

Report of the Community Risk Assessment Workshop in Masiphumelele -18, 19 and 20 January 2006

Section A: Introduction to the Community Risk Assessment Workshop in Masiphumelele

1.1 Background to the Community Risk Assessment Workshop in Masiphumelele

On 18 – 20 January, 2006 a three-day Workshop on Community Risk Assessment (CRA) was held in Masiphumelele, hosted by the Disaster Mitigation for Sustainable Livelihoods Programme, University of Cape Town, in collaboration with the Development Action Group and Disaster Management City of Cape Town. The workshop was attended by 28 participants, the majority of whom were community members and community-based organisations, one NGO and two government departments.

This report was compiled following the proceedings of the CRA Workshop. Included in this report is an overview of the reflections of the participants.

1.2 Workshop aims and objectives

The aim of the CRA workshop was to explore in a participatory way the priority risks and at the same time for participants to gain an understanding of what CRA is about and how to conduct a CRA.

The key objectives of the workshop included the following:

- ❑ Build understanding of community-based disaster risk assessment.
- ❑ Increase capacity in core skills/knowledge related to risk assessment.
- ❑ Build capabilities in applying key risk assessment methods.
- ❑ Strengthen capabilities to monitor risk on an ongoing basis.
- ❑ Strengthen skills in communicating risk assessment findings.

1.3 Institutional Arrangements

The Disaster Mitigation for Sustainable Livelihoods Programme (DiMP) at the University of Cape Town worked in collaboration with the Development Action Group (DAG) and Disaster Management City of Cape Town in facilitating the CRA Workshop, which was funded by the Development Bank of South Africa (DBSA) and the City of Cape Town.

1.4 Overview of workshop agenda and methodology

The workshop included a mix of presentations, group exercises and group presentations. Presentations were conducted by Fikiswa Mahote (DAG), Helen Macgregor (DiMP) and Johan Minnie (Disaster Management City of Cape Town). Day 1 involved the introduction to Community-Based Disaster Risk Management and on Mapping the Past. Day 2 involved Risk Mapping and Assessing of Vulnerability. Day 3 involved the group risk reports and the certificate ceremony.

Section B: Process
Day 1 –18 January 2006

2.1 Welcome and Introductions, *Fikiswa Mahote*

The participants had an opportunity to each introduce themselves and were then asked to participate in an ice breaker whereby they got to know more about each other and the different experiences related to disaster risk they all bring with them.

2.2 Overview of the TEAM Programme and Introduction to the CRA course, *Helen Macgregor*

The background to the TEAM Programme in relation to the Disaster Management (2002) Act was discussed. This was followed by an explanation of the six-step programme in which the TEAM Programme is to be carried out. The six-step programme involves:

- Step 1: Establishment of a Disaster Risk Management Committee
- Step 2: Community Risk Assessment
- Step 3: Disaster Risk Management Plan
- Step 4: Training local/community volunteers
- Step 5: Ongoing activities
- Step 6: Monitoring and evaluation.

It was explained that Step 1 has already taken place in November/December 2005. Step 2 forms part of this workshop and for this reason it was explained what a CRA is about and the historical context of CRA was also looked at. The importance of conducting a CRA and involving community participation was then explained and it was also pointed out that a preliminary risk assessment in Masiphumelele was conducted by UCT Disaster Risk Science Honours students in April 2005.

At this point participants were provided with an overview of how this course is organised and what the course objectives are (see 1.2 above). The expected outcomes of the risk assessment were highlighted. These included the following:

- How frequently/often will a disaster or incident occur?
- Which areas/communities/households are most at-risk?
- What are the likely impacts?
- What are the vulnerability or environmental and socio-economic risk factors that increase the severity of the threat?
- What capabilities or resources exist to manage the risk?
- Is the risk becoming more serious?
- Is the risk undermining development progress in the areas, communities and households it affects?

Step 3, the Disaster Risk Management Plan: it was explained that the Committee will be responsible for co-designing a local disaster risk management plan to reflect risk reduction priorities (training priorities for the volunteers). The plan will outline local existing capacities to reduce vulnerability and propose measures to enhance these. Each plan will include a constitution, sector specific risk reduction priorities, an emergency preparedness and response plan. The plan will also be linked/integrated with the local Integrated Development Plan (IDP) to ensure cross-sector funding and sustainability.

Step 4, the Volunteer Training: it was explained that training priorities will be identified in the risk assessment and the needs assessment. Volunteers will be

identified and trained by local Cape Town based NGOs/government departments with support from the Committee. Volunteer training may include *Fire Fighting and First Aid* (16 volunteers), *Education and Awareness* (16 volunteers) or *Home-Based Care* (16 volunteers).

Step 5, it was explained that Ongoing Activities such as simulations or awareness campaigns will be essential. The activities will be defined in the Disaster Risk Management Plan.

Step 6, Monitoring and Evaluation of the programme will be undertaken by DiMP for the 18 month period of the project.

2.3 Activity to Introduce key concepts related to Disasters, Development, Livelihoods and Community, *Helen Macgregor*

Participants were divided into four groups to conduct a Photo Exercise in order to introduce key concepts related to disasters, development, livelihoods and community. The activity involved telling a story about risk/ hazards/ vulnerability in Masiphumelele through photographs. Participants were asked to create a story with characters using photos and, like a movie, to tell a story from the pictures by acting the situation out. The activity involved group work and interaction and encouraged creativity.

The following are a synopsis of the stories presented by the groups:

1. *“Disaster Waiting to Happen”*

This story begins with and involves a European female tourist arriving in Masiphumelele to undertake a township tour of the settlement. The township tour highlights a livelihoods opportunity. As she is taken on her tour through the settlement she witnesses the following:

-An argument was taking place involving a government official and informal dwellers around the building of dwellings in areas where they were told not to build. The argument highlights the fact that in Masiphumelele there are too many people and too little land leading to improper planning and building.

-In the shebeen young men are drinking and playing pool and foosball. They arrive home very late at night and decide to cook food in their dwelling; because the men were drunk, they knocked the paraffin stove over and the entire dwelling caught alight and spread to the neighbouring dwellings. This scene highlighted the fact that unemployment and a lack of recreation facilities results in men spending hours in the shebeens and they then pose a fire risk because of negligent behaviour. It also points out that because of poverty; people are forced to use dangerous cooking materials which ultimately result in fires. Furthermore, people lose their savings because these dwellers do not bank their money, because of high bank charges and rather store their money under their mattresses.

2. *“Mam Madikane’s Story”*

This story involves a researcher coming to Masiphumelele trying to understand risk there. The researcher comes across Mam Madikane who along with other women is doing her washing. Mam Madikane then tells her story of how she arrived in Masiphumelele and saw a vacant piece of land where she built herself a dwelling and a spaza shop. However, she was not aware of the risks of the

area in which she built her house. She now deals with the problem of flooding, whereby water is leaking through the roof and walls and seeping from underneath. The walls become damp and her child who is exposed to the dampness becomes ill. Furthermore the ponding of water around her dwelling makes it difficult for the customers to come to her shop and this affects her livelihood. Illegal electrical wires are also running through the ponding water and this poses a risk of electrocution, especially to children. There also seems to be a serious sanitation problem, whereby toilets are blocked and overflowing and not working efficiently. Another serious problem is that of dumping and pollution. Dumping in the stormwater channels is particularly problematic as this exacerbates flooding.

3. “*Intlungu (The Pain) of Cynthia*”

In the beginning when Cynthia first arrived in Masiphumelele the settlement was clean and land was still available. People then started moving into the settlement: a number of dwellings were built, old cars were left unattended posing as a prime spot for rape, and many electric wires began running along the ground which is very dangerous. There is a major problem of dumping and when it rains the pollution clutters the roads. Furthermore, the areas where dumping takes place attracts the children who look for toys and food in the rubbish and in this way contract illness. This is dubbed “the disaster playground”. There are a limited number of toilets, most of which are blocked or overflowing and consequently people relieve themselves outside behind the toilets or anywhere else.

Because of these poor living conditions Cynthia and her baby become sick. Cynthia leaves the child alone at home so that she can attend the clinic and thus posing two problems. Firstly, she has to miss out on work thereby losing out on income. Secondly, the child because she is alone at home becomes vulnerable to rape.

This story focused on health, pollution, sanitation and crime.

4. “*Raymond’s Story*”

Raymond is babysitting his sister’s child in his dwelling that is constructed from zinc and wood. Raymond becomes really bored and decides to go to the shebeen. Before Raymond left he was cooking food and when he left the food was still cooking. At the shebeen Raymond completely forgot about the pot of food and by the time he came back home his dwelling was ablaze. The baby was trapped inside and a neighbour who heard the child crying called the fire service that then saved the child and had to put out the fire. The story points out how the reckless behaviour of others can cause innocent people to lose their dwellings and also injure themselves in the event of a fire.

2.4 Mapping the Past, *Fikiswa Mahote*

An introduction to mapping the past was presented by Fikiswa Mahote in which it was explained how to draw a timeline and record important events. Participants were again divided into four groups and were requested to draw a timeline of Masiphumelele dating from 1986 to 2006. Here they had to record the history and past events of Masiphumelele in terms of how developmental and environmental change has taken place as well as how resources and the quality of life has changed over the years.

From the group reports on the timeline we noticed that social, economic and infrastructural development took place in Masiphumelele over the years. Furthermore, we also witnessed an increase in informal dwellings and population, coupled with an increase in fire incidence.

2.5 Day 1 Evaluations

The participants were asked to evaluate the course for the first day and this is what they had to say.

Morning session –Topics covered: understanding disasters and development in the context of Masiphumelele; introduction to key concepts; community risk assessment –principles and practice

- poorly **0**
- just satisfactorily **4**
- really well **15**
- no response **9**

Afternoon session –Topics covered: mapping the past

- poorly **0**
- just satisfactorily **2**
- really well **15**
- no response **11**

The following are the most common or interesting responses from the questions asked:

1. What are the most important things you have learnt?

- a) Reflected on the past of Masiphumelele.
- b) The disaster context of Masiphumelele.
- c) To appreciate input from others, to understand them better.
- d) Learnt to understand where the people are coming from, what their outlook on life is and the interaction of disaster and hazard areas.
- e) Community must be involved in projects.
- f) How I can protect myself from the fire.
- g) There is an improvement in Masiphumelele and also that we experienced more fires in recent years than before.
- h) To step out of the box.
- i) Clear understanding of what community risk assessment means.

2. What did you not understand?

- a) There is nothing I do not understand.
- b) I did not understand the morning session.
- c) The solution on these disasters.
- d) I did not understand English.
- e) I do not know what this course is about.
- f) What was the reason the other Departments were not involved or committed to the workshop?

3. Is there anything else you want to know more about?

- a) Future development to minimise disasters in the informal areas –other role players' involvement.
- b) What is their (the community's) plan and direction on life and how we can assist one another in getting to the end product.

- c) NGOs or local service groups that work in the area.
- d) How we can reduce crime (drug abuse).
- e) What can I do if someone gets injured?
- f) About the community safety in terms of fire when it is so congested here.
- g) The morning session, because I want to understand what Disaster Management is.
- h) Why so little community members are involved.
- i) How to prevent disaster in the community. Which will be the best solution – is it running awareness workshops or training people to fight fires?
- j) Why were the people removed from here? Why they did not build houses for them, because that would help prevent more fires.

4. Any other comments about today?

- a) It was good and effective.
- b) Group participation was excellent/ presenters were good/ food was delicious/ friendly group of people to work with.
- c) The course shouldn't end here –it should go to the people who live in the wetlands and school sides.
- d) The way in which the activities were conducted was interactive and easy to participate.
- e) How can this course help us find jobs?
- f) Try and keep to topics specified.
- g) To keep session presentation shorter.

3. Process: Day 2 –19 January 2006

3.1 Introduction to Community Risk Mapping, Johan Minnie

Johan started with an ice breaker whereby he got the group to draw a smiling face with different parts of the body. Here he got the participants to provide the Xhosa words for the different parts of the body and this created a good atmosphere. He then asked the group to point in the direction of certain places in the settlement close by. This created the awareness of direction, which is relevant to mapping.

In very simple language and by means of illustration, Johan explained the different types of maps one can use. Here specifically he referred to a spatial map (demonstrated with an atlas of the Cape peninsula) and an aerial map/photograph (pointing out the aerial photograph of Masiphumelele).

Johan then explained what map symbols are and the different type of symbols used to depict different things. The participants were all well acquainted with map symbols and had no difficulty in understanding this.

Finally Johan asked the entire group to form a wall, with one individual being the door and two others the windows and thereby forming a dwelling. Inside the dwelling there were two elderly women sitting on chairs having a conversation. One other participant was then told to come barging through the door without knocking and then to go inside the dwelling to conduct investigations and taking down notes without even introducing himself to the elderly women. The women then became annoyed at this rude behaviour and chased the “investigator” out. The reason for this exercise was to demonstrate how not to enter people’s dwellings once you are out in the field doing fieldwork. Thereafter, another individual was asked to demonstrate how one

should go about entering into the space of others for the sake of fieldwork. This exercise therefore highlighted the ethics related to doing fieldwork. At this point it was also pointed out that you want to get the input of the local people into your risk mapping as they know their area best. The value of local knowledge was thus emphasised. It was also reassured that the information to be extracted is not only for outside use, but will return to the community, for example, the maps may be kept in the community library or in the community hall.

3.2 Community Risk Mapping: An Applied Activity, Johan Minnie

The participants were divided into six groups and each allocated to an area in Masiphumelele. Each group was also given a 1:1000 aerial photograph of the settlement in which to plot high risk areas in terms of fire, flooding and health. They were also asked to plot all the fire hydrants in their area which they covered and to describe the state of the fire hydrants, i.e. whether dwellings are built over them, cars are parked over them, or whether they are clearly marked. Other points that were plotted included communal toilets, taps, skips, rubbish dumps and shebeens and these were each plotted with a unique symbol. These symbols are explained in the map key.

The groups then presented their maps and their experiences back to the class and the high risk areas in Masiphumelele were clearly identified and documented in detail.

3.3 Introduction to Assessing Vulnerability using Qualitative Methods, Fikiswa Mahote

In brief it was explained what the difference between qualitative and quantitative methods were. The following are the key questions to which the participants were told to consider in order to assessing vulnerability:

- **What are hazards that may put the community at risk?**
- **What are the limitations that may prevent the households to deal or cope with the impact of hazards?**
- **How are different members of the community affected, why?**
- **Who are the people most exposed? [men, women, children, aged?]**
- **Who is at risk, why?**
- **Who can/ cannot protect themselves?**
- **What resources are available in the community?**

The participants were then asked to discuss, in groups of two, certain examples of vulnerabilities in Masiphumelele from what they discovered in the risk mapping exercise.

The examples of vulnerabilities that came up in this discussion included the following:

1. Some people live in the wetland.
2. There is a lack of knowledge.
3. Do not have money to buy proper material.
4. There is overcrowding of the settlement or high density.
5. Children are left alone/ no proper child care/ unsupervised.
6. Exposed electric wires.
7. There are no waste bins.
8. Lack of business management skills.
9. Lack of awareness.

10. Lack of ownership of the land. (*“People don’t see this as ‘home’ –home is there in the Eastern Cape. They are only living here for business/work purposes so they don’t take care of their environment.*)
11. Not organised, no leadership.

3.4 Interviews and Questionnaires: an applied exercise

The participants were divided into the same groups as for the risk mapping exercise and were instructed to go to the same area allocated to them from the map. Here they had to conduct household interviews using the questionnaire provided to them in the course file. They were also told to probe more on the questions provided. The groups were further subdivided into three so as to have a focus on men, women and youth/children.

The following is the copy of the household questionnaire:

Household Interview

Themes covered: fire, flooding and health

1) How many people live in the dwelling? ____ Number of: Adults ____ Children ____

2) Which household members are employed? _____

Is the work full or part-time?

3) When it rains, is the dwelling flooded?

_____ Through floor/roof/walls? _____

4) What do you use to cook? Paraffin stove/electric stove/ open flames/ other

5) Has the dwelling ever been affected by a fire? ____
When? _____

6) What health problems do household members experience? Where do they go for help?

7) Who provides you with help (e.g. food, blankets, building materials, accommodation etc.) in the event of flood or a fire?

8) What can be done to decrease the risk of disasters in your part of Masiphumelele?

3.5 Day 2 Evaluations

Morning session –Topics covered: introduction to community risk mapping; community risk mapping: an applied activity; group discussion

- poorly **0**
- just satisfactorily **2**

- really well **19**
- no response **3**

Afternoon session –Topics covered: introduction to assessing vulnerability using qualitative methods; interviews and questionnaires: an applied exercise; group discussion

- poorly **0**
- just satisfactory **3**
- really well **18**
- no response **3**

The following are the most common or interesting responses from the questions asked:

1. **What are the most important things you have learnt today?**
 - a) People are not as ignorant as assessors take them out to be.
 - b) Using a map to identify high risk areas.
 - c) Using a map to identify assets and infrastructural facilities available.
 - d) How to conduct interviews.
 - e) About Masiphumelele as a whole –what they have/ what needs to be done.
 - f) About vulnerability.
 - g) To do things in our dwelling and to be responsible for our dwelling.
 - h) People really need assistance and some form of guidance in order to better their situation.
 - i) Understood the reality of issues related to disaster risk among the wetland dwellers.
 - j) Community risk.
 - k) Getting inside the community to find out about risk areas.
 - l) Where all the fire hydrants are situated and what it looks like.
 - m) To read and understand community risk mapping.
2. **What did you not understand?**
 - a) How the community can accept their fate without protesting to the authorities.
 - b) Everything was clear.
3. **Is there anything else that you want to know more about?**
 - a) About GPS.
 - b) About mapping.
 - c) How to action a continuation into a group discussion among people who want to use toilets and keep them clean and increase frequency of refuse collection.
 - d) To know more about people who don't have work.
 - e) More training and workshop, especially with the community.
 - f) The skills for the community about disaster safety.
 - g) Scientific analysis.
 - h) How to cope when you are vulnerable.
 - i) How to cope with risk.
 - j) How to fight/ become a fire-fighter.
4. **Is there anything else about the course today that you want to comment on?**
 - a) The group were willing to walk the walk and talk the talk.

- b) I want to know more about health.
- c) It was very well and nice today.
- d) The course is more interesting and helpful.
- e) The course is very helpful and eye-opening on many things that we didn't know about.
- f) After lunch and tea is usually the time we are tired, but it seems it is the time we become fresh, that means your presenters after lunch and tea are doing a brilliant job. Well done.
- g) Getting the participants from Masiphumelele, through the mapping exercise and from the interviews, to look at their surroundings in order to better their situation was a creative way to tackle the problem of disasters.

4. Process: Day 3 –20 January 2006

4.1 Group Activity to Prepare Assessment Presentations

The participants were divided into four groups, which meant that each group would have a representative from all the six areas in which fieldwork was conducted. This therefore guarantees a risk report that covers the entire Masiphumelele.

The following are the presentation guidelines:

1. Introduction
 - Aim of assessment
 - Methods used
 - Ethics
2. Overview of Masiphumelele
 - History
 - Current status
3. Priority Risks
 - Description
 - Past incidents
 - At-risk areas and households
 - Losses/ impacts
4. Vulnerability Factors –why are we at-risk
 - Environmental/ physical
 - Social
 - Economic
 - Governance (management)
 - Infrastructure

CAUSES – CONTRIBUTING FACTORS – TRIGGERS
5. Opportunities to Manage Risks
 - Local knowledge
 - Environmental strategies
 - Livelihood diversification
 - Innovative technologies
 - NGOs and CBOs
 - Government

6. Recommendations
 - Lessons learnt
 - Recommendation

4.2 Certificate Ceremony

The participants concluded the course with a traditional Xhosa dance and thanked the facilitators for their efforts. Councillor Nontembiso Madikane was responsible for handing the certificates to the participants who completed the course.

4.3 Day 3 Evaluations

Morning session –Topics covered: group activity to prepare assessment presentations

- poorly **0**
- just satisfactorily **1**
- really well **18**
- no response **3**

Afternoon session –Topics covered: group presentations and consolidation

- poorly **0**
- just satisfactorily **1**
- really well **18**
- no response **3**

The following are the most common or interesting responses from the questions asked:

1. **What are the most important things that you have learnt today?**
 - a) About the high risk in Masiphumelele and how to decrease it.
 - b) About the damages happening in Masiphumelele.
 - c) About the dangers and how to prevent it and that we must work together as a community.
 - d) Past incidents because I wasn't here in Masiphumelele that time and also about vulnerability factors.
 - e) How to do presentations and gaining knowledge from others.
 - f) Stepping out of the box and looking forward.
 - g) Consultation with the community.
 - h) You need to learn to be patient when communicating with people who don't really understand English.
 - i) Time management.
 - j) An overview (full picture) of all issues we dealt with in this course. Learning from the facts presented by other groups.
 - k) The history and what needs to be done in Masiphumelele. Lot of fire incidence that were caused by paraffin because of negligence from the community.
 - l) How local people see solutions to their problems. That a lack of strongly structured/ any leadership in certain areas inhibits solutions.
 - m) Members of the groups are from this community and have very good ideas/ initiatives to improve conditions.
 - n) Responsibility.

- o) Fire hydrants –I never knew what the use of them were for, at least now I know.
- p) Community by-laws implementation for sustainability. The structures from national, provincial, local, NGOs, CBOs etc. to work together.

2. What did you not understand?

- a) I understood everything.
- b) The resolution without the other departments.
- c) The community from a personal level.
- d) The way you are supposed to contribute money to clean the toilet.
- e) I don't understand about the dirty rubbish and disaster in Masiphumelele.
- f) I don't understand why people are lazy and don't stand up and do something to make this a better place for themselves.

3. Is there anything else that you want to know more about?

- a) How can we help the community to these problems, they have fires almost everyday.
- b) About the unemployed.
- c) To learn more about our risk and how to prevent it.
- d) How do you get the training of fire fighter because the rate of fire is high in this community.
- e) Opportunities to manage local risks such as environmental strategies and innovative technologies.
- f) Where more training is needed especially to the community.
- g) To learn more about qualitative and quantitative research.
- h) If we can get another course like this so that we can get more experience to teach others.
- i) Where does the course/project go from here?
- j) How many paraffin fires took place in Masiphumelele during the period of 2002 to 2006.
- k) Identifying the community leaders and identify the needs to them to assist the locals.

4. Is there anything else about the course today that you want to comment on?

- a) It is very interesting, but it needs to be longer, about 2 weeks or more.
- b) Give more time to get significant information and not just look at fires and floods as there are other hazards such as social or health that are taking more lives and having destruction on its own.
- c) It was exciting, we've learnt a lot about safety.
- d) Presentations of the groups were perfect.
- e) The lunch was excellent –well done to the chef.
- f) Create an opportunity to run workshops on safety education around the use of paraffin. It will also help to reduce the risks of fires and health.
- g) Tiring, but enriching.
- h) Overall a valuable and interesting course –a definite eye opener.
- i) The course was too short but actually very interesting.
- j) Most of the work was done by the participants so this created a sense of ownership. Viva!
- k) The participation and communication was very well as you learnt how to interpret the story after you wrote the story.
- l) The course taught me about the disaster and I got more knowledge about what makes the disasters in Masiphumelele.

5. Community Risk Assessment Short Course Evaluation

5.1 Success of the Course

- a) How successful was the course in meeting its objectives
 - Good **20**
 - Average **3**
 - Poor **0**

- b) Were your expectations of the course met?
 - Yes **19**
 - No **1**
 - Only some **3**

If none, or only some of your expectations were met, which expectations were not met?

- I. Understanding the different organisations that work in the community and what work do they do to assist with disaster management.

- c) In your opinion, did the course achieve its objectives?
 - Yes **22**
 - No **0**
 - Only some **1**

If no or only some of the objectives were met, which objectives were not met?

- I. The participants were still confused about the point of the course and what was going to come out of it so next time maybe that can be brought across more clearly.

5.2 Course Planning

- a) Was the course well planned and organized?
 - Yes **22**
 - No **1**

- b) Did the sessions flow logically into one another?
 - Yes **22**
 - No **1**

- c) Should more/ less time be allocated to the course?
 - Needs more time **13**
 - Less time **0**
 - No changes needed **10**

5.3 Your Learning

- a) Which of the sessions presented in this course did you enjoy the most? Why?
 - 1. Mapping –you gain a better understanding on what's happening in the area and how people function. It also allows for walking in the community.

2. Day 3.
3. Risk Mapping.
4. Morning sessions.
5. To research and interview the people in our community. To know how they feel about our pain.
6. Interviews.
7. Interviewing the people in the community.
8. Vulnerability factors.
9. On Day 1, working in groups and reporting. On Day 2 where we visited the wetland affected area.
10. Every session was properly done and developed to meet the next with enthusiasm.
11. How to use a map.
12. Risk assessment and Disaster Risk Management.
13. Interviewing and Mapping.
14. Interviews –felt that it was a positive action to get grassroots opinions and suggestions and to see the realities on the ground which informed me of the likely alternatives and constraints to Disaster mitigation.
15. Interaction with the groups and their presentation initiatives. Fieldwork to gain local experience and information.
16. Priority Risk –Pointing out risk areas in my community.
17. Doing interviews with people in the community and finding out the risks and understanding what they know as risks.
18. The mapping exercise –being able to get into the community to practically learn about Masiphumelele. The photo-story telling was a really entertaining exercise and I think it should be used more often.

b) Which of the sessions will you likely use or apply in your community or workplace? How?

1. The photo-story telling exercise –as a way to get groups to get to know each other –as an ice breaker.
2. The recommendations.
3. Fieldwork: interaction with the community to gain information.
4. Timelines –powerful and thought provoking; Interviews; Mapping issues; Use of photographs for story telling.
5. All of them will apply in my workplace especially issues around fires.
6. Qualitative assessments.
7. Risk assessments.
8. All. I hope this will be used and developed as the communities' needs may vary.
9. Day 3, the experienced gained in doing presentations.
10. Photo exercises.
11. The pictures on risk, more to think what can they do.
12. I would like to apply the morning session.
13. Learning about fires.
14. Corporate risk reduction programme and contingency planning for possible flooding in informal settlements.
15. Interviewing –in gaining a better understanding on the usage of paraffin in the area; Mapping.

5.4 General

a) Rate the venue used

- Good **18**
- Average **5**
- Poor **0**

b) Rate the food

- Good **19**
- Average **4**
- Poor **0**

c) Rate the accommodation of your special needs

- Good **12**
- Average **6**
- Poor **0**
- Not applicable **5**

d) Rate the access to transport

- Good **12**
- Average **3**
- Poor **0**
- Not applicable **8**

e) Any other comments about the short course?

1. Very well done –I hope the course helps the community and may the course/project go from strength to strength!
2. They need to have the local community members in the trainings to present and talk more.
3. Good short course, need more time and training.
4. I say thank you for this course because I'm learning.
5. We just need the way forward.
6. Everything is good.
7. I hope we as participants will take this process serious not as just another project with wasted monies. If there is a need for more facilitators, I am availing myself.
8. This course was an eye opener for me, especially when I did the interviews in the community.
9. Next time try and get a better place with proper working toilets.
10. I learnt a lot about a community I already care a lot about and feel inspired to continue my efforts.
11. Very interesting and a powerful tool to bridge gaps and to motivate communities how to survive and to succeed.
12. We appreciate the presentations from the group.
13. The course was so important to us, because we are the victims of fire, floods in this community.
14. This course has helped me with having to build a better land with the people I have grown to work with and respect within the community. I just wish we could understand Disaster Management's involvement and where we can assist them. Helen you guys are great and I would really like to assist you and your team more.