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COMMUNITY RESILIENCE TRAINING PROJECT PROPOSAL

By

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Professional Paper

presented in partial fulfillment of the requirements  
for the degree of

Masters  
Interdisciplinary Studies

The University of Montana  
Missoula, MT

December 2012

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Community Resilience Training Project Proposal

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Abstract:

The Community Resilience Training (CRT) Project Proposal is a design for the creation and implementation of a multi-level, adaptive curriculum designed to improve community resilience to disasters and other major disruption. Grounded in chaos theory and the complexity paradigm of disaster response, the CRT program is designed to provide information at the community level to promote change throughout the disaster preparedness, response, relief, and recovery process. The CRT project incorporates permaculture technology, wilderness medicine protocols, community organizing skills, and transnational advocacy competencies with traditional community knowledge to create a culturally specific training curriculum. Through the research process, community knowledge and needs will be identified, allowing for the adaptation of the CRT framework to be adapted to local needs. Further, the CRT program would facilitate the transfer of effective community adaptations to disruption to other vulnerable communities.

# COMMUNITY RESILIENCE TRAINING PROJECT PROPOSAL



by Delyla Wilson  
Masters in Interdisciplinary Studies  
University of Montana  
November 20, 2012

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## ***1) PROLOGUE***

The Community Resilience Training (CRT) project is an accumulation of my Masters of Interdisciplinary Studies program and a lifetime of experiences. There have been a plethora of opportunities in my life to practice resilience. Through a childhood fraught with challenges and responsibilities far beyond my age into an adult life of activism, severe poverty, serious illness, spousal disability, fire, and homelessness, I developed skill sets that promote resilience; the ability to weather life's trials and tribulations with some dignity and grace, finding unique opportunities in the darkest of times. Having both studied, and seen first hand, the impossibility of resilience without access to functional skills, I began to search for a way to share the resilience I had with other people.

Belief in what is possible led to twenty-five years, and counting, of environmental and social justice activism where I learned the value of community. The significant victories I have experienced as an activist grew from solid community organizing that brought people together in the face a common threat. As a result, when I began to explore theoretical approaches to change in academia, community as the level of action made sense to me. Further, I had experienced the power of how a small action at the right the place and time could influence a system in flux as posited by the chaos theory. As discussed in this proposal, most approaches to community resilience and disaster response focus on the institutions and policy as a level of change. However, the CRT project focuses on building community capacity to creatively respond to, and take advantage of, chaotic situations as they arise.

Activism, academia, and illness showed the limitations of individual action. Regardless of skills, knowledge or talent, I found that the amount of work one person can do is limited. However, if one shares those skills, as so many have done with me, then change can spread exponentially. The choice of using trainings based on participatory, active-learning pedagogy is also a result of personal experience. My first training experience was teaching people how to safely and effectively participate in non-violent direct action. Trainings centered on role-plays and spectrograms as teaching tools. I became involved with a small group of "street medics," a group of volunteers who provide medical care at demonstrations. I took a Red Cross trainers training to facilitate my development as street medic trainer, learning more hands-on methodology. The small group of street medic trainers trained street medics and fellow street medic trainers throughout the US. As a result, street medic collectives flourished and health care became standard at protests large and small.

Recognizing the power of teaching collective action and the limited scope of my capacity to sustain it due to my lack of education, I sought a grant from Vocational Rehabilitation in order to manifest an opportunity to attend the University of Montana to attain a Bachelor of Arts in Political Science. Building on the knowledge and skills I learned at the University of Montana, my permaculture background, and a life of skill building, I organized a family-based training tour known as the Skills Tour. The Skills Tour provided a test ground for the ideas encompassed in the CRT project. Housed in the Earth Activist Training (EAT) Permaculture Demonstration Bus (Permibus) I designed and built, the tour traveled throughout the US teaching sustainability,

citizenship, and life skills. The sharing of information menu approach facilitated information sharing allowing the transfer of knowledge from one venue to the next.

As I experienced the empowerment that resulted from teaching people the skill set that has facilitated my resilience, the idea of community resilience training began to form. As I explored my own resilience skill set, I found that many of the challenges I faced were the same ones poor people across the globe struggle with on a daily basis. Through periods of homelessness, my capacity to create infrastructure including food storage and preparation, sanitation, access to water, and shelter in adverse, and often very temporary conditions, was a significant benefit. My general knowledge of herbs, wilderness first aid, medical assessment and public health were an invaluable in creating a healthy environment during times when access to medical care was extremely limited. The ability to tap into my extensive social networks, organize the people around me, and advocate for my family, my ideas, and myself allowed me to create opportunities from my life's chaos.

With these ideas percolating, I began to search in earnest for a graduate program that could support my exploration of the idea of a training that improved community resilience. The University of Montana's Masters in Interdisciplinary Studies offered just such an opportunity. The MIS program allowed the exploration of theoretical and practitioner approaches to disasters, creative international development approaches, and public health from a rural perspective. In addition, the incorporation of research methodology and design into my curriculum provided a foundation for the adaptive element of the project. Moreover, UM has a strong Central Asian program, the region for my proposed CRT pilot project. I find Tajikistan's spectacular mountains, colorful ways and post-Soviet possibilities fascinating. Through my studies I found the people of the Gorno-Badakhshan autonomous region of Tajikistan who exhibit a deep, historical resilience as they maintain and adapt their culture through waves of imperial conquest. As one of the most seismic regions in the world, Gorno-Badakhshan seems a perfect place to test my proposed adaptive curriculum.

The following CRT project proposal, the final product of my MIS studies, is the next step of bringing my vision of an adaptive community resilience curriculum to fruition. The CRT project proposal is a necessary tool for recruitment for curriculum development and building partnerships with NGOs working in the areas of disaster capacity building and sustainable community development. In addition, the CRT project proposal offers a template for fundraising. The CRT project proposal focuses heavily on the process of creating and testing the CRT curriculum rather than the specific structures, pedagogical approaches, and training tools of the curriculum. This focus reflects the participatory, collective orientation of CRT curriculum development. Though there are parameters for training modalities as well as the basic information that must be included in each specialization, the CRT spokes committee and specialization teams will determine how that information is taught and what specifically is included in each training.

Although I understand that there are many barriers to overcome in order to develop such an inclusive and adaptable curriculum, I have a lifetime of experience surmounting obstacles to

accomplish the seemingly impossible. In this case, the cost of failure is a useful education while the benefit of success is a curriculum that revolutionizes the lives of vulnerable communities across the globe, empowering them to weather hardship with dignity, advocate for their best interest, and manifest opportunity from situations that appear hopeless.



# COMMUNITY RESILIENCE TRAINING

PROJECT PROPOSAL

## ***II) CRT PROJECT***

### ***A) INTRODUCTION***

The Community Resilience Training (CRT) project is a design for the creation of a training that enhances a community's ability to respond, recover, and prosper from serious disruption. The multilevel specialization approach encourages individuals to come together for community action while the incorporated local trainers and administrative capacity development facilitates long-term sustainability within the community. In particular, this project focuses on community action that improves resilience during and after a disaster. The CRT project also has applicability in transition situations, refugee camps, shantytowns, and underdeveloped communities across the globe.

Disasters, defined by the United Nations as “a serious disruption of the functioning of society, causing widespread human, material, or environmental losses which exceed the ability of the affected society to cope using only its own resources” (de Guzman), are on the rise. According to the Centre for Research on the Epidemiology of Disasters (CRED) the number of disasters has more than double since the 1980-1989 decade (BBC, 2010). In the United States, increases in rainfall, extreme heat, drought, and tropical storms combined with population growth, have increased vulnerability to communities across the country (Gamble, 2001). Extreme weather events and natural disasters have more than tripled since the 1960s. According to the World Health Organization, two billion people each year are impacted by disasters and, of the 60,000 deaths that result from natural disasters, 65% occur in countries with per capita income less than \$760 per year (Kahn, 2005). In 2007, 14 out of the 15 appeals for emergency humanitarian assistance were for natural disasters, five times higher than any previous year (WHO, 2010).

When rural populations turn to national and global communities for help they find that much of the limited aid money is funneled to urban areas while rural areas must absorb people fleeing from devastated urban areas. Even when relief is financially available, lack of access to the region due to limited, easily disrupted, transportation infrastructures makes what aid is available difficult to deliver. Untrained local community members, particularly women, are the primary responders during disasters (Halverson and Hamilton, 2007). Despite the critical role women play in disasters, international disaster risk reduction (DRR) policy views women as a vulnerable population rather than as community resources with expert knowledge. International disaster policy and response is dominated by large international organizations such as UNHCR, Red Cross/Crescent Society, and the World Food program with their down structures struggle to incorporate grassroots knowledge.

### ***Disaster Theory***

As researchers strive to provide actionable information to disaster managers, the study of disasters has progressed through a series of paradigms that has included perspectives from religion, engineering, natural sciences, and social sciences. Each of the paradigms of disaster study has provided a set of behavioral adaptations, that have had mixed results. Historically, the primary approach to disasters has been the natural science approach that viewed disasters as a

result of uncontrollable natural phenomenon. As a result, mitigation focused on the development of infrastructure to control nature such as building levees, devised new methods to measure and predict natural events such as early storm warning systems, and designing of structures that were resistant to these phenomenon such as earthquake resistant buildings (Bankoff et al, 2007) (Coburn, 1992). In the 1970s, the applied science approach took the forefront with a focus on the vulnerability of exposed elements in the mitigation of risk. This led to a more complete understanding of disasters and saw a rise in mapping of danger zones in order to estimate potential loss and identify vulnerable areas (Bankoff et al, 2007).

Disaster researchers then emphasized social constructs and vulnerable populations to provide an analysis of the progression of vulnerability that informs the question of why disasters impact communities differently (Wisner, 2004) (Wisner et al, 2008). Wisner (2004) developed the Pressure and Release (PAR) model as a lens to explore how unsafe conditions are created by dynamic pressures like foreign debt that have root causes such as global economic policies (Wisner et al, 2008). Wisner et al's (2008) access model examines the micro-level of vulnerability that occurs when unsafe condition meet natural hazards. In this way, post-disaster aid can be directed toward recovery projects designed to impact root causes, dynamic pressures, unsafe conditions, and household access to reduce future vulnerability. While Wisner et al's Pressure and Release and Access models informs the "relief to development," with a focus on natural triggers, it fails to take into account human-generated hazards that are often contributors to disaster and complicate natural events. Charles Perrow steps into this gap with "Normal" Accident Theory (1999) that focuses on technological disasters as inevitable due to the complexity of inter-linked systems.

The approach of chaos theory, and the related complexity paradigm, to disasters shifts the analysis from a hazard focus to a holistic emphasis. Both theories offer critical insight into the nature of disasters, offering potential explanations of the forces that shape disaster outcomes. According to Anthony Oliver-Smith in "Global Changes and Definitions of Disasters," "a disaster is a collectivity of intersecting processes and events, social, environmental, cultural, political economic, physical, technological, transpiring over varying lengths of time" (Oliver-Smith, 1999:178), creating uncountable interactions between elements. The severity of the disaster is determined by interactions between time and space as well as how human systems and natural systems align. Conditions of poverty, poor housing, insufficient telecommunications, and inadequate physical infrastructures exacerbate disasters and evacuations of large populations are complicated by low-capacity infrastructure and cultural impediments (Henderson, 2004: 106). When and where disasters occur is often unpredictable and the type and distribution of damage and injuries over space and time cannot be known in advance. This means that during disasters there is often incomplete information on which to base responses. Further, disaster response organizations at times have conflicting agendas between and within organizations that "drive each other and the overall response in unpredictable and complex ways" (Farazmand, 2001: 293-294).

The current disaster-preparedness paradigm involves the placement of organizational response systems that include various types, levels, and skill of governmental, nongovernmental, and international organizations likely to be involved in responding to a disaster (Henderson, 2004:107-108), into a set, preplanned structure. Response includes assessment of the situation, allocation of resources, and “command and control” of both governmental and nongovernmental resources (Henderson, 2004: 108). Many tasks, particularly the more important ones, “are loosely formulated, directed to ill-defined or possibly conflicting ends, and lacking unequivocal criteria for deciding when the goals have been attained”(Turner 1976:378). The practice of command and control of resources and a task-oriented approach at a organizational level fails to take into account the tendency of organizations to become overwhelmed which leads to the misinterpretation of events and causes them to depend on standard actions and protocols that are often inappropriate for the unfolding situations (Sellnow et al, 2011:271). Currently, disaster response depends on effective coordination between self-organized citizens, emergency response, law enforcement, transportation, military organizations, government at all levels, and NGOs (Farazmand 2001: 294), with organizations in command of the response. Conversely, organizations have repeatedly been unable to adjust to the flexibility and creativity needed to self-organize during a disaster situations.

However, when communities self-organize during disasters a “[n]ew order arises from inner guidelines and principles” that provides “new forms, structures, procedures, hierarchies, and understanding [that] emerge, giving a new form to the system” (Sellnow et al, 2011:272). Community-controlled response predisposes the new system to favor community development rather than benefit external forces. Yet, as organizations seek to reestablish norms after a disaster, the new systems are often ignored or dismantled (Sellnow et al, 2011). Therefore, it is critical to embed the community with a skill set that facilitates their ability to effectively respond to disasters, protect their visibility in the recovery process, ensure the continuation of community-created, post-disaster systems, and maintain community control during the recovery to development process.

#### *Project Overview*

The Community Resilience Training project strives to improve community resilience by training community members in appropriate skills identified through community-based assessments. For the purpose of this project Luther et al’s definition of resilience as “a dynamic process encompassing positive adaptation within the contest of significant adversity” (2000) is foundational. It is important to keep in mind that resilience is impacted both by community preparedness prior to disaster as well as community response during the stages of disaster management. This concept is reflected in the definition of resilience written by grassroots women at the Asian Academy in Delhi, India in 2010. The women, who are leaders and activists in disaster response, defined resilience as “the ability to prevent the impact of natural disasters in communities combined with the ability to quickly recover from disaster (Huairou Commission, 2010). An appropriate educational tool kit to improve community resilience needs to incorporate necessary skills that build on existing community knowledge while integrating skill sets such as

simple permaculture systems knowledge, wilderness medicine protocols, community organizing skills, and transnational proficiencies.

Research such as the Kashmir Earthquake study by Halverson and Hamilton (2007) clearly demonstrates the importance of sharing both indigenous knowledge, such as traditional building methods, and science-based education in order to create resilience in communities. Since knowledge about vulnerability, risk, hazards, and capacity differs significantly from community to community (Bankoff et al, 2007), training design must be flexible enough to incorporate community knowledge and culture of disaster preparedness, medical approaches, community organizing systems, and transnational competencies while being structured enough to ensure critical skills are included at every stage of the training. Moreover, to improve long-term sustainability of the program, the training curriculum must include training for both local trainers and administrators.

What follows is a proposal for the creation of multi-level community resilience training designed to embed communities with skill sets that facilitate preparedness and empowerment during times of disaster. The framework of the training will include three primary paths: health; infrastructure; and community organizing and advocacy. The specializations reflect basic community needs during and after a disaster as well as empowerment during recovery to development. Once the framework is created, a participatory community-based research approach described in this document will be used to adapt the Community Resilience Training to the local context.

The following proposal includes a pilot project in the Vanj District of Tajikistan. The Vanj District suffered a 5.3 earthquake in 2010 (Manzarshoeva, 2010), and due to its proximity to five tectonic plates is likely to have another event in the foreseeable future (Chi Chi, 1999) (Prevention Web, 2012). In addition, Focus Humanitarian Assistance (Focus), an affiliate of the Aga Khan Development Network, works in the Vanj District to improve community disaster resilience. Once a successful pilot project has been completed, the curriculum would be scalable and transferable to other applications, such as refugee populations. The multi-level Community Resilience Training could be used to empower communities facing disruption from conflict, the impacts of climate change, or struggling with economic development as well as those communities who are at risk of disasters.

#### *B) PROJECT DESCRIPTION*

The Community Resilience Training (CRT) is a project designed to produce and implement a multi-level, community-based training program that enhances community resilience in the face of large-scale disruptions such as natural disasters, climate change, conflict, and severe economic downturns. CRT training will provide vulnerable populations with sustainable technology, and wilderness medicine protocols, community organization skills, and transnational advocacy skills as well as facilitate the transfer of adaptive knowledge among vulnerable communities. In addition, the training program will include training for trainers and an administrator mentorship to facilitate community control of the final product.

To launch the CRT, project designer and director, Delyla Wilson, will approach the Grassroots Organizations Operating Together in Sisterhood (GROOTS) network, Global Network for Disaster Reduction, and other organizations involved with DRR to develop partnerships with grassroots organizations. Specialization team and CRT spokes committee members will be drawn from the CRT project partner networks as well as the program director's social networks. Within Delyla's social network are people that have both practical and academic expertise in the areas of specializations (see appendix A) that will be the foundation for the CRT spokes committee. The CRT spokes committee will then define the qualifications for CRT specialization team members. The Program Director, Delyla Wilson will select the initial CRT spokes committee though, once formed, CRT specialization teams can select a different spokes person if so inclined.

The CRT curriculum will start with an 8-hour introductory course that introduces the importance of skills that increase resilience and outlines the different areas of specialization that are available. At the completion of the initial training, interested participants will focus in one of three specializations: Health; Infrastructure; and Community Organizing and Advocacy. Each of the three specializations will consist of three to four levels of training beyond the initial introductory course. Similar to Red Cross medical trainings, the levels will build on the previous training to increase the overall capacity of the community while allowing community members to decide how much time they desire to commit to the CRT program. The first level of each specialization will be a 16-hour course that provides a basic skill that empowers participants to engage in disaster and post-disaster community response, relief, and recovery activities in their specific field of study under the direction of more advanced CRT students.

Trainings will be designed in 2-hour modules to facilitate flexibility in training schedules based on the needs of the population being served. In this way, trainings could be taught full-time for a period of weeks or conducted on weekends and/or evenings over a longer time frame. To facilitate the inclusion of low-income participants all trainings are budgeted to include food and childcare. In addition, training materials will consist of images rather than written resources to facilitate the program accessibility in areas with low literacy rates. Throughout the training, students will participate in scenarios and hands-on exercises designed to teach people to work together to apply their resiliency knowledge and skills. The CRT curriculum teams will use *Helping Health Workers Learn*, a book that presents methods and ideas for community health worker education, as a primary reference for training tools (Werner & Bower, 2010). Other pedagogical tools that facilitate active learning and transnational competencies necessary for community advocacy could include case studies in the form of stories, small group problem solving, role-plays, and mentorship (Koehn and Rosenau, 2010).

The framework of the specializations will be designed to incorporate local community knowledge and adapt to local culture. The concept of local community knowledge is based on the more formal ideas of Traditional Ecological Knowledge (TEK), defined in Haslam, etc's *Introduction to International Development, Approaches, Actors, and Issues*, as "Non-scientifically based understanding of ecological systems, accumulated and held by local peoples

based on an intimate understanding of the resources upon which they have relied for their livings and that they have managed over long periods of time.” For the purposes of this project, local community knowledge also includes more recent information leading to successful adaptation and broadens the relationship from an understanding of resources to their relationship with the environment as a whole. Broad descriptions of the specializations are submitted in this document as teams of four to seven individuals will design each specialization, including goals, objectives, teaching approaches, specific skills, and level organization. Adaption of the CRT curriculum framework will be based on community-assessment research conducted by the CRT program director, CRT steering committee members, and graduate students recruited by the CRT program director and CRT partners. The assessment is designed to identify key holders of community adaptive knowledge, explore community strengths and weakness as well as community adaptive skills. To make the trainings as relevant as possible, the information will be integrated into all trainings by the initial specialization team with the oversight of a local representative.

#### *C) COMMUNITY RESILIENCE TRAINING PROJECT GOALS/OBJECTIVES*

##### *C1) GOAL 1*

Build community capacity to adapt positively to adversity by providing needed skills and simple, creative solutions in the areas of infrastructure, health, hazard management, and community organizing and international advocacy.

##### *C2) GOAL 2*

Create a curriculum capable of transnationally transferring traditional adaptive skills and knowledge to promote community resilience to disruption.

##### *C3) GOAL 3*

Improve community capacity in important development areas such as waste management, water treatment, and community conflict resolution.

##### *C4) GOAL 4*

Improve overall effectiveness of international aid organizations by improving community capacity to engage with organizations.

#### *D) COMMUNITY ASSESSMENT RESEARCH*

The community assessment research is completed prior to the introduction of the CRT curriculum to the community. Communities who participate in the assessment will benefit as the first recipients of the training in the region. To create appropriate disaster resilience educational tools, it is vital to build on existing community knowledge. The incorporation of community knowledge in the development of disaster resiliency training will be facilitated through the use of a participatory community-based research approach. For the purposes of the pilot project, the study will focus on a community that had a disaster in the past ten years and is likely to have another in the next 10 years. Being present during the past event will be criteria for participation in the focus groups and individual interviews. Each stage of the proposed research will be informed by community input, with the goal of providing a training toolbox that increases individual and community resilience.

### D1) PURPOSE STATEMENT

The purpose of this CBPR mixed-method study is to learn community strengths and needs for disaster resilience to inform the CRT curriculum. The research methodology is designed to collect data using a variety of methods as appropriate for the community. Methods include focus groups, informal community discussions and interviews that will then inform pile sort activities. The choice of tools will be adapted based on the background research into regionally appropriate assessment methodology. For the purpose of this study, disaster is defined as serious disruptions to community economic or social structures from natural, economic, industrial, or technological sources. In Phase I of the study, CRT steering committee members will hold focus groups and/or facilitated community discussions and individual interviews with rural community disaster survivors to discuss their views on community disaster preparedness. The results of the qualitative interviews and focus group responses will be coded for the creation of a pile sorting activity in which community members classify main themes that reflect the specializations inform the adaptation of the CRT curriculum.

### D2) STEERING COMMITTEE

A seven to eight member Steering Committee will oversee the initial research and CRT curriculum framework adaptation. The CRT steering committee will consist of the CRT Spokes Committee, the local CRT program director trainee, two community representatives who currently are involved in local disaster preparedness and response, and the lead researcher (if not a CRT steering committee member). The Steering Committee will hold monthly electronic meetings during the initiation and assessment phases. During the planning phase, the Steering Committee will meet weekly to ensure a strong foundation with community involvement in the final product. Once the training is initiated, the Steering Committee will meet quarterly to oversee the project, assisting with any problems that arise, addressing community needs, as well as resolving any outstanding conflicts. The Steering Committee, as well as all other committees, will use consensus process for decision making with other structural details to be determined at their first meeting.

### D3) METHODS

The pilot project research into community needs, expectations and capacity in disasters will utilize a CBPR approach. The research design is a mixed-methods, inductive study based in grounded theory that incorporates both qualitative and quantitative data gathered through individual interviews, focus groups and pile-sort activities. Similar CBPR methodology has been used to develop community-based emergency response capacity in Taiwan through the Integrated Community-Based Disaster Management Program (ICBDM) (Chen et al, 2006). However, due to the differing goals between the proposed project and the Taiwan ICBDM project, the specific elements of the project differ.

#### *D3.1) Initiation*

The initiation phase includes the development of a foundation for community-based research and the initial community engagement.

##### D3.1.1) Procedures



Community background research for this study includes collecting historical, geographical, and cultural information about the community to inform CRT staff entry into the community. This includes regional background research completed by graduate students from the region of interest, recruited through the CRT Steering Committee and partner organization academic contacts. In addition, the CRT program director will make contacts into the local community by identifying groups and individuals involved in community DRR to recruit as members of the steering committee.

#### D3.1.2) Sample

In addition to the background research, the initiation phase also includes the recruitment of informants for the assessment phase through key actor community networks and outreach at local gathering places. The sampling frame will consist of those engaged with the community during some phase of the preceding disaster event. Initially, the research design will use a convenience sampling through advertisement and word of mouth to engage community members in focus group discussions and activities. In addition, participants may be recruited through partnerships with community organizations that have an interest in increasing community capacity. The sample methodology may bias selection towards those more prepared for disaster than the average community member as those that engage are likely to be interested in community DRR.

#### D3.1.3) Measurements

The background data collected prior to engagement with the community will inform the selection on key actors within the community with a goal of diverse demographic representation, including women and ethnic group representation. Through an understanding of the historical and cultural contexts of the community CRT can work to include traditionally ignored populations as identified during the background research while designing focus groups or facilitated community discussions (preferably over a meal) to ensure the opportunity for all voices to be heard.

#### *D3.2) Assessment*

During the assessment phase, community capacity, skills, knowledge, and vulnerability will be assessed using qualitative and quantitative measures.

##### D3.2.1) Procedures

*Focus Groups or Informally-Facilitated Community Discussions:* The first research element in the assessment phase is the facilitation of two to four focus groups with 10 to 12 participants per group. The focus groups are a facilitated discussion on the disaster experiences, competencies, and understandings (see moderators guide). Focus group participants will also join in a free-listing exercise in order to develop a list of ideas regarding needs, useful skills, and important knowledge in a disaster situation (Bernard, 2006). In addition, photo prompts of disaster response, relief, and recovery activities may be shown to encourage individuals to engage in the focus group discussion (Ulin & Tolley, 2005). The verbal prompts for photos includes: what is happening in this picture?; What skills are being used in this situation?; What skills are needed in

this situation?; and What is the relationship between community and the organization in this picture?.

In communities where focus groups are inappropriate, researches will use informally facilitated community discussions to gather data. Researchers and CRT community steering committee members will informally meet with community members, guiding the discussion to the topics found in the moderators guide. Rather than picture prompts, the solicitation of stories would be used to inspire participation.

*Individual Interviews:* In addition to focus groups, the CRT pilot project assessment phase includes ten to fifteen individual semi-structured interviews (see interview moderators guide) approximately one hour in length. Individual interviews are conducted in order to deepen the qualitative analysis of local disaster knowledge.

#### D3.3.2) Sampling

Focus group participants are selected via convenience sampling during the Initiation phase as stated above. The selection of community informants will use purposive sampling to select community informants. Individuals that played a major role in the community disaster process are identified through focus groups discussions. Purposive sampling allows for the identification of informants that will serve the needs of the study. This is a viable approach for the pilot study as limited time and resources prevent an exhaustive sampling frame (Bernard, 2006).

#### D3.3.3) Measurement

Focus groups and interviews: CRT Steering Committee members will be responsible for the transcription and coding of the focus group discussions and individual interviews. They will use NVivo version 9 in order to identify themes (eg health) and the interrelationship between themes (Creswell, 2009). Under each theme there will be a number of subthemes (eg emergency care, public health) each with a list of specific disaster needs, knowledge, and skills that fit within that sub-theme (eg how to treat crush injuries).

#### *D3.3) Planning*

In the planning phase, CRT steering committee members develop advising materials for the disaster resilience training committees after gathering broader community input.

#### D3.3.1) Procedure

*Pile Sort Activity:* In order to engage the community in the creation of the training curriculum, study participants and other community members will be asked to partake in two pile-sort activities. In the first pile sort activity, researchers will give participants cards with a phrase or image referring to what needs to be done during a disaster as identified in the focus groups and individual interviews. Researchers will ask participants to sort the cards into five categories representing who is responsible for meeting those needs including government, aid organizations, community, family, and individuals. Depending on the number of cards each phrases may be duplicated for inclusion in more than one category. In the second pile sort activity, researchers provide participants with a different set of cards with an image, word or phrase describing a skill or capacity identified in the Assessment phase. In order to determine the

communities views on how easily acquired particular skills are, researchers will ask participants to place each card into one of the following categories; common knowledge, easily learnable skill, trade level skill, professional level skill, and inherent skill. Depending on the results of the Assessment phase other pile sort activities may include sorting for community views on dynamic pressures and root causes of vulnerabilities, the importance of skills, preferred approaches to specific problems, and more as needed.

#### D3.3.2) Sampling

Convenience sampling through word of mouth and investigator presence in the community will be used to engage individuals in the pile sort activity. To recruit this sample the investigator will be available at social gathering areas of the community with the pile sort activity on hand. Any community member who is willing to take the time will be invited to participate. Informants will be given verbal informed consent and no personal information will be asked of them.

#### D3.3.3) Measurement

The CRT steering committee will oversee the analysis the pile sort data using either hand tallying or IBM SPSS version 13.1 to analyze the frequency of each element in each category and develop comparison reports between pile sort activities. The information gained through the analysis informs how to approach those elements in the training. For example, if a significant percentage of the population feels that emergency medicine is something only experts can learn, the CRT steering committee would ensure that the emergency medicine information was particularly accessible, building on common household approaches to health identified in a different pile sort. In particular, identifying areas where community perception may limit the acceptance of information is critical.

#### **D4) LIMITATIONS AND VALIDITY CONCERNS:**

The primary threat to external validity is the need to use convenience and purposive sampling rather than a random sample for focus groups and interviews. This is done as it is the most logistically possible means of getting participants for a small pilot study that typically lacks statistical power due to small sample size. However, this may cause a selection bias towards individuals with an interest in disasters rather than a cross-section of the community. To reduce the effect of this concern, the study has a low requirement for inclusion and participant recruitment will occur in a variety of community subgroups. The limited number of participants in the pilot study makes generalizing the study findings to a larger population difficult. The inclusion of differing data sources, from the historical background, cultural research, and geographical data collected in the Assessment phase can be triangulated to justify the themes found in the community research, strengthening the external validity of the project (Creswell, 2009).

#### ***E) SPECIALIZATIONS***

##### **E1) HEALTH**

The Health Specialization of the Community Resilience Training includes medical methodologies based on limited access to higher skilled health workers including emergency

medicine, disease assessment, and public health approaches. Wilderness Medicine (WM) protocols and Werner et al's (1992) "Where There is No Doctor" community health methods will be the foundation of the emergency and community medicine approaches in the CRT Health specialization. Wilderness Medicine skills are recommended for global public health workers to better prepare them to adapt to unpredictable environments by providing them with the skills to manage their own basic health needs (Lemery et al, 2012). Therefore, the CRT project assumption is that the communities served by the global public health workers serve are likely to benefit from the same WM skills.

The first level of the CRT Health Training will consist of hygiene, basic wilderness first aid, scene assessment, and simple patient care skills. The following trainings will include advanced first aid, recognition of common communicable and chronic diseases, including prevention, treatment, referral needs, and patient care, local herbal remedies, and culturally appropriate do-know-harm protocols. The highest level of the CRT health specialization will incorporate advanced WM skills, search and rescue techniques, patient and staff management, and scene organization. In addition, students will be trained to perform basic community health assessments in order to gather information useful in community health advocacy. As with all specializations, the exact breakdown of the CRT health specialization levels will be decided by the CRT specialization curriculum team.

## E2) INFRASTRUCTURE

The CRT Infrastructure specialization will address critical needs including shelter, water, sanitation, food, and energy. In addition, the infrastructure specialization will include hazard identification, containment, and cleanup best practices. Through permaculture design concepts, participants will learn how to think holistically about infrastructure challenges. The skills will include the use of on-site resources to create temporary, functional systems that provide shelter while incorporating appropriate water collection/filtration techniques, sanitation methods, and potential energy sources based on 'Do-It-Yourself' approaches to problem solving. Hazard management will include information on recognizing and reducing community risk of hazards prior to a disaster, knowledge of health and environmental impacts of local hazards, and the application of simple technology, such as fungi bioremediation, for the containment and clean up of hazardous material. Further, the CRT Infrastructure specialization will address food collection and storage including identification and use of local hazard resistant plants as well as resource management.

The first level of the CRT Infrastructure specialization introduces students to permaculture principles and how they apply to shelter, water, sanitation, food, and energy. Further, the first level will include identification of hazards in the environment and methods to reduce risk from man-made hazards. The CRT Infrastructure committee may then choose to offer an advanced level training for each critical need area with the top specialization level focusing on the integration of all critical needs into a functional system. However, the committee may also prefer to teach three levels that build on the previous one, integrating critical needs at each level. In both cases, the highest level will include hazard containment and best practices for

cleanup as only the most highly trained community members should engage with hazardous materials other than identifying them and removing people from the contaminated area.

### E3) COMMUNITY ORGANIZING AND TRANSNATIONAL ADVOCACY

The CRT Community Organizing and Transnational Advocacy specialization is for community members who are interested in developing their capacity to bring together members of the community, particularly representatives from each of the proceeding specializations, to create ad-hoc community organization during times of community disruption. As ad-hoc community organizers identify the needs of their communities in a disaster situation they will benefit from transnational competency skills to enable them to advocate for their community with the international organizations that provides relief, recovery, and rehabilitation aid post-disaster. Transnational competency knowledge provides “transboundary social capital (that) expands the scope for cooperative action” (Koehn, Rosenau 2010: 3). Disasters create a unique opportunities for community organizers to develop cooperative relationships with large, global donors as large NGO’s seek local partners that can assist them in directing their aid dollars effectively.

The skills taught in the CRT Community Organizing and Transnational Advocacy specialization will include engagement of community members, facilitation, small-group decision-making, conflict resolution skills, communication skills, and community assessment skills. The training approaches will emphasize the five transnational competencies; analytical, emotional, creative, communicative, and functional (Koehn & Rosenau, 2010). CRT Community Organizing and Transnational Advocacy specialization, in particular, will need to have the capacity to incorporate local community knowledge, power relationships, and communication norms. As communities improve their ability to advocate for themselves with all levels of governmental and non-governmental organizations, they improve their capacity to improve community development as part of the recovery process. Therefore, through the curriculum adaptation procedure, local and state processes required for effective engagement of aid agencies will be identified for inclusion in the Community Organizing and Transnational Advocacy specialization.

The first level of community organizing will focus on basic organizational skills including communication between specializations, small group facilitation, and introduce the concept of transnational competencies in a way that informs the other elements of the CRT Community Advocacy and Organizing specialization. The advance levels will incorporate an analysis of the downstream interactions and upstream forces that both positively and negatively impact their community’s vulnerability with an examination of the mediating midstream conditions (Koehn & Rosenau, 2010). In addition, advanced levels will include a variety of community conflict resolution training to provide participants with the capacity to deal with conflicts that inevitably will arise over the distribution of resources and responsibilities, as well as everyday community conflicts. Again, the CRT specialization team will define the exact content, timing, and focus of each level of the specialization.

#### E4) TRAINING FOR TRAINERS AND CRT COMMUNITY PROGRAM ADMINISTRATORS

Only through the development of local capacity to maintain the program can the skills learned in CRT become a sustainable community asset. During the Community Assessment Research, the members of the CRT Steering Committee that are on the ground will recruit participants to be mentored in trainer or administrator roles. The CRT curriculum will include a 40-hour trainers training developed by the CRT spokes council. In addition to the participation in the Training for Trainers course, trainers will be required to go through a mentorship period. To become a CRT community trainer, participants will need to complete two training as assistant a trainer, a trainings as lead trainer with international trainer support, and three trainings with a peer trainer. After completing all six trainings the CRT community trainer will be prepared to mentor other CRT community trainers. Trainers will be allowed to train one level below their current skill level. Administrator trainees will mentor for a full fiscal year as an assistant then transition into the role of lead administrator over the following year. After the transition year, local administrators will continue to have mentorship support for an additional three years as needed.

#### *F) PROJECT STAGES*

##### F1) STAGE 1: PROJECT DEVELOPMENT

*(Completed December 2012)*

The initial phase of project development is the study required to produce a theoretically grounded, well-developed project proposal to use as a tool for partnership solicitation, curriculum committee recruitment, and funding acquisition. This is the only non-collective stage of the CRT project. The project development Program Founder and Director, Delyla Wilson, is completing this stage independently as the foundation for the collective structures and processes required for the development and implementation of the CRT curriculum. This document is the final product of the project development phase of the Community Resilience Training which will be completed in December 2012.

##### *F1.1) Project Development Goals/Objectives*

###### F1.1.1) Goal 1

Develop foundational research approaches, methodologies and tools for the adaptation stage of the CRT

###### Objectives

- a) Complete two or more courses at the University of Montana in research design and methods
- b) Create a Community Based Participatory research project proposal for the Community Resilience Training

###### F1.1.2) Goal 2

Build a cross-disciplinary theoretical foundation for the CRT approach to community resilience building.

###### Objectives

- a) Take UM courses on approaches to disaster and other human disruptions from multiple of disciplinary perspectives
- b) Study theoretical approaches to disaster resilience in-depth through independent study

#### F1.1.3) Goal 3

Study aspects of resilient community development, including public health issues, environmental challenges, and economic needs

##### Objectives

- a) Complete two UM courses that focus on public health issues
- b) Complete two UM courses that focus on development issues

#### F1.1.4) Goal 4

Gain a deeper understanding of Central Asian culture in preparation for the Tajikistan pilot study.

##### Objectives

- a) Complete one course on Central Asia
- b) Primarily direct graduate research toward Tajikistan, including research into geography, history, development, health and healing practices, and disaster management

#### *F1.2) Project Development Staffing Needs*

The CRT project founder and director, Delyla Wilson, completed Stage I while seeking a Masters in Interdisciplinary Studies. Therefore, there are no additional staffing needs for Stage 1 of the CRT project.

#### *F1.3) Evaluation*

As Stage 1 of the CRT project happened in an academic setting, at the end of each project and course completed UM faculty evaluated the work of the CRT project founder and director. Delyla Wilson's academic transcript is attached (appendix B) to provide both a list of courses completed and the grades for each course.

### **F2) STAGE II: CURRICULUM DEVELOPMENT**

*(January 2013 to December 2013)*

In the curriculum development phase, the CRT project director will convene four committees of four to seven people to develop the CRT curriculum framework. In addition to a committee for each of the three specializations, there will be a central spokes committee that is made up of a representative from each of the specializations as well as the program director. The spokes committee will be responsible for: overseeing curriculum cohesion; communication between specialization committees to promote the sharing of appropriate training tools and methodologies; the creation of the eight hour introductory course and training the trainers; and ensuring curriculum accessibility and active learning approach. To further facilitate curriculum cohesion, committees will follow a similar timeline in the creation of goals and objectives, design of tools, and development of the different levels of training.

The three CRT Specialization committees will consist of four to seven individuals that have specialty skills directly related to the training area. Committee size will differ based on need. For example, the Infrastructure Specialization committee will require members who are knowledgeable in waste management, sanitation, water management, food acquisition and storage, hazard management, and shelter construction tending towards a larger committee while the Community Advocacy and Organizing committee requires members with expertise in conflict resolution, facilitation, advocacy, international aid structures, and recruitment.

The current committee members, with program director input, will define the exact make-up and needs of each specialization committee. At this time, there are a number of highly skilled individuals who have been supportive of the CRT project from its inception who have expressed interest in serving as a specialization committee member (see appendix C). The program director will recruit the initial two members of each specialization committee after which the committee, as it exists, will define its needs and recruit the remaining members. All committee members are subject to the approval of the CRT program director and committees must have no fewer than four and no more than seven members.

#### *F2.1) Curriculum Development Goals/Objectives*

##### F2.1.1) Goal 1

Secure partnerships and funding for curriculum development stage

##### Objectives

- a) Initially present CRT project proposal to five to ten potential partners, grant and foundation funders, adapting the proposal as needed to match funder request format.
- b) Outreach to project director's extensive social networks to identify potential private funders for Phase II of the CRT.
- c) Investigate potential academic opportunities that could facilitate institutional and scholarship support of Phase II of the CRT

##### F2.1.2) Goal 2

Create CRT project committees

##### Objectives

- a) Recruit two committee members for each specialization members for a total of six people
- b) Recruit up to 15 additional committee members as needed
- c) Convene spokes committee after each specialization committee selects a spokes committee representative

##### F2.1.3) Goal 3

Develop CRT curriculum framework

##### Objectives

- a) Have one face-to-face CRT meetings that includes the CRT spokes committee and all specialization team members



- b) Hold once weekly curriculum development specialization committee meetings via phone or Internet communications over a six month period
- c) Hold once weekly spokes committee meetings via phone or Internet communications
- d) Create multi-level integrated CRT curriculum framework ready for adaptation in Stage III of the Community Resilience Training

#### *F2.2) Curriculum Development Staffing Needs*

Stage II of the CRT project will require a half-time commitment from the CRT Program Director, Delyla Wilson, to oversee committee creation and curriculum development. Specialization committee members will need to commit seven to ten hours per week for a six-month period for curriculum development. Each committee will need a spokes representative that will need to be able to serve an additional five hours per week. Further, committee spokes will be asked to commit to longer-term involvement to serve on the CRT steering committee during curriculum adaption and the pilot project, participating in the adaptation of the CRT to the local context as informed by the community assessment research and incorporating feedback that results from the pilot project into the curriculum.

#### *F2.3) Curriculum Development Evaluation*

The CRT spokes committee will review the CRT curriculum framework for each specialization. Also, the adaptability of the CRT curriculum will be tested in Stage III of the CRT project. The CRT curriculum framework will be revisited for incorporation of feedback as needed throughout the CRT process. In addition, prior to the use of the curriculum for the pilot project, an independent evaluator will review the final CRT curriculum framework.

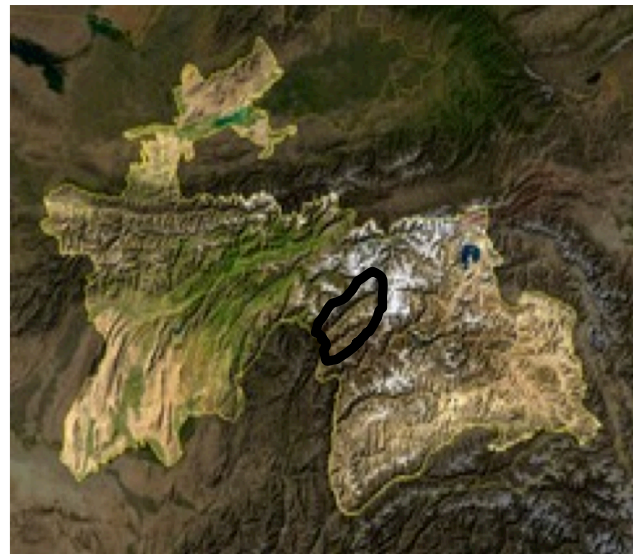
### **F3) STAGE III: CURRICULUM ADAPTATION**

*(January 2014 to December 2014)*

In Stage III of the CRT project, the CRT Community Assessment Research (CRT CAR) will be completed in the Vanj District of Tajikistan. Prior to traveling to the region, the CRT program director will facilitate partnerships with the University of Central Asia (UCA) using current contacts at University of Montana. Through that partnership, CRT will engage the Minister of Emergency Situations, currently Mirzo Siyoyev, to acquire the necessary permissions to conduct research and training programs in the Republic of Tajikistan. To engage the community of Vanj in the CRT project the CRT project director will travel to the region to recruit two community members for the CRT steering committee. With the information gathered during the CRT CAR, the CRT steering committee will adapt the CRT curriculum framework according to the information gained. Once the curriculum is adapted, the CRT steering committee will oversee a three-year pilot CRT training program. The Vanj District was selected as it had an earthquake in 2010 with a magnitude of 5.3 that damaged or destroyed well over 1000 homes as well as a number of administrative and public buildings including health facilities (Manzarshoeva, 2010). This is a common occurrence in the region that suffers from an average of one earthquake of magnitude 5.0 or greater every 4 years (Prevention Web, 2012).

### *F3.1) Vanj District Overview*

The Vanj District of Tajikistan, on the border of the highly mountainous Gorno-Badakhshan Region in the Republic of Tajikistan, covers 4,400 km<sup>2</sup>. The Panj River separates the southern edge of the Vanj District from Northern Afghanistan and two smaller rivers, the largest of which is the Vanj, flows south out of two long valleys divided by high mountains (USGS, 2010). Vanj is the district seat and accounts for 1/3 of district population of 30,000 people. The Vanj District has six Jamoats that are primarily in the long valleys created by the two rivers and in the broader plain near the Panj River (UN, 2009).



Communities in Vanj, due to the geography of the region, sit under steep slopes prone to slides and falling objects during earthquakes. The Vanj District faces many types of hazards including mass movements, extreme weather, and flooding. In addition, Tajikistan is in one of the most seismically active regions in the world experiencing many earthquakes each year. Central and Southeast Asia high seismic activity is due to their placement at the epicenter of four major tectonic plates: the Pacific plate; the Eurasian plate, the Australian plate, and the Philippine plate (Chi, 1999).

The Gorno-Badakhshan region is the poorest region in Tajikistan, a country where nearly 50% of the population lives in poverty. In addition, little of the seven percent of Tajikistan's land that is arable is found in the Gorno-Badakhshan autonomous zone (UNDP, 2010). With very limited infrastructure, one, two-lane road through the southern boundary of the district and a smaller dirt road connecting the Jamoats to the main road, at times of disaster the Vanj District is easily isolated from any potential national or international assistance. Furthermore, with high rates of male migration for employment out of Tajikistan to primarily Russia, the women of the region often find themselves untrained and at the forefront of disaster response. Therefore, though not exclusively for women, the pilot project will specifically target women for inclusion into the training process. This is likely to be possible as the Muslims of the Gorno-Badakhshan region practice Ismaili Islam, the most tolerant branch of Islam, which allows for greater equality between genders. In addition, the non-Ismaili Muslims of Tajikistan belong to the equally tolerant Hanafi school of Islam, which will facilitate local CRT trainers, once developed, engagement with greater Tajikistan.

### *F3.2) Community Assessment Research*

CRT Steering Committee will oversee and participate in the completion the CRT Community Assessment Research (CRTCAR). Prior to the implementation of the CRTCAR, the CRT Steering Committee will review, and modify as necessary, the interview and focus group

questionnaires. Input from community representatives will be of particular value during this process to ensure that the research tools are culturally viable.

#### F3.2.1) Community Assessment Research Goals/Objectives

##### F3.2.1.1) Goal 1

Complete Initiation phase of CRTCAR.

- a) Recruit graduate students from Anthropology, Political Science, and History programs to write contextual documents in exchange for a small stipend and course credit.
- b) Recruit two key actors with an interest in community resilience and preparedness education from the Vanj District for the CRT Steering Committee. This will be the first responsibility of the researchers upon entering the Vanj District
- c) Convene CRT Vanj District Steering Committee
- c) Present briefings to CRT Steering Committee to inform the community based research and researcher selection
- c) Provide transnational competency training for Spokes Council members that includes learning to work with translators, transnational case studies to encourage creative problem solving and mutual empathy, information the importance of ongoing learning, as well as small group problem solving activities (Koehn & Rosenau, 2010).

##### F3.2.1.2) Goal 2

Complete Assessment phase of CRTCAR

- a) Recruit doctoral students in Cultural Geography, Community Health, or Anthropology to assist CRT Program Director (and CRT Steering Committee community representatives once recruited) complete the Community Research Assessment.
- b) Complete focus group and individual interview research
- c) Analyze results of group and individual interview research

##### F3.2.1.3) Goal 3

Complete Planning phase of CRTCAR

- a) Steering committee creates CRT Vanj District pile sort activity
- b) Researchers and Steering Committee community members engages community members in pile sort activity, recording results.
- c) Evaluate results of CRT pile sort activity.

##### F3.2.1.4) Goal 4

Curriculum Adaptation

- a) Reconvene specialization committees for initial incorporation of the site-specific research assessment.
- b) After recommendations from specialization committees, the CRT Vanj District Steering Committee will complete the final adaptation of the curriculum to be offered.
- c) Recruit and train two CRT Trainers for each specialization in the newly adapted CRT curriculum. These trainers would preferably come from the original CRT Specialization Committees.

### F3.2.2) Staffing Needs for CRTCAR and Curriculum Adaptation

Throughout the CRTCAR the CRT Program Director, Delyla Wilson, will work full time on the project in the capacity of organizer and research coordinator. In addition, the other members of the CRT spokes committee members will continue to be required to provide five to seven hours per work on average to support the research, create the pile sort activity, and ultimately adapt the curriculum.

During the initiation phase of the research, a team of three graduate students will be needed to create a contextual briefing of the region for the Spokes Committee. The CRT spokes committee will recruit students by contacting professors at Tajik universities and from their home universities to ask them to recommend Tajik students who have an interest in more deeply exploring Tajik history, culture, and geography. For example, the Delyla Wilson has connections with faculty at the University of Montana who work with Tajik students as does UM's International Programs who could recommend interested Tajik students. By employing Tajik students to complete background research, the CRT Spokes Committee would benefit from background resources that can only be found in Tajik or Russian. Student's compensation will include an opportunity for independent or internship credits as well as a small stipend. If needed, CRT staff will assist students in obtaining an independent study to gain course credit for their work. Special consideration will be given to students from Tajikistan, the Central Asian region, or with a special interest in those areas.

At the beginning of the Assessment phase, the CRT Spokes Committee will grow into the CRT Vanj District Steering Committee with the addition of two community members and a researcher. Throughout both the Assessment and Planning phases of the CRTCAR, the two community members are committed to 20 hours per week, as they also are responsible for facilitating the researcher access to the community. The researcher will have a full-time commitment to the CRT project. In addition, interpreters will be needed for the research staff working in the community as well as for the CRT Steering Committee.

### **F4) STAGE IV: PILOT PROJECT**

*(January 2015 to June 2016)*

#### ***F4.1) CRT Pilot Trainings***

Prior to the start of the CRT Pilot Training, the recruited CRT International Trainers will participate in a ten day training conference that includes community context briefings, transnational competency training (Koehn and Rosenau, 2010), and orientation to the CRT curriculum by CRT steering committee members.

The CRT Pilot project will consist of the complete training series, including training the trainers and administrative mentorship. To account for student attrition and provide opportunities for local trainer mentorship, the CRT Introductory Trainings will be offered 15 times, CRT Specialization Level 1 trainings will be offered five times and the CRT Specialization Level 2 trainings will be offered three times. If a CRT specialization only has three levels then CRT Level 3 specializations trainings will be offered twice. However, if a CRT specialization has four levels, the CRT Level 3 and CRT Level 4 specializations will be offered once.

At the initiation of the pilot project the CRT program director will begin mentoring a local program director, preferably one of the current members of the CRT Vanj Steering Committee, to assume the duties of CRT community program director. In addition, except during the first CRT Introductory course, community student trainers will be incorporated into all trainings. To encourage the broadest possible involvement, the CRT Introductory courses will rotate through villages in each of the Jamoats while the specializations will be offered regionally.

#### F4.1.1) Training Cycle I

The initial training cycle consists of a CRT Trainers Training, five CRT Introductory Trainings, and two CRT Level 1 Specialization trainings for each specialization. First, the CRT steering committee will recruit one to two community members who have become involved in some capacity during the CRTCAR for each specialization. Recruited community members, including those who have served on the CRT Steering Committee, if interested, will participate in a CRT Trainers Training to prepare to mentor as trainers during the initial training cycle. Except for the first trainings which the community trainers will be required to attend, each of the three CRT Introductory courses will have two or three student trainers and each student instructor will be required to assist with two CRT Introductory courses. The community student trainers will then attend the CRT Level 1 specialization of their choice. The trainer trainee's will primarily be a student but also will assist with course setup, hands on exercises, and other tasks as needed. In addition, during the CRT Level 1 courses, the specialization instructors will identify and hire two to three potential community trainers for engagement at Training Cycle II.

#### F4.1.2) Training Cycle II

Training Cycle II consists of a CRT Trainers Training, the next five CRT Introductory courses, two of each of the CRT Level 1 specialization courses, and the first CRT Level 2 specialization course. The second group of community student CRT trainers will attend the CRT trainers training and student train at a minimum of two CRT Introductory courses. The trainers training will have two or three CRT community trainer students from Training Cycle I. The CRT Introductory courses will be team-taught by an CRT International trainer and a pair of the CRT Community Trainer interns that were developed in Training Cycle I. Once the CRT Introductory courses are completed, the Training Cycle I CRT community trainers will student-teach their CRT Level 1 specialization course, and attend their CRT Level 2 Specialization course primarily as a student with minor student assistant duties. The Training Cycle II CRT Community Trainer students will attend the CRT Level 1 specialization primarily as students with minor student assistant duties and attend the CRT Level 2 specialization courses as students. During the CRT specialization trainings, trainers will identify and recruit potential trainers for the next training cycle.

#### F4.1.3) Training Cycle III

Training Cycle III consists of one CRT Trainers Training, the last five CRT Introductory courses, each CRT Level 1 specialization course, the two CRT Level 2 specialization courses and the CRT Level 3 and Level 4 courses. The third group of CRT Community Trainer student trainers will attend the CRT Trainers Training and student train at a minimum of two CRT

Introductory courses. The Community CRT trainers from Training Cycle I will teach the CRT Introductory courses with International CRT International trainer oversight. In addition, a pair of the Community CRT trainers that were developed in Training Cycle II will student-teach the CRT Introductory course.

After the CRT Introductory courses, the Training Cycle I CRT Community Trainers will co-train their CRT Level 1 specializations with an CRT International Trainer, student train CRT Level 2 specializations, and attend CRT Level 3 and 4 specialization courses primarily as students. The Training Cycle II CRT Community Trainer students will student train the CRT Level 1 specializations, attend their CRT Level 2 specialization course primarily as a student with minor student assistant duties, and attend CRT Level 3 and 4 specialization courses. Trainers from Training Cycle III will attend CRT Level 1 specialization courses primarily as students with some additional duties and CRT Level 2, 3, and 4 specialization courses as students.

#### *F4.2) Pilot Project Goals and Objectives*

##### F4.2.1) Goal 1

Test CRTs impact on the community's ability to respond to serious disruption through community engagement in CRT trainings

- a) Recruit 35-40 community members for each of 15 CRT Introductory courses for a total of 525 to 600 students.
- b) Engage 20-25 students for four sets of the three CRT Level 1 Specializations for a total of 240 to 300 students.
- c) Engage 20-25 students for three sets of the three CRT Level 2 Specializations for a total of 180 to 225 students
- d) Engage 20 to 25 students for two sets of the three CRT Level 3 Specializations/ CRT Level 4 Specializations for a total of 120 to 150 students

##### F4.2.2) Goal 2

Build community capacity to sustain the CRT Training Program without continued international assistance

- a) Recruit 6 CRT Community Trainers in Training Cycle I and develop their capacity to conduct Introductory Courses
- b) Develop two CRT Community Trainers for each specialization. At the end of the CRT Pilot Project, the CRT Community Trainers should be capable of training the CRT Level 1 and CRT Level 2 training in their specialization. In addition, trainers from Training Cycle 1 have the capacity to co-train CRT Level 3 and 4 specialization courses with an CRT international trainer.
- c) Recruit an additional 6 trainers in Training Cycle 2. These students will be prepared to student train CRT Level 1 in their specialization.
- d) Recruit one community member seeking to mentor with the CRT administer. By the end of the pilot project the CRT Community Administrator will be prepared to assume administration of the project with targeted support.

*F4.3) Pilot Project Staffing Needs:* The Pilot Project has significant staffing requirements.

F4.3.1) Administrative

The CRT Project Director will be required to work as a full-time administrator of the project. In addition, a community member will also be working as an administrative trainee during the CRT Pilot Project. The community administrator must have excellent organizational and communication skills as well as being able to read and write fluently. Level of education is less of a concern than an ability to quickly learn on the job and a commitment to the continuation of the project after the pilot period.

F4.3.2) International Trainers: The CRT International Trainers must have a minimum of two years on training experience in their specialization as well as the ability to live overseas for the period of the pilot project. English language fluency is required and a second language of Persian or Russian is an excellent addition. Ten CRT International Trainers will be required during the Pilot Project.

F4.3.3) Community Trainers

Candidates for CRT Community trainers will excel in the CRT trainings and show a genuine interest in continuing to teach these skills in their communities. During Training Cycle I there will be 6 CRT Community Trainers students. Training Cycle II will require 6 CRT Community Trainer students and 6 CRT Community Trainer interns. Then in Training Cycle III there will be 6 CRT Community Trainer students, 6 CRT Community Trainer interns, and 6 CRT Community Level 1 Trainers.

F4.3.4) Other Community Staff Needs

CRT International Trainers will need an interpreter for each specialization. In addition, the administrative support will also need interpreter support for a total of four interpreters. In addition, trainings will require childcare and food preparations. These positions should be outsourced to the local community.

*F4.4) Pilot Project Evaluation*

The evaluation of the pilot project will be a deductive study using a quasi-experimental, pretest, posttest with a comparison group design to test the CRT training. The CRT trainers will conduct the evaluations at the end of each level of training in each specialization. The CRT steering committee will incorporate the information gained through these evaluations into the training design. Participants and non-participating evaluators will evaluate the CRT program. In addition, both Training Cycle 1 and 2 CRT community trainers will attend two CRT trainings outside of their specialization to observe and evaluate the trainers. This is a learning opportunity for both the observed and observing trainers as well as an important qualitative evaluation tool.

F4.4.1) Procedure

The CRT training committee will use a quasi-experimental, non-equivalent pre-test and post-test comparison group design to test the resiliency training. Both the intervention and a comparison group will participate in a disaster simulation designed to test for the skills embedded into the training. There will be no training provided prior to the initial disaster simulation for any participant. Then, the intervention group will participate in the CRT training

that concludes with a second disaster simulation designed to test for the same elements as the first simulation. The comparison group that did not participate in the training will participate in the second disaster simulation as well. In exchange for acting as the comparison, participants in the comparison group will be the next group to receive training as well as a meal. Simulations will occur prior to the beginning of the CRT Pilot Project, after each CRT Training Cycle, and at the conclusion of the CRT Pilot Project. Simulations will include participants from each specialization.

#### F4.4.2) Sampling

Participation in both the comparison and intervention groups will be on a volunteer basis. Volunteers will be selected at random for group assignment for the first disaster simulation until we meet a sample size of 36 people. Subsequent simulations will include a comparison sample group of 18 and an intervention sample group of 18.

#### F4.4.3) Measurement

The training will be evaluated using both qualitative and quantitative measures. Training participants will respond to an evaluation in which they rate their perceived skill improvement in both quantitative and qualitative terms. Further, evaluators will be present at the disaster simulation to observe and rank participants on their use of relevant skills and knowledge. This will be used to compare the comparison and intervention group outcomes as well as evaluate the effectiveness of the training. SPSS version 13.1 will be used to analyze the quantitative data while NVivo version 9 will be used to code and analyze the qualitative data. This analysis will identify the strengths and weaknesses of the training program for improvement in future training projects.

#### *F4.5) Analysis and Feedback*

Once the data from the CRT Vanj District evaluation is available the final step of the pilot project will be the analysis of the data and the incorporation of the feedback into the CRT curriculum and organizational structure. This is a vital step as it provides an opportunity to examine closely what worked well and what needs to be improved before the CRT curriculum is used on a broader scale.

#### *F4.6) Limitations*

There are a number of internal and external threats to the validity of the study. Testing bias is a concern as the control group may anticipate what will happen during the second disaster simulation based on what occurred during the first simulation. In order to control for this threat, we will change the disaster scenario used for pre and post tests while the skills evaluated for remain the same. This leads to a question of instrumentation validity that is addressed by using standards similar to those found in professional disaster response training evaluations where it is common practice to evaluate skill sets using different scenarios with equivalent elements.

### **III) LONG-TERM PROJECTIONS**

#### **G1) INITIAL PROJECT**

Based on the success of the pilot project the next step for the CRT project would be to facilitate its movement into other areas of Gorno-Badakhshan with CRT Community Trainers



teaching up to CRT Specialization Level 2. When the CRT Level 2 student base is ample enough to support additional CRT Level 3 and 4 trainings, CRT international trainers will continue to work with CRT community trainers until they are prepared to mentor new CRT community trainers in CRT Levels 3 and 4 specializations as well as the CRT Trainers Training. As the Tajik community becomes self-sufficient in CRT training and organizing the international training team will select a new community to engage in the CRT training.

#### **G2) EXIT STRATEGY**

The CRT community program director will take over the administration of the CRT Vanj District project. Further, the outgoing CRT Steering committee will facilitate the creation of a local CRT steering committee with CRT community trainers as representatives. The CRT international steering committee will remain available to the local CRT steering committee for up to two years after the completion of the pilot project. In addition, throughout the training cycle, the CRT international steering committee will work with the CRT local steering committee to develop funding strategies for the long-term sustainability of the project. With a local oversight committee, local administration, and local trainers the community gains ownership of the final CRT curriculum product.

#### **G3) LONG-TERM IMPLICATIONS**

If successful, the CRT project would facilitate the transfer of adaptive knowledge among vulnerable communities, to improving their resilience to large-scale disruptions. In addition to adaptive knowledge, the training would provide vulnerable populations with sustainable technology, wilderness medicine, community organization, and transnational skills that not only improve resilience during disasters but could also improve their everyday lives. The training could build community capacity important to other development areas such as waste management, water treatment, and community conflict resolution. Furthermore, as communities become more able to direct international aid ways that are most beneficial to them, the training program could improve the overall effectiveness of international aid organizations.

If proven effective in the pilot stage, the CRT project director, and any other CRT Spokes committee members who are interested, can begin the process of adapting the CRT curriculum framework to other at-risk communities. With each adaption, the CRT staff will adapt the lessons learned in previous CRT projects in the curriculum framework. Further, through the assessment and analysis parts of the CRT project, a database of traditional adaptive measures can be created as a resource for future trainings. New CRT project areas could include refugee camps, shantytown populations, and poor communities across the globe, empowering communities to care for themselves and their neighbors in healthy and sustainable ways.

### ***IV) TIMELINE***

#### ***A) STAGE I: PROJECT DEVELOPMENT***

Completed December 2012

#### ***B) STAGE II: CURRICULUM DEVELOPMENT (January 2013 to December 2013)***

January 2013 to June 2013:

- Secure initial funding for curriculum development

- Recruit initial two members of the CRT Specialization Committees

July 2013:

- Retreat to Convene CRT Specialization Committees and CRT Spokes Committee as well as provide CRT curriculum committees with a Transnational Competency training

July 2014 to December 2014:

- Create CRT Curriculum Framework;
- Recruit students for Initiation phase of the Community Assessment Research and CRT research

### C) STAGE III: CURRICULUM ADAPTATION (January 2014 to December 2014)

January 2014 to March 2014:

- Complete Initiation phase of the Community Assessment Research
- Select Community Members for Steering Committee

April 2014 to September 2014:

- Complete Assessment Phase of Community Assessment Research

September 2014:

- Create Pile Sort Activity

October 2014

- Complete Planning Stage of Community Assessment Research

November 2014 to December 2014:

- Complete Curriculum Adaptation
- Recruit CRT Trainers

### D) PILOT PROJECT (January 2015 to June 2016)

January 2015:

- Ten day retreat for CRT Steering Committee and CRT Trainers that includes trainer orientation to the CRT curriculum and Transnational Competency training

February 2015 to April 2015:

- Complete Training Cycle I

May 2015 to October 2015;

- Complete Training Cycle II

November 2015 to May 2016:

- Complete Training Cycle III

June 2016:

- Analyze and report results of CRT Vanj District Pilot Project assessment

### D) LONG-TERM PROJECTIONS

July 2016:

- Incorporate feedback for CRT Pilot Project Assessment into the CRT Vanj District Pilot Project Curriculum

August 2016 to 2018:

- Expand CRT Vanj District Project throughout Tajikistan using primarily local trainers; Train CRT Community Trainers to teach all elements of CRT Training through CRT Specializations Level and CRT Training for Trainers

2018:

- Identify other appropriate communities for the Community Resilience Trainings to expand trainings into other communities and cultures.

#### ***IV) POTENTIAL PARTNERS***

Due to the cutting-edge nature of the Community Resilience Training it is difficult to match a grant program to the CRT project. However, there are a number of international organizations and universities that would make excellent partners for the CRT project. A primary partnership development focus In addition, there is the potential of housing the CRT project in a newly formed nonprofit through which funding can be secured and partnerships developed.

##### **A) UNIVERSITY OF CENTRAL ASIA**

The University of Central Asia, founded in 2000 by the Presidents of Tajikistan, the Kyrgyz Republic, and Kazakhstan with High Highness the Aga Khan, has a campus in Khorog, the capital of the Gorno-Badakhshan region as well as a partnership with the University of Montana. Housed within CAU is the Mountain Societies Research Centre(MSRC), an interdisciplinary research center interested in: documenting and preserving mountain societies' cultural heritage with an emphasis on current relevance; examining environmental change including the adaptation and mitigation practices of mountain societies; and hazard and risk management for natural hazards encompassing vulnerabilities, mitigation, preparedness, and risk management. The CRT project engages all three of the MSRC areas of interest through research into disaster related, culturally based adaptive practices. Further, through the process of incorporating community knowledge into the CRT curriculum for dissemination, the CRT project addresses one of MSRC's primary goals, "generate and disseminate relevant knowledge through sound research." In addition, a partnership with UCA could provide an excellent source of Tajik students for the research roles required for the CRT Community Assessment Research.

##### **B) UNIVERSITY OF MONTANA**

The University of Montana has extensive relationships with the Central Asian Region including a partnership with the UCA MSRC that offers a number of opportunities for connections into the Gorno-Badakhshan region of Tajikistan. A number of faculty, including Director of the Central and Southwest Asian program, Dr. Mehrdad Kia and Chair of the Geography department, Sarah Halverson, have existing relationships with Tajik government officials, university administrators and faculty, local leaders, and community members that could facilitate the development of CRT partnerships in Tajikistan. Further, as the academic home of the CRT project proposal, it is probable that Delyla Wilson, the CRT founder and director, will continue her studies at UM to facilitate the initial CRT Community Assessment Research. Further, the University of Montana has a number of students from Tajikistan that may be interested in the research roles required for the CRT Community Assessment Research.

##### **C) AGA KHAN DEVELOPMENT NETWORK**

The AKDN supports disaster preparedness and relief in Central Asia as well as having a special interest in the Gorno Badakhshan region of Tajikistan. The AKDN has supported Tajik disaster response trainings in the past and funds projects that build community capacity. Though it is unlikely that the AKDN would sponsor the project through its organization, many members of GROOTS and GNDR receive funding from the AKDN. A CRT partnership with a Tajik NGO such as Institute of Cultural Affairs- EIHO Tajikistan, or another organization already receiving AKDN funding could make available CRT project funding from the ADKN.

#### D) BILL AND MELINDA GATES CHALLENGE GRANTS

The Bill and Melinda Gates Challenge Grants offer a variety of opportunities for CRT project funding. The grants are given to organizations and individuals in a variety of project areas including Global Health Challenge and the Grand Challenges Exploration Grant that supports innovative ideas in the area of Global Health. Grants are accepted from any discipline, organization, or group. Initial grants are for \$100,000 with the availability of follow-up grants for up to \$1 million. The topic area of the Challenge Grants rotates on a bi-yearly cycle. The Challenge Grant is currently accepting grants for innovative global public health projects and has a disaster preparedness and resilience Challenge Grant that is not currently available.

#### E) GROOTS AND HUAIROU COMMISSION

An excellent partnership opportunity for the CRT program is Grassroots Organizations Operating Together in Sisterhood, better known as GROOTS. GROOTS is an interconnected a web of women's organizations that works to include grassroots women's voices in community resilience as well as governance, HIV/AIDS, and caring community development. The GROOTS community resilience network seeks to provide a forum "to support grassroots women's organizations in order to share resources, information, and experiences." for exchange of community knowledge and skills that build disaster resilience. The CRT project would be a useful tool kit for GROOTS in their work "to support grassroots women's organizations in order to share resources, information, and experiences" for exchange of knowledge and skills that build community resilience.

In addition to their community resilience work, GROOTS is the lead organization of the Huairou Commissions Campaign on Resilience.

The Huairou Commission is a coalition of seven member networks with the mission to develop "strategic partnerships and linkages among grassroots women's organizations, advancing their capacity to collectively influence political spaces of behalf of their communities and enhance their sustainable, resilient community development practices" (Huairou 2010). The vision and goals of the Huairou Commission's Campaign of Resilience is to actualize the vision of "a holistic, proactive approach to reducing vulnerabilities ... in which organized groups of grassroots women frame resilience in their own terms" (Huairou 2010). The process of adapting the CRT project to a particular community provides a structured opportunity for the women to frame resilience, as well as what knowledge they need to be resilient, in their own terms. In addition, one of the tools used by GROOTS is community assessment, a tool that is used in the CRT project. Therefore, the CRT program could benefit from the GROOT training programs and

GROOT member organizations can use the CRT research program as a means to further their community assessment skills.

#### **F) PRIVATE FUNDING**

In addition to seeking grant funding, the CRT spokes council will utilize their personal social networks to find private funding to support the CRT project. This may include in-kind donations such as the donation of time working on the CRT committees or direct monetary contributions.

#### ***V) BUDGET NARRATIVE***

##### ***A) CRT STAGE 1: PROJECT DEVELOPMENT***

Stage 1 of the CRT project was funded through academic grants and loans in the pursuit of the CRT Project Director's Masters in Interdisciplinary Study degree. The amounts reflect the average spent per semester over 5 semesters of graduate work.

##### ***B) CRT STAGE 2: CURRICULUM DEVELOPMENT***

The Project Director requires a half time commitment for the development of the curriculum. The wages for the CRT Project Director is a base salary of \$40,000 per year which reflects a typical wage for a project or program director in the United States. The fringe is an estimate based on the current fringe rates at the University of Montana. The Committee member stipends are designed to encourage qualified people to engage in the development of the curriculum while recognizing that much of the value of their expertise will be donated as the stipends are not significant enough to match professional employment rates. Those serving on the spokes committee will receive an additional \$1500 stipend for the extra time required to engage in the CRT Spokes Committee and develop the CRT Introduction Training and Training for Trainers.

It is assumed that most participants in the CRT committees already own a computer. However, there are funds available in the budget the purchase of I-pads with video conferencing technology. In addition, the budget contains internet expenses for committee participants who do not already have access to internet. Meetings will take place via Skype which has little to no fees attached. There are also funds for mailing and printing training materials that are needed in hard copies during curriculum development.

The five-day retreat is critical in bringing together all members of the CRT Curriculum Development team. In this way CRT Specialization team members can cultivate common training approaches when developing trainings and meet with each other to develop a foundation of mutual understanding and respect. In addition, trainers will be introduced to transnational competency skills so that they will be incorporated throughout the training.

##### ***C) CRT STAGE 3: CURRICULUM ADAPTATION***

During CRT Stage 3 the CRT Project Director will work full time well mentoring a local CRT Project Director into the position to promote long-term sustainability and local ownership of the project. Once the CRT Steering Committee is formed to oversee curriculum adaptation, previous CRT Spokes members will need an additional stipend. In addition, graduate students will be engage to participate in both the initial research and the on-the-ground research in the

project region. Students will be used to encourage academic partnerships as well as keep costs down.

#### D) CRT STAGE 4: PILOT PROJECT

Once the research is completed both international and local trainers will be engaged to teach the newly adapted CRT curriculum. Wages for local trainers and translators are 150% of the poverty line, while international trainers stipends are slightly below US poverty levels. This is to encourage local involvement while recruiting trainers who are interested in providing service while having an adventure so much of their compensation will be non-monetary in nature.

All food for trainings and retreats will be locally sourced and the amounts include payment to local providers for food preparation and service. In addition, as much as possible, supplies will be locally sourced to help support local economies. The CRT Steering Committee and Trainers retreat will take place in Tajikistan at the nearest location available to the site of the pilot project. All translators and support people will be hired from Tajikistan.

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## ***APPENDICES***

**APPENDIX A: POTENTIAL CRT TEAM MEMBERS**

**APPENDIX B: DELYLA WILSON'S GRADUATE TRANSCRIPT**

**APPENDIX C: RESEARCH MATERIAL**

**APPENDIX D: BUDGET**

**APPENDIX E: STAFF NEEDS FLOW CHART**

## APPENDIX A: POTENTIAL CRT TEAM MEMBERS

The individuals listed below are all personal contacts who have done extensive social justice work. The ones asterisk mark with an asterisk\* have been approached and expressed some level of interest in being involved in the CRT project. The individuals not will be approached once this document has been completed and I am prepared to launch CRT Stage II.

*Charles Williams (Infrastructure; Community Organizing):* Charles is a certified permaculture designer and trainer with a special interest in solving complex problems at the community level. As an accomplished tinker Charles has installed complex systems such as solar electric arrays, gray water filters, and veggie oil diesel conversions as well as implementing simple systems such as emergency water filtration and humanure composting toilets.. He is talented in tradition His love of working with his hands makes him the perfect instructor for hands-on segments of the Earth Activist Training. In addition, Charles is a talented facilitator and conflict mediator.

*Erik Ohlsen (Infrastructure; Community Organizing):* Erik Ohlsen is a licensed contractor, renowned certified permaculture designer and a certified permaculture teacher. He has been practicing permaculture and ecological design since 1998. Erik has extensive experience with design and implementation of projects that range from small urban lots to 100+ broad acres. Erik's design and field experience comprise of a huge variety of skills, including: farm design and implementation, water harvesting/storm water management, erosion control, earthworks, irrigation systems, ponds, food forests/orchard systems, native plant systems, integrated pest management, microclimate moderation, soil building, project management, and much more.

*Kim Marx (Community Organizing; Transnational Advocacy):* Kim Marx has 20 years of experience community organizing for environmental and social justice issues. Kim was fundamental force in the development of the Green-Steel Alliance, an alliance between US steel workers in the Northwest and Earth First! Kim has an excellent record of building bridges across diverse groups including international work with Forest Ethics, an environmental organization that focuses on supply to address international deforestation. Kim holds a Bachelors of Science in Botany from Evergreen State College in Olympia, WA.

*Lauren Ross Ph.D., P.E. (Community Organizing; Hazard Management):* Lauren Ross is an environmental engineer with a commitment to social and environmental justice.. Lauren is a founding member of the Alliance for Community Trainers (ACT) who offer trainings that include Analysis and Critical Thinking Skills, Building Social Infrastructure, Conflict Resolution, and Grassroots Organizing. In addition, Lauren has been the technical consultant to Common Ground's toxic chemical bioremediation program in New Orleans where she has worked to monitor and educate residence on toxic threats and staying safe in the rebuilding environment. As part of this work, dhe produced the educational pamphlet *Water, Mud, Mold, and More: Toxic Chemicals and Staying Safe When Returning to Coastal Louisiana*.

*\*Leah Wolfe (Medical; Transnational Advocacy):* Leah Wolfe, MPH, studied herbal medicine at the Elderberry School of Botanical Medicine and public health at Portland State University. She is the project manager of the Serpentine Project, an educational endeavor that protects and cultivates medicinal plants and traditional approaches to healing through workshops, plant walks,

and consultations. In addition, Leah is a Wilderness First Responder. Leah was also part of a team of self-organized medics that responded to New Orleans post-Hurricane Katrina and to the 2010 Haiti earthquake.

*Lisa Fithian (Community Organizing):* Lisa Fithian has been working for social change since the mid 1970,s. She has been a student, labor and community organizer on a broad range of issues from the environment and worker rights to peace and global justice. She has spent her life working with people to understand the dynamics of power and has help thousands gain the experience and skills they need to fight for justice, no matter how great or small the cause. Lisa, a founding member of Alliance for Community Training, has international experience teaching throughout Europe.

*\*Maureen Obrien RN (Medical):* Mo Obrien is a Registered Nurse with 30 years of experience in emergency and hospice nursing. Maureen also has been an herbal practitioner for 25 years, integrating holistic herbal approaches of healing with western medicine modalities. In addition, Maureen has experience in organizing clinical support for large demonstrations, providing care during long marches such as the 2008 RNC to DNC march, and working with migrant populations. Further, she was part of a team of self-organized medics who responded to Hurricane Katrina where she was instrumental in establishing the Common Ground Clinic.

*\*Stan Wilson (Infrastructure):* Stan Wilson holds a Permaculture Design Certificate as well as an advanced Permaculture Design Certificate. Stan was a founding member, primary permaculture instructor, bus driver and infrastructure coordinator of the Skills Tour. Stan is currently a student of Environmental History at the University of Montana. His primary area of study is the history of methods of human waste disposal and relationship between human waste disposal and the environment. Stan's academic pursuits support his permaculture explorations into sustainable, non-water dependent methods of human waste management.

*Starhawk (Community Organizing; Transnational Advocacy):* Starhawk is an author, activist, permaculture designer, and one of the foremost voices in earth-based spirituality. Her twelve books include *The Spiral Dance*, *The Fifth Sacred Thing*, and her latest book, *The Empowerment Manual: A Guide for Collaborative Groups*. She directs and teaches Earth Activist Trainings which combines a permaculture design certificate course with a grounding in spirit and a focus on organizing and activism. Starhawk has extensive international experience including travel to Nicaragua with Witness for Peace in 1984, two trips to El Salvador to give ongoing support for sustainability programs, and acting as a witness for peace on the front lines of the Palestine/Israel conflict. She is also a co-founder of RANT: Root Activists' Network of Trainers, and teaches non-violent direct action trainings for groups throughout the US, Canada, Mexico, Europe, Palestine, and South America.

*\*Trenton Harper (Medical; Infrastructure):* Trenton is a paramedic and Backcountry Response Team member with Missoula Emergency Services, a ranger--medic in Yellowstone National Park, and a volunteer with Missoula County Sheriff's Search and Rescue. Trenton is a proud native of central Appalachia where he developed an early interest in traditional survival skills. He has shared his skills for over 10 years as an outdoor educator, mentor, and care provider for social and environmental justice campaigns.

## APPENDIX B: DELYLA WILSON'S GRADUATE TRANSCRIPT

### **Transcript Data**

#### **STUDENT INFORMATION**

**Name :** Delyla Wilson

#### **Curriculum Information**

##### **Current Program**

**Major and Department:** Interdisciplinary  
Studies, Reg.  
Priority D

##### **Secondary**

**Major:** Interdisciplinary  
Studies

\*\*\*This is NOT an Official Transcript\*\*\*

#### **DEGREES AWARDED**

**Degree** Master **Degree Date:**

**Candidate:** Interdisciplinary  
Std

#### **Curriculum Information**

##### **Primary Degree**

**College:** Graduate School  
**Major:** Interdisciplinary Studies

#### **INSTITUTION CREDIT [-Top-](#)**

##### **Term : Autumn Semester 2010**

**Major:** Interdisciplinary Studies

**Academic Standing:** Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ANTH	444	02	Culture, Health and Healing	A-	3.000	11.10	
ANTH	460	02	Central Asia Seminar	A	3.000	12.00	
EVST	594	02	Politics of Food	A	3.000	12.00	

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
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##### **Current Term:**

Unofficial Transcript

**Term : Spring Semester 2011****Major:** Interdisciplinary Studies**Academic Standing:** Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
COMM	451	02	Intercultural Communication	A	3.000	12.00	
GPHY	435	02	Environmnt Hazards and Planning	A	3.000	12.00	
GPHY	505	02	Research Design	A	2.000	8.00	
PUBH	560	02	Environmental & Rural Health	A	3.000	12.00	
				<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>
							<b>Quality Points</b>

**Current Term:**

Unofficial Transcript

**Term : Summer Session 2011****Major:** Interdisciplinary Studies**Academic Standing:** Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
PUBH	580	02	Rural Health Iss Global Contxt	A	3.000	12.00	
SOCI	488	02	Disasters and Social Change	W	3.000	0.00	
				<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>
							<b>Quality Points</b>

**Current Term:**

Unofficial Transcript

**Term : Autumn Semester 2011****Major:** Interdisciplinary Studies**Academic Standing:** Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ANTY	402	02	Quant Ethnographic Fld Methods	A	3.000	12.00	
HHP	545	02	CBPR Methods	A	2.000	8.00	
PSCI	596	02	Independent Study	A	2.000	8.00	
SOCI	488	02	Disasters & Social Change	A	3.000	12.00	
				<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>
							<b>Quality Points</b>

**Current Term:**

Unofficial Transcript

**Term : Spring Semester 2012****Major:** Interdisciplinary Studies

<b>Academic Standing:</b>		Good Standing					
Subject	Course	Level	Title	Grade	Credit Hours	Quality Points	R
ENST	594	02	Women, Env & Social Change	A	3.000	12.00	
ENST	596	02	Independent Study	CR	3.000	0.00	
GS	696	02	Independent Study	N	2.000	0.00	
PSCI	596	02	Independent Study	N	1.000	0.00	
			Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
							GPA

**Current Term:**

**Cumulative:** 45.000 39.000 39.000 36.000 143.10 3.97

Unofficial Transcript

### TRANSCRIPT TOTALS (GRADUATE) [-Top-](#)

			Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
<b>Total Institution:</b>			45.000	39.000	39.000	36.000	143.10	3.97
<b>Total Transfer:</b>			0.000	0.000	0.000			
<b>Overall:</b>			45.000	39.000	39.000	36.000	143.10	3.97

Unofficial Transcript

### COURSES IN PROGRESS [-Top-](#)

#### Autumn Semester 2012

**Major:** Interdisciplinary Studies

Subject	Course	Level	Title	Credit Hours
MANS	495	02	Transition from War to Peace	2.000
PSCI	431	02	Politics of Global Migration	3.000

Unofficial Transcript

## **APPENDIX C: RESEARCH MATERIALS**

- INTERVIEW GUIDE
- FOCUS GROUP GUIDE

## **MODERATOR GUIDE – INTERVIEWS**

### **Community Disaster Resiliency Skill Knowledge Amongst Disaster Survivors**

#### **INTERVIEWER**

CRT Staff

#### **LOCATION**

Rural communities that have survived a disaster

#### **SCHEDULE**

Up to ten, 90 to 135 minute interviews to be completed at each site at times and locations convenient to the participant.

#### **CONTENT AND ORGANIZATION**

- Participant arrives at pre-determined location, is welcomed and given a meal or snack
- Informed consent is given, read and signed

#### **INTRODUCTION**

- Explanation that I will be following a general interview guide to ensure that all research questions are addressed. However, the free flow of ideas is encouraged so your welcome to share ideas not directly addressed through the questions.
- Ask if he/she has questions regarding informed consent or any other topic

#### **WELCOME: 10 – 15 minutes**

Hello! I am Delyla Wilson, a graduate student at the University of Montana studying effective coping skills for responding and recovering from disasters. I will be conducting the interview today/this evening. You have been recruited to participate in this interview because your involvement in disaster response and/or recovery. This study is trying to understand what skills increase community resiliency during, and after disasters. I need your input, experience and expertise to make this study successful. The information you provide during the study will be used to inform the creation of a future community disaster curriculum. Thank you for your time, as your thoughts are important.

#### **Honesty/no wrong answers**

It's very important that I get your honest opinions about the issues and topics during the session. Remember, there are no wrong answers to my questions: I am interested in YOUR experience and opinions.

#### **Speak clearly**

To make sure I understand your comments, I am audio taping the session. It will help me understand the tape if your voice is loud and clear. Please remember to use your own and others' first names only so the study can protect everyone's privacy.

#### **Confidentiality**

Because this is recorded, I want to remind you that this is protected research and everything you say here will be kept private. Your anonymity is important to me so if I happen to see you around I will follow your lead and acknowledge you only if you initiate it.

#### **Self Care**

Please feel free to let me know if you need to take a restroom/stretch break at any time during the interview. If we venture into a discussion area that is uncomfortable for any reason please let me know if you need to take a break before addressing it or if we should leave that topic be. If I use terms you do not recognize please let me know so I can clear up any confusion. Also, if there is anything you need before we again please let me know. Snacks and water are on the table for you. If you're ready, shall we begin?



Could you please start by telling me about your experience with disasters?

**PROBES**

- \*What kind of disaster were you involved in?
- \*How long ago did it happen?
- \*Were you involved in the community before the disaster?
- \*If not, when did you arrive in the community?*

- For the purpose of this study reaction to disasters is broken into three phases: response which is dealing with the immediate problems occurring as the result the event; Relief which is providing for the immediate needs of the community; and Recovery which is putting the community back together after the disaster. In what ways, response, relief, and/or recovery were you involved?

Disaster Response  
*In Community When Disaster Occurred*

Disaster Relief  
*Worked Providing Assistance to Victims After Disaster Event Occurred*

Disaster Recovery  
*Worked on Rebuilding and Helping the Community Recover from Disaster*

\*What did you do during the disaster?  
**Probes**  
-What did you feel prepared to handle?  
-What skills/knowledge did you have that made you feel prepared?  
-What skills/knowledge did you use to respond to the disaster?  
-What did you feel unprepared to do?  
-What skills/knowledge do you think would have made you feel more prepared to respond to the situation?

*If also involved in response:*  
Can you tell me about what happened once immediate crisis passed?

*If not involved with response:*  
When you arrived in the community what was happening? What was the situation?

*If also involved in response /relief process:*  
What kinds of things were done in the community to help it recover from the disaster?

*If not involved with response:*  
How did you become involved with the recovery process?

\* What were the people around you doing?  
**Probes**  
- What did they seem capable and prepared to handle?  
-What skills/knowledge did they use?  
-What did they seem unprepared to do?  
- What skills/knowledge did they seem to be lacking?  
-Was there anyone that stood out? *If so*Why?

\*What did you do to help provide relief for the community?  
**Probes**  
- What did you feel prepared to do?  
- What skills/knowledge did you use?  
- How did you acquire these skills?  
-What did you feel unprepared to do?  
-What skills/knowledge did you wish you had?

\*What was your involvement in helping the community recover from the disaster?  
**Probes**  
- What did you feel prepared to do in order to help the community recover?  
- What skills/knowledge did you use?  
- How did you acquire these skills?  
-What did you feel unprepared to do?  
-What skills/knowledge did you wish you had?  
-Did you feel effective in creating the best recovery possible? Why or why not?

Disaster Response <i>In Community When Disaster Occurred</i>	Disaster Relief <i>Worked Providing Assistance to Victims After Disaster Event Occurred</i>	Disaster Recovery <i>Worked on Rebuilding and Helping the Community Recover from Disaster</i>
<p>*Why do you think they were responding the way they did?</p> <p><b>Probes</b></p> <ul style="list-style-type: none"> <li>- What might have made them respond differently?</li> <li>- What skills/knowledge do you think might have made the community respond more effectively?</li> </ul>	<p>*What was the role of the community in providing relief to themselves and their neighbors?</p> <p><b>Probes</b></p> <ul style="list-style-type: none"> <li>- What did they seem capable and prepared to handle?</li> <li>-What skills/knowledge did they use?</li> <li>-Did you feel they were effective? Why or why not?</li> <li>-What were they unprepared to handle?</li> <li>-What skills/knowledge did you think would have made them more prepared?</li> <li>- How do you think that the community could gain those skills?</li> <li>-Was there anyone that stood out? Who? Why?</li> </ul>	<p>*What role did other community members that you know play in the rebuilding process?</p> <p><b>Probes</b></p> <ul style="list-style-type: none"> <li>-Who did you work with during the recovery process?</li> <li>-What skills/knowledge did they use?</li> <li>-Did you feel that they were effective? How? Why?</li> <li>-What skills/knowledge did you wish they had?</li> <li>- Where could they get these skills?</li> <li>-Was there anyone that stood out? Who? Why?</li> </ul>
<p>*Did you have contact with any kind of outside organization while responding to the disaster?</p> <p><b>Probes</b></p> <ul style="list-style-type: none"> <li>- What were they doing?</li> <li>- How effective were the organizations you had contact with?</li> <li>- What skills did they bring to the response process?</li> <li>- Are there things that agencies from outside the community did that you felt that the community could/should learn to do for themselves?</li> </ul>	<p>*What interaction did you have with outside relief agencies?</p> <p><b>Probes</b></p> <ul style="list-style-type: none"> <li>- What relief services were provided?</li> <li>- How useful were the services? Why? How?</li> <li>- Are there things that agencies from outside the community did that you felt that the community could learn to do for itself?</li> </ul>	<p>*What interaction did you have with agencies involved in the recovery process?</p> <p><b>Probes</b></p> <ul style="list-style-type: none"> <li>- What type of recovery were they doing?</li> <li>- How effective have these outside recovery organizations been?</li> <li>- Are there things that agencies from outside the community did that you felt that the community could/should learn to do for themselves?</li> </ul>
<p>*What skills/knowledge did you find missing in the community when responding to the disaster?</p>	<p>*What skills/knowledge did you think were missing in the community to direct the relief effort to the best benefit of the community?</p>	

Disaster Response <i>In Community When Disaster Occurred</i>	Disaster Relief <i>Worked Providing Assistance to Victims After Disaster Event Occurred</i>	Disaster Recovery <i>Worked on Rebuilding and Helping the Community Recover from Disaster</i>
<p><i>If not involved in the relief effort:</i> *What prevented you from being involved in the relief effort? <b>-Probe If appropriate</b> -Are there skills that you think may have helped you be able to provide relief for the community?</p>	<p><i>If also involved in relief effort as indicated in top question go to <b>next column</b></i> Next I would like to talk about what happened once the disaster itself was over.</p>	<p>*What skills/knowledge did you find missing in your community during the recovery process? <b>Probes</b> - Did you feel as if the community was capable of advocating for itself during the recovery process?</p>
<p><i>If involved in Recovery Process but not relief go to <b>third column</b>:</i> Since you also participated in the recovery process for the community I would like to talk about your experience with that next.</p>	<p><i>If not involved in the recovery process:</i> *What prevented you from being involved in the community recovery effort? <b>-Probe</b> - What level do you think that the community should be involved in the recovery process? <i>If appropriate</i> -Are there skills that you think may have enabled you to be involved in the recovery process?</p>	<p>Go to <b>Disaster Impacts</b></p>
<p><i>If only involved with response go to <b>Disaster Impacts</b></i></p>	<p><i>In not involved with recovery process go to <b>Disaster Impacts</b></i></p>	
<p><b>Disaster Impacts:</b> Lastly I would like to talk about where the long term impacts of the disaster on your community. Do you think that the community is more or less vulnerable, by that I mean likely to suffer losses, to future disasters?</p>		
<p><b>Probes (If More)</b> -Was the community involved in directing the recovery process? How? Why? -How could community vulnerability be reduced? - What skills/knowledge do you think the community could have helped the community to come out of the disaster less vulnerable?</p>	<p><b>PROBES (If Less)</b> -Was the community involved in directing the recovery process? How? Why? -If so, what skills/knowledge did the community use to help reduce vulnerability? - What community skills/knowledge do you think would have made the community more effective?</p>	

## **CLOSING COMMENTS 5-10 minutes**

Is there anything else you would like to share about your experiences with disaster response and relief? This is important because, as someone who has been directly involved in the disaster response and recovery process you may have insights into areas that I, as a researcher, have completely overlooked.

Thank you very much for your insight and willingness to share. All of the things told me today will help us develop a curriculum that improves communities to ability to respond to disasters and direct their recovery process.

## **MODERATOR GUIDE – FOCUS GROUPS**

### **Community Disaster Resiliency Skill Knowledge Amongst Disaster Survivors**

#### **FACILITATOR**

CRT Staff

#### **LOCATION**

Rural communities that have survived a disaster

#### **RECRUITMENT**

Any member of the community who was involved in a disaster are eligible for participation in the focus group as the study is focused on community skills and perceptions regarding disaster resiliency as well as a means of identifying key informants for individual interviews

#### **SCHEDULE**

Two four-hour focus groups of 8-12 participants to be held on different days of the week at different times.

#### **CONTENT AND ORGANIZATION**

- Participants arrives at pre-determined location and are welcomed
- Informed consent is given, read and signed
- Participants are provided with nametags with first names, introduced to other participants, and encouraged to visit with fellow participants and have snacks (provided) while waiting for everyone to arrive.

#### **INTRODUCTION**

- Explanation that a moderators guide will be followed to ensure that all research questions are addressed. However, the free flow of ideas is encouraged so participants are encouraged to share ideas not directly addressed through the questions.
- Ask if he/she has questions regarding informed consent or any other topic

#### **WELCOME:** (20 minutes)

If everyone has their snacks and something to drink, go ahead and be seated so we can get started.

Hello! I am Delyla Wilson, a graduate student at the University of Montana studying effective coping skills for responding and recovering from disasters. I will be facilitating the focus group today/this evening. You have been invited to participate in with this group because you are part of a community that was involved in a disaster. This study is trying to understand what skills increase the ability of communities to recover quickly from disasters. In addition, I hope to discover the identities of other community members who were actively involved in the response, relief, and recovery process. I need your input, experience and expertise to make this study successful. The information you provide during the study will be used to inform the creation of a future

community disaster curriculum. Thank you for your time, as your thoughts are important. Your free first aid kit will be available at the conclusion of your participation in the focus group.

### **Honesty/no wrong answers**

It's very important that I get your honest opinions about the issues and topics during the session. Remember, there are no wrong answers to my questions: I am interested in the communities experience and opinions.

### **Speak clearly**

To make sure I understand your comments, I am audio taping the session. It will help me understand the tape if your voice is loud and clear. Please remember to use your own and others' first names only so the study can protect everyone's privacy. As a reminder everyone is wearing a nametag with only their first name on it.

### **Logistics**

The focus group is schedule to last two to three hours. We will take five-minute breaks every hour during which food and beverages will be available. The bathroom is located \_\_\_\_\_.

### **Self Care**

Please fell free to let me know if you need to take a restroom/stretch break at any time during the interview. If we venture into a discussion area that is uncomfortable for any reason please let me know if you need to take a break before addressing it or if you would rather not be involved in the discussion until the rest of the group is done discussing the topic. If I use terms you do not recognize please let me know so I can clear up any confusion. Again, if there is anything you need before we again please let me know.

### **Ground Rules**

Because this is recorded, I want to remind you that this is protected research and everything you say here will be kept private. Please respect the anonymity of your fellow participants and do not repeat what you hear here outside of this room.

In order to ensure mutual respect I would like us to set ground rules for this discussion as a group. What do you need in order to feel heard and respected in a group conversation? *(Hold a brief brainstorm writing the ideas down on a whiteboard or paper for the group)*

Ground Rules should include:

- Do not interrupt
- Respect the facilitator
- If you are quiet speak up
- If you are talkative make room for others
- Use hand signals to show agreement
- Share your own experiences

Thank you, is there anything else any would like to add? Remember a group conversation is encouraged however I will facilitate when needed to ensure that everyone gets heard. If an active conversation starts where several people are trying to speak at once I will take a list of names, called a stack, in the order that people signal they wish to speak. I someone who has said little is put on the stack they will be moved up the list ahead of those who have spoken frequently. Is that ok with everyone?

### **Icebreaker Exercise**

Now, to give everyone a chance to learn each other's names we are going to play a little game. The first person says their name and one thing about themselves. The next person says the name of the first person and what they said about themselves then their name and one thing about themselves. The third person does the same for the first two people then introduces themselves ect. When we get back to the first person they introduce everyone in the circle then the second person introduces everyone they have not (everyone but the first person) and so on around the circle until everyone has said everyone's name and learned something about them. For example, I am Delyla and I am a University of Montana student interested in community resilience.

### **DISCUSSION**

All right now that we have gotten to know each other a little bit let's start out discussion. The discussion will be broken into three parts, the community response to the disaster itself, the community's participation in the relief process, and the community's involvement in recovery.

### **Community Disaster Response Experience (60 minutes)**

To start the discussion lets go around the room and have each person share for a couple of minutes on their personal experience during the disaster event. Please include a brief description of what happened and what you did during the disaster event. After that we will have some facilitated discussion specific questions.

*After the round robin pose the following questions to group for open discussion:*

Thank you all for sharing your experiences.

- What skills/ knowledge were important to you in the disaster response?
- What skills did you see the people around you using that you thought were useful?
  - o Was there anyone from the community who particularly stood out during the disaster? Why did this person stand out?
- In what ways was the community unprepared to respond to the disaster?
- In what ways was the community prepared to respond to the disaster?

Now we are going to look at a series of pictures. Please tell me what is going on in each picture. In particular I am interested in: what is happening in this picture?; what skills are being used in this situation?; what skills are needed in this situation?; and what is the

relationship between community and the organization in this picture?.

***\*Ten-Minute Break for Personal Needs\****

**Community Disaster Relief Experience 60 minutes**

Next I would like to talk about what happened once the disaster itself was over. Let's start the discussion again with a go around with each person sharing for a couple of minutes on their personal experience with providing and receiving relief. Please include a brief description of what you needed, who provided it, what was missing, and your role, if any, in the relief process. After that we will have some facilitated discussion specific questions.

*After the round robin pose the following questions to group for open discussion:*

Thank you all for sharing your experiences.

- Was the community or outside agencies more capable of providing relief to the community?
  - o How useful were the outside agencies at providing relief? Why do you think this?
  - o Are there things the agencies did that the community could have done for itself if they were prepared?
- What skills/knowledge were important in providing relief to the community?
- What skills did you see the people around you using to provide effective relief to the community? What skills did you see people around you using that didn't provide effective relief to the community? How do people in your community know about these skills?
  - o Was there anyone from the community who particularly stood out due to their involvement in the relief process? Why did this person stand out?
- In what ways was the community unable meet its needs and provide relief once the disaster was over?

***\*Ten-Minute Break for Personal Needs\****

**Community Disaster Recovery Experience (60 minutes)**

Next I would like to talk about what happened once the initial relief process was over and the community started to rebuild. This time when we go around I would like everyone to share their understanding of the recovery process, a brief description of their role in the recovery of the community, if any, and your view of effectiveness of community recovery. After that we will again have some facilitated discussion of specific questions.

*After the round robin pose the following questions to group for open discussion:*



Thank you all for sharing your experiences.

- What was the community's role in the recovery process? Do you think this is typical of other communities? Why?
- What were outside agencies' role in the recovery process? Do you think these are typical outside agency roles? Why?
  - o How responsive to community needs were the outside agencies?
  - o Are there things the agencies did during recovery that the community could have done for itself if they were prepared?
- What skills/knowledge were important in impacting the recovery process?
- What skills did you see the people around you using to help with community recovery from the disaster?
  - o Was there anyone from the community who particularly stood out due to their involvement in the recovery process? Why did this person stand out (i.e., why did he/she have skills/knowledge to help with the recovery process vs those who did not have these skills/knowledge?)
- In what ways was the community unable direct the recovery process?
- What skills/knowledge did you find missing in your community during the recovery process? How could these missing skills/knowledge be in your community?
- Since the disaster is the community more or less vulnerable to the next disaster? Why or why not?

## **CLOSING** 20 minutes

Is there anything else you would like to share about your experiences with disaster response and relief? This is important because, as some one who has been directly involved in the disaster response and recovery process you may have insights into areas that I, as a researcher, have completely overlooked.

Thank you very much for your insight and willingness to share. All of the things told me today will help us develop a curriculum that improves communities to ability to respond to disasters and direct their relief and recovery process. Be sure to pick up your free first aid kit on the way out.

Facilitator: \_\_\_\_\_  
Date: \_\_\_\_\_

### **Summary of Focus Group Discussions**

*Take a few minutes to write down any significant themes that stood out during each discussion section.*

Disaster Response:

Disaster Relief:

Disaster Recovery:

## APPENDIX D: BUDGET

ITEM	AMOUNT	UNIT	COST/UNIT	TOTAL COST
<b>STAGE 1: PROJECT DEVELOPMENT/COMPLETED</b>				
Tution and Fees	5	Semester	\$4,000.00	\$20,000.00
Books	5	Semester	\$200.00	\$1,000.00
Printing	5	Semester	\$100.00	\$500.00
Computer	1	Each	\$1,400.00	\$1,400.00
<b>TOTAL STAGE 1 EXPENSES</b>				<b>\$22,900.00</b>
<b>STAGE 2: CURRICULUM DEVELOPMENT</b>				
<b>Personell Expenses</b>				
Project Director (D. Wilson)	1	Wages /year at .5 FTE	\$20,000.00	\$20,000.00
	1	Fringe @ 15.65%	\$3,130.00	\$3,130.00
	1	Health Insurance @ .25%	\$5,000.00	\$5,000.00
<i>Total Project Director Expense</i>				<b>\$28,130.00</b>
<b>CRT Team Stipends</b>				
Health Specialization	6	Committee Member	\$2,500.00	\$15,000.00
Infrastructure Specialization	7	Committee Member	\$2,500.00	\$17,500.00
Community Advocacy & Organizing Specialization	6	Committee Member	\$2,500.00	\$15,000.00
CRT Spokes Committee	3	Committee Member	\$1,500.00	\$4,500.00
<i>Total Committee Stipends</i>				<b>\$52,000.00</b>
<b>Total Personell Expenses</b>				<b>\$80,130.00</b>
<b>Operating Expenses</b>				
Computer Technology	6	I-Pads	\$400.00	\$2,400.00
		\$30/month/Committee		
Internet	20	Member for 6 months	\$180.00	\$3,600.00
		Committee for 6		
Printing	4	months	\$600.00	\$2,400.00
		Committee for 6		
Mailing	4	months	\$150.00	\$600.00
		Committee for 6		
Telephone Expenses	4	months	\$200.00	\$800.00
<b>Total Operating Expenses</b>				<b>\$9,800.00</b>
<b>CRT Member Retreat (5 days)</b>				
Printing	1	Total Printing		\$200.00
Travel	21	Participant	\$600.00	\$12,600.00
<b>Meals for 5 days</b>				
Breakfast @ \$5 /person/day	21	Participant	\$25.00	\$525.00
Lunch @ \$6/person/day	21	Participant	\$30.00	\$630.00
Dinner @ \$12/person/day	21	Participant	\$60.00	\$1,260.00
<i>Total Meals</i>				<b>\$2,415.00</b>
Lodging for 4 nights	21	Participants@ 60/night	\$240.00	\$5,040.00
		Trainer@ \$100 per		
Transnational Trainer Stipend	1	day/3 days	\$300.00	\$300.00

Facilitator Stipends	2	Facilitator @ 100 per day/5 days	\$500.00	\$1,000.00
Supplies	1	Total Supplies	\$200.00	\$200.00
<b>Total CRT Committee Retreat Expenses</b>				<b>\$21,755.00</b>
<b>TOTAL STAGE 2 EXPENSES</b>				<b>\$111,685.00</b>
<b>STAGE 3: CURRICULUM ADAPTATION</b>				
<b>Personell Expenses</b>				
<i>Project Director (D. Wilson) @ 1 FTE x 12 months</i>				
	1	Wages /year	\$40,000.00	\$40,000.00
	1	Fringe @ 15.65%	\$6,260.00	\$6,260.00
	1	Health Insurance @ .25%	\$10,000.00	\$10,000.00
<i>Community Program Director Trainee @ 1 FTE x 9 Months</i>				
	1	Wages /Month	\$500.00	\$4,500.00
	1	Fringe @ 15.65%	\$704.25	\$704.25
	1	Health Insurance @ .25%	\$1,125.00	\$1,125.00
<i>Total Project Director Expenses</i>				<i>\$62,589.25</i>
Graduate Students	3	Individual Stipend for Project	\$250.00	\$750.00
Researcher Students: 6 Months	2	Individual Stipend/ Month	\$1,000.00	\$12,000.00
<i>Steering Committee</i>				
International Members: 8-10 hrs/week @ \$250/month x 12 months	3	Individual Stipends/Year	\$3,000.00	\$9,000.00
Community Members: 20-30 hrs/week @ \$500/month x 9 months	2	Individual Stipends/Year	\$6,000.00	\$9,000.00
<i>Total Steering Committee Expenses</i>				<i>\$18,000.00</i>
<i>Translators from Community/Region</i>				
Translators-Full Time for Year @ \$300/Month	1	Individual Stipends/Month	\$300.00	\$3,600.00
Translators Full Time for 6 months @ \$300/Month	2	Individual Stipends/Month	\$300.00	\$3,600.00
Translators As needed / 20 days	3	Individual Stipends/Day	\$15.00	\$900.00
<i>Translators Expenses</i>				<i>\$8,100.00</i>
<b>Total Curriculum Adaptation Personell Expenses</b>				<b>\$101,439.25</b>
<b>Travel Expenses</b>				
<i>Project Director</i>				
Airline Tickets	1	Per person	\$2,000.00	\$2,000.00
Visa	1	Per person	\$75.00	\$75.00
<i>Research Students (2)</i>				
Airline Tickets	2	Per person	\$2,000.00	\$4,000.00
Visa	2	Per person	\$75.00	\$150.00

**Total Travel Expenses****\$6,225.00****Operating Expenses**

Office Space	12	Monthly Rent	\$300.00	\$3,300.00
Housing	12	Monthly Rent	\$500.00	\$6,000.00
Research Supplies	1	Total Cost	\$500.00	\$500.00
Analysis Programs	1	Total Cost	\$1,500.00	\$1,500.00
Office Computers	2	Computer	\$1,500.00	\$3,000.00
Printing	1	Total Cost	\$250.00	\$250.00
Mailing	1	Total Cost	\$200.00	\$200.00
Internet/Phone Purchase	1	Total Cost	\$2,000.00	\$2,000.00
Internet/Phone Charges	12	Monthly Bill	\$1,000.00	\$12,000.00

**Total Curriculum Adaptation Operating Expenses****\$16,750.00****CRT Steering Committee and Trainer Retreat(10 days)****Travel**

International Steering Committee Members	4	Cost per Person	\$2,000.00	\$8,000.00
Local Steering Committee Members	3	Cost per Person	\$50.00	\$150.00
Retreat Facilitators	2	Cost per Person	\$2,000.00	\$4,000.00
CRT International Trainers	6	Cost per Person	\$2,000.00	\$12,000.00
Ground Transportation	15	Cost per Person	\$100.00	\$1,500.00

**CRT Retreat Travel Expenses****\$25,650.00****Meals for 10 days**

Breakfast @ \$5 /person/day	15	Cost per Day	\$75.00	\$750.00
Lunch @ \$6/person/day	15	Cost per Day	\$90.00	\$900.00
Dinner @ \$12/person/day	15	Cost per Day	\$180.00	\$1,800.00

**Total Meal Expenses****\$3,450.00**

Lodging for 9 nights	15	Cost per Night	\$40.00	\$6,000.00
Facilitator Stipends	2	Individual Stipend/Day	\$100.00	\$2,000.00
Translator Stipends	3	Individual Stipend/Day	\$15.00	\$450.00
Supplies	1	Total Cost	\$500.00	\$500.00

**Total CRT SC and Trainer Retreat Expenses****\$38,050.00****TOTAL STAGE III EXPENSES****\$162,464.25****STAGE IV) PILOT PROJECT****Personell Expenses**

Project Director (D. Wilson) 1 FTE for 18 months	1	Wages /year Full Time	\$40,000.00	\$60,000.00
	1	Fringe @ 15.65%	\$6,260.00	\$9,390.00
		Health Insurance @		
	1	.25%	\$10,000.00	\$15,000.00

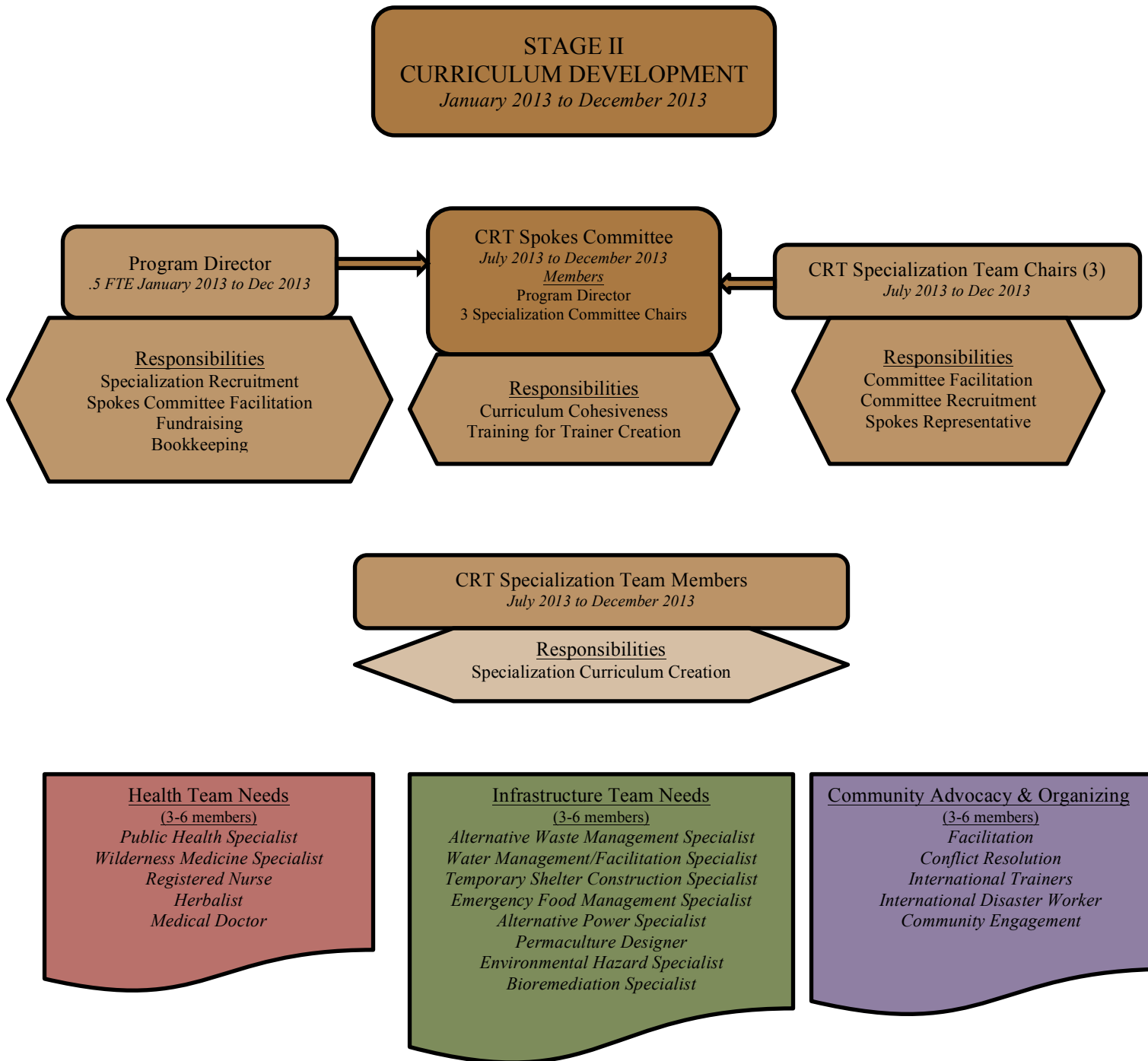
**Total Project Director Expense****\$84,390.00****CRT Community Project Director Intern for 20 Months**

1	Wages/Year Full Time	\$6,000.00	\$9,000.00
	Fringe @ 15.65%	\$939.00	\$1,408.50
	Health Insurance @	\$1,500.00	\$2,250.00

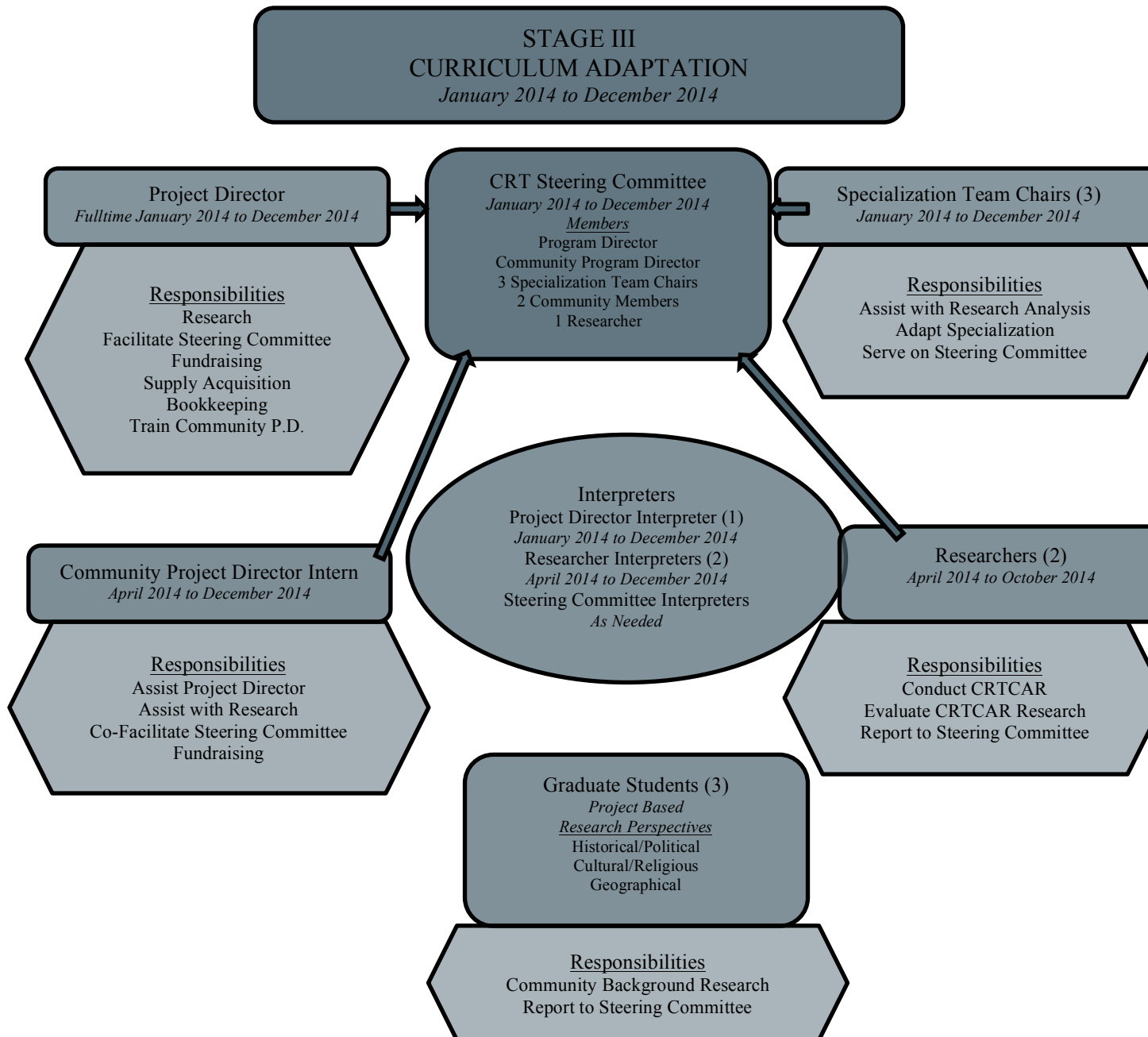
			.25%	
<i>Total CRT Project Director Intern</i>				<i>\$12,658.50</i>
International Trainer Stipends for 18 Months	6	Stipend per Month	\$1,000.00	\$108,000.00
Community Trainer in Training Stipends				
Training Cycle I for 16 Months	6	Stipend per Month	\$300.00	\$28,800.00
Training Cycle II for 12 Months	6	Stipend per Month	\$300.00	\$36,000.00
Training Cycle III for 6 Months	6	Stipend per Month	\$300.00	\$10,800.00
<i>Total Community Trainer Stipends</i>				<i>\$75,600.00</i>
Translators for Trainings for 18 Months	3	Stipend per Translator/Month	\$300.00	\$16,200.00
Translators for Project Coordination for 18 Months	1	Stipend per Translator/Month	\$300.00	\$5,400.00
Day Care Providers for Trainings for 18 Months	3	Stipend/Month	\$200.00	\$10,800.00
<b><i>CRT Pilot Project Total Personell Expenses</i></b>				<b><i>\$313,048.50</i></b>
<b><i>International Travel Expenses</i></b>				
Program Director	1	Per Person	\$2,000.00	\$2,000.00
International Trainers	6	Per Person	\$2,000.00	\$12,000.00
<b><i>Total Travel Expenses</i></b>				<b><i>\$14,000.00</i></b>
<b><i>Operating Expenses</i></b>				
Office Space	18	Rent/Month	\$300.00	\$5,400.00
Utilities	18	Utilities/Month	\$100.00	\$1,800.00
Office Supplies	18	Supplies/Month	\$50.00	\$900.00
Printing/Mailing	18	Printing-Mailing/Month	\$20.00	\$360.00
Communication Expenses	18	Communication Expenses/Month	\$1,000.00	\$18,000.00
<b><i>Total Operating Expenses</i></b>				<b><i>\$26,460.00</i></b>
<b><i>Training Expenses</i></b>				
Meals/Snacks Intro Trainings	15	Amount/Training	\$20.00	\$300.00
Meals/Snacks CRT Specialization Trainings	30	Amount/Training	\$100.00	\$3,000.00
Meals/Snacks CRT Trainers Training	3	Amount/Training	\$100.00	\$300.00
Supplies: Intro Trainings	15	Amount/Training	\$5.00	\$75.00
Supplies: CRT Specialization Trainings	30	Amount/Training	\$25.00	\$750.00
Supplies: CRT Trainers Training	3	Amount/Training	\$25.00	\$75.00
Facilities: Intro Trainings	15	Amount/Training	\$30.00	\$450.00
Facilities: CRT Specialization Trainings	30	Amount/Training	\$100.00	\$3,000.00
Facilities: CRT Trainers Training	3	Amount/Training	\$100.00	\$300.00
Travel: Intro Trainings	15	Amount/Training	\$25.00	\$375.00
Travel: CRT Specialization Trainings	27	Amount/Training	\$25.00	\$675.00
Travel: CRT Trainers Training	2	Amount/Training	\$25.00	\$50.00
<b><i>Total Training Expenses</i></b>				<b><i>\$9,350.00</i></b>
<b><i>TOTAL STAGE 4 EXPENSES</i></b>				<b><i>\$362,858.50</i></b>
<b><i>TOTAL CRT PROJECT EXPENSES</i></b>				<b><i>\$659,907.75</i></b>

## APPENDIX E: STAFF NEEDS FLOW CHART

### CRT STAGE II STAFF NEEDS FLOW CHART

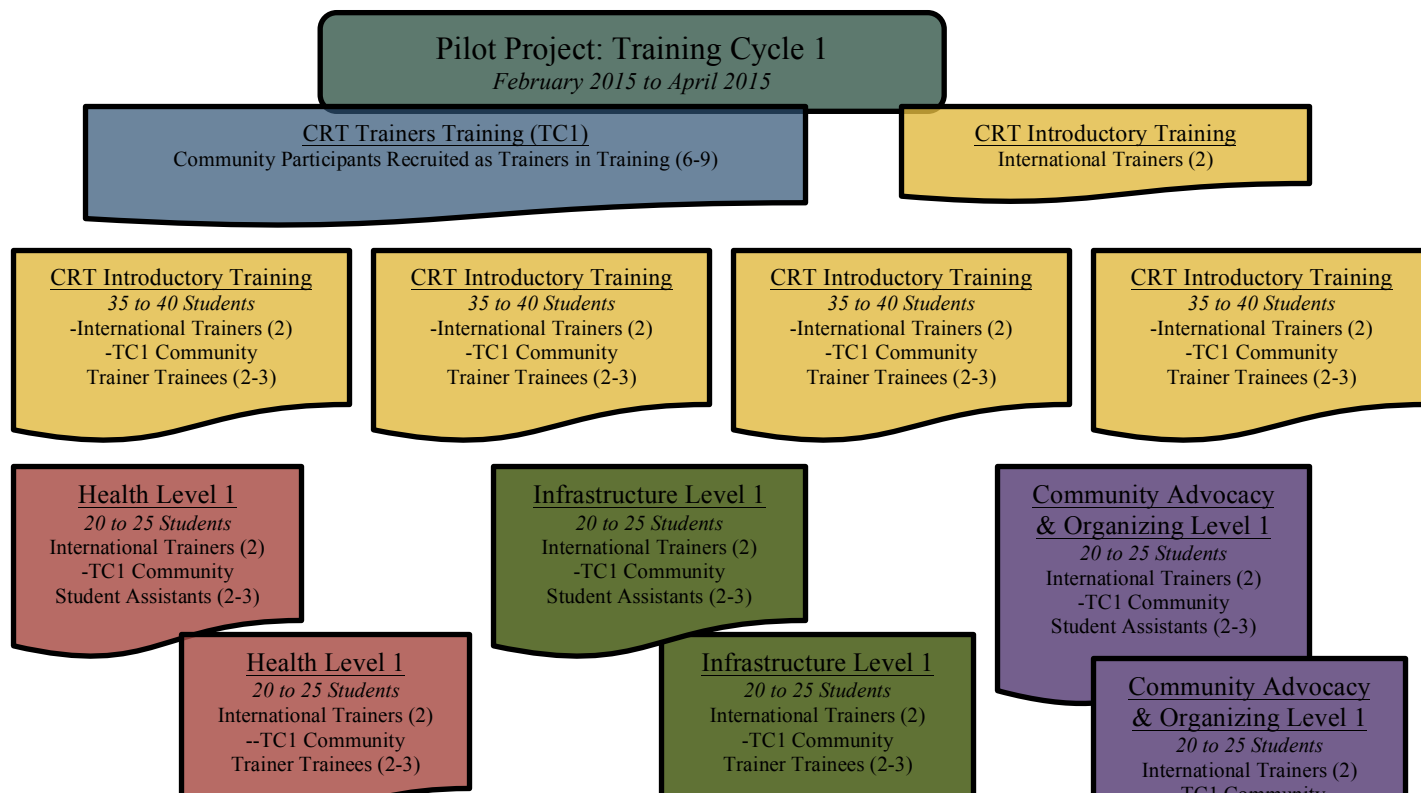
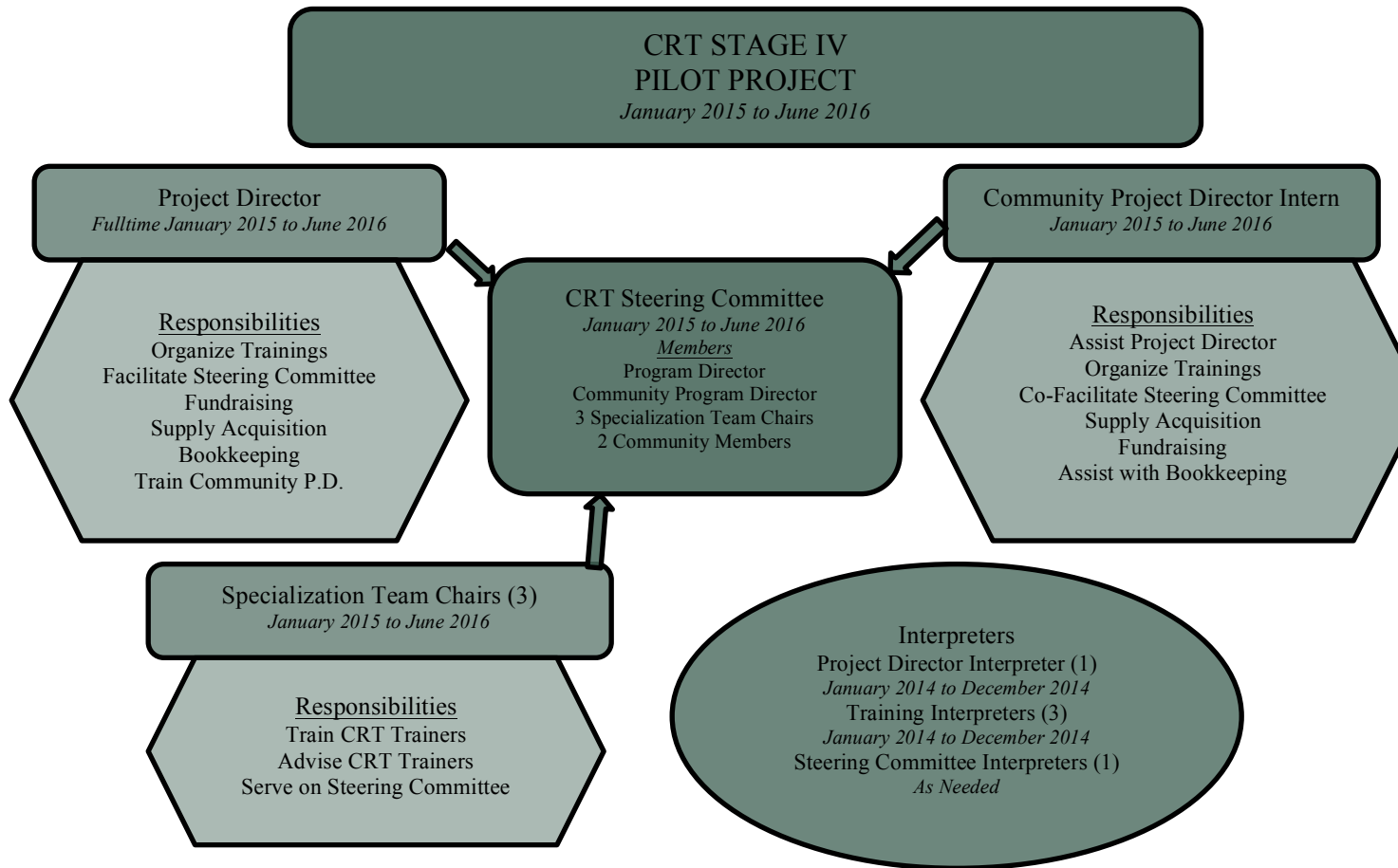


# CRT STAGE III STAFF NEEDS FLOW CHART





# CRT STAGE III STAFF NEEDS FLOW CHART



**Pilot Project: Training Cycle 2**  
*May 2015 to October 2015*

**CRT Trainers Training (TC2)**  
Interested CRT Training Cycle Level 1 Students (6-12)

Introductory Training  
*35 to 40 Students*  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC2/TC1 Community  
Trainer Trainees (2-3)

Introductory Training  
*35 to 40 Students*  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC2/TC1 Community  
Trainer Trainees (2-3)

Introductory Training  
*35 to 40 Students*  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC2/TC1 Community  
Trainer Trainees (2-3)

Introductory Training  
*35 to 40 Students*  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC2/TC1 Community  
Trainer Trainees (2-3)

Introductory Training  
*35 to 40 Students*  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC2/TC1 Community  
Trainer Trainees (2-3)

Health Level 1  
*20 to 25 Students*  
-International Trainers (2)  
-TC1 Community  
Trainer Trainees (2-3)  
-TC2 Community  
Student Assistants (2-3)

Infrastructure Level 1  
*20 to 25 Students*  
-International Trainers (2)  
-TC1 Community  
Trainer Trainees (2-3)  
-TC2 Community  
Student Assistants (2-3)

Community Advocacy  
& Organizing Level 1  
*20 to 25 Students*  
International Trainers (2)  
-TC1 Community  
Trainer Trainees (2-3)  
-TC1 Community  
Student Assistants (2-3)

Health Level 1  
*20 to 25 Students*  
-International Trainers (2)  
-TC1/TC2 Community  
Trainer Trainees (2-3)

Infrastructure Level 1  
*20 to 25 Students*  
-International Trainers (2)  
-TC1/TC2 Community  
Trainer Trainees (2-3)

Community Advocacy  
& Organizing Level 1  
*20 to 25 Students*  
International Trainers (2)  
-TC1 Community  
Trainer Trainees (2-3)

Health Level 2  
*20 to 25 Students*  
-International Trainers (2)  
-TC1/TC2 Community  
Student Assistants (2-3)

Infrastructure Level 2  
*20 to 25 Students*  
-International Trainers (2)  
-TC1/TC2 Community  
Student Assistants (2-3)

Community Advocacy  
& Organizing Level 2  
*20 to 25 Students*  
-International Trainers (2)  
-TC1/TC2 Community  
Student Assistants (2-3)

**Pilot Project: Training Cycle 3**  
*November 2015 to May 2016*

CRT Trainers Training (TC3)  
Interested CRT Training Cycle Level 1 Students (6-12)

Introductory Training  
35 to 40 Students  
-TC1 Community  
Co-Trainer (2-3)  
-TC3/TC2 Community  
Trainer Trainees (2-3)

Introductory Training  
35 to 40 Students  
-TC1 Community  
Co-Trainer (2-3)  
-TC3/TC2 Community  
Trainer Trainees (2-3)

Introductory Training  
35 to 40 Students  
-International Trainers (1)  
-TC1/TC2 Community  
Co-Trainer (1-2)  
-TC2 Community  
Trainer Trainees (2-3)

Introductory Training  
35 to 40 Students  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC2 Community  
Trainer Trainees (2-3)

Introductory Training  
35 to 40 Students  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC2 Community  
Trainer Trainees (2-3)

Health Level 1  
20 to 25 Students  
-International Trainers (1)  
-TC1 Community Co-Trainer (1-2)  
-TC2/TC1 Community Trainer Trainees (2-3)  
-TC3/TC2 Community Student Assistants (2-3)

Infrastructure Level 1  
20 to 25 Students  
-International Trainers (1)  
-TC1 Community Co-Trainer (1-2)  
-TC2/TC1 Community Trainer Trainees (2-3)  
-TC3/TC2 Community Student Assistants (2-3)

Community Advocacy & Organizing  
Level 1  
20 to 25 Students  
-International Trainers (1)  
-TC1 Community Co-Trainer (1-2)  
-TC2/TC1 Community Trainer Trainees (2-3)  
-TC3/TC2 Community Student Assistants (2-3)

Health Level 2  
20 to 25 Students  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC1/TC2 Community  
Trainer Trainees (2-3)  
-TC2 Community  
Student Assistants (2-3)

Infrastructure Level 2  
20 to 25 Students  
-International Trainers (2)  
-TC1/TC2 Community  
Trainer Trainees (2-3)  
-TC2 Community  
Student Assistants (2-3)

Community Advocacy  
& Organizing Level 2  
20 to 25 Students  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC1/TC2 Community  
Trainer Trainees (2-3)  
-TC2 Community  
Student Assistants (2-3)

Health Level 2  
20 to 25 Students  
-International Trainers (2)  
-TC1/TC2 Community Trainer  
Trainees (2-3)  
-TC2 Community Student  
Assistants (2-3)

Infrastructure Level 2  
20 to 25 Students  
-International Trainers (1)  
-TC1 Community  
Co-Trainer (1-2)  
-TC1/TC2 Community  
Trainer Trainees (2-3)  
-TC2 Community  
Student Assistants (2-3)

Community Advocacy  
& Organizing Level 2  
20 to 25 Students  
-International Trainers (2)  
-TC1/TC2 Community  
Trainer Trainees (2-3)  
-TC2 Community  
Student Assistants (2-3)

Health Level 3  
20 to 25 Students  
-International Trainers (1)  
-TC1/TC2 Community Student Assistants (2-3)

Infrastructure Level 3  
20 to 25 Students  
-International Trainers (1)  
-TC1/TC2 Community Student Assistants (2-3)

Community Advocacy & Organizing  
Level 3  
-International Trainers (1)  
-TC1/TC2 Community Student Assistants (2-3)

Health Level 4  
20 to 25 Students  
-International Trainers (1)  
-TC1/TC2 Community Student Assistants (2-3)

Infrastructure Level 4  
20 to 25 Students  
-International Trainers (1)  
-TC1/TC2 Community Student Assistants (2-3)

Community Advocacy & Organizing  
Level 4  
20 to 25 Students  
-International Trainers (1)