number

Community's Perceptions (interview with project's responsible agents)				
Active organisations	Community leaders	Recurrent obstacles	Oportunities	Nessecities

4. Community Leaders Interview: Through the collected information with the institutions, contact with the leaders must be engaged to conduct the following interview where the one can verify the information and make the corresponding connections.

Name_____
Neighborhood_____
Occupation_____
Community Organization You Belong To _____

1. **How long how you lived in the neighborhood?**
2. **How was the neighborhood founded?**
3. **How did you decide to become a Community Leader?**
4. **Does your family belong to this or other community organizations?**
5. **Which do you think are the major problems in your community?**
6. **Which do you think is the most vulnerable populating group and why?**
7. **What are the risks your community is exposed to?**
8. **Do you remember any emergency your community has gone through?**
9. **How was such emergency attended? What did the community do? The institutions?**
10. **What projects are currently being developed in your neighborhood?**
11. **What institutions are present in your community?**
12. **What institutions does your community trust in more?**
13. **Which do you think is the most recognized project in the area?**
14. **How would you describe the community's participation in the projects? High? Low? Are people uninterested in participating or are they interested?**
15. **What are the times/places people prefer for meeting?**
16. **Who are the neighborhood leaders with most followes and credibility?**
17. **Has training or have programs about risk been developed in your community?**
18. **What do you think RISK is? How would you define it?**
19. **What are the threats your community is mostly exposed to?**
20. **How is your community organized to face these threats?**