Stage 1: Engaging and Connecting
Engaging and Connecting

Stage 1
Engaging and Connecting

Stage 2
Understanding risk and resilience

Stage 3
Taking action for resilience

Stage 4
Learning

The Road Map to Community Resilience
Parts A – B – C of this ToT Session

A. Technical Overview
   • Short presentation of Stage 1 by Marilise and Lezlie

B. Applications of Specific Steps within the Stage
   • Series of applications led by participants

C. Implications for Training
   • Led by Jeong/Thomaz
Stage 1.
A. TECHNICAL PRESENTATION
MILESTONES & STEPS

Milestone 1: Engage as a National Society
Step 1: Unite around resilience
Step 2: Decide geographic/demographic focus
Step 3: Select focus community

Milestone 2: Engage the community
Step 4: Consult & engage the whole community
Step 5: Develop a community fact sheet

Milestone 3: Connect the community to stakeholders
Step 6: Map stakeholders
Step 7: Enable connectors
Milestone 1: Engage as a National Society

Step 1: Unite around resilience

- Approach the leadership
- Create a small group of ‘resilience champions’
- Prepare a presentation on resilience
  Meaning, RCRC commitment, resilience-mandate, the approach, characteristics of resilience, current contribution, what to do differently, implications
- Brief team leaders, staff and volunteers
- Give them a copy of Road Map to Resilience
- Discuss and contextualise
Step 2: Determine geographic or demographic focus

- Explore *secondary* data
- Identify areas or population *groups at greatest risk*
- Think about *your NS capacity*
- Decide *how many* areas you can work in
Step 3: Select focus community

Definition: community

For the Red Cross Red Crescent, a community is ‘a group of people who may or may not live within the same area, village or neighbourhood, and share a similar culture, habits and resources’. Communities are ‘groups of people exposed to the same threats and risks such as disease, political and economic issues and natural disasters’.
Step 3: Select focus community

- Identify the distinct communities
- Prioritize the list of communities according to:
  - Talk to formal and informal leaders
  - Gauge community commitment
  - Document the process
  - Share the information

1. Level of risk
2. Access
3. Interest
4. Funding
5. Current programming
6. Complementary
Milestone 2: Engage the Community

Step 4: Consult and engage the whole community

- Explain to leaders the need for broad engagement **AND** a dedicated group to move plans forward
- Ask leaders to **involve people** from all sectors
- Support leaders to **explain to the community** (a) what resilience means, and (b) what your NS can (and can’t) offer

**Tip 1. Inclusive representation**

Unless they are very small, communities will probably need to select a group of individuals to lead their plans to strengthen resilience. Small groups may be selected in a variety of ways, including by vote, from volunteers, by invitation (of minorities, for example), or by a mix of these. Whichever method is used, the community must consider it to be fair and open. This ensures legitimacy, reflects the social cohesion characteristic of a resilient community, and acknowledges that communities are systems composed of many sub-systems. Resilience requires a systems approach.
Step 5: Develop a simple community factsheet

- Encourage the community to collect basic facts about demographics, morbidity, economic activities, state of infrastructure, literacy...

- Encourage them to pool their knowledge and consult secondary data

- Help them to organise around the 6 characteristics

<table>
<thead>
<tr>
<th>Characteristics of a resilient community</th>
<th>Facts and source</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>678 inhabitants (351 females and 327 males). 405 are under the age of 18. 35 are over the age of 65. (Government census 2016.) 621 are mestizo (mixed Hispanic/indigenous). 57 identify as indigenous ‘Witu’. (Government census 2016.)</td>
</tr>
<tr>
<td>1. (a) Is knowledgeable about threats. (b) Is healthy. (c) Can meet its basic needs.</td>
<td>Cholera and dengue outbreaks occur annually during each rainy season. (Municipal health records.) The river floods approximately 10 per cent of homes each year. Larger floods affect up to one third of homes every 5-10 years. (Local knowledge.) Plagues of rats occur every 5-10 years. (Local knowledge.) Homicides have risen (from 3 in 2015 to 4 in 2016), attributed to gangs in the capital city. (Local knowledge.) Most families boil water from the well before drinking it, but diarrhoea is common among children. In dry months, water is scarce and sometimes disappears. (Local knowledge.)</td>
</tr>
</tbody>
</table>
Milestone 3: Connect the community to stakeholders

Step 6: Map stakeholders

- Support the community to **map** stakeholders using the VCA Toolbox
- Support them to **organise** using the 6 characteristics

### Tip 3. Identifying resilience stakeholders

**Table 3. Stakeholders by characteristic**

<table>
<thead>
<tr>
<th>Characteristics of a resilient community</th>
<th>Resilience stakeholders (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (a) Is knowledgeable about threats.</td>
<td>Schoolteachers; health outreach</td>
</tr>
<tr>
<td>(b) Is healthy.</td>
<td>workers; municipal officials;</td>
</tr>
<tr>
<td>(c) Can meet its basic needs.</td>
<td>members of the indigenous</td>
</tr>
<tr>
<td></td>
<td>community council.</td>
</tr>
<tr>
<td></td>
<td>Health centre staff; school lunch</td>
</tr>
<tr>
<td></td>
<td>programme staff; members of the</td>
</tr>
<tr>
<td></td>
<td>mothers’ union; mining company</td>
</tr>
<tr>
<td></td>
<td>staff (for water).</td>
</tr>
<tr>
<td></td>
<td>School lunch programme staff;</td>
</tr>
<tr>
<td></td>
<td>mothers and grandmothers;</td>
</tr>
<tr>
<td></td>
<td>government childcare programme</td>
</tr>
<tr>
<td></td>
<td>staff; church leaders; local</td>
</tr>
<tr>
<td></td>
<td>traders and shopkeepers.</td>
</tr>
<tr>
<td></td>
<td>Municipal officials; large</td>
</tr>
<tr>
<td></td>
<td>landowners whose plantations</td>
</tr>
<tr>
<td></td>
<td>consume water; women and girls</td>
</tr>
<tr>
<td></td>
<td>who buy and transport water;</td>
</tr>
<tr>
<td></td>
<td>water sellers.</td>
</tr>
<tr>
<td></td>
<td>Managers and staff of timber</td>
</tr>
<tr>
<td></td>
<td>yards and logging companies;</td>
</tr>
<tr>
<td></td>
<td>carpenters. (almost all men);</td>
</tr>
<tr>
<td></td>
<td>hardware stores in town; energy</td>
</tr>
<tr>
<td></td>
<td>suppliers.</td>
</tr>
<tr>
<td>2. Is socially cohesive.</td>
<td>Members of the farming co-operative; members of the women’s savings group, the mothers’ union, parent-teacher groups, the football club.</td>
</tr>
<tr>
<td></td>
<td>People associated with gangs in the capital city; members of youth groups; members of the community council; the priest; members of the neighbourhood watch group; NGO staff working on gender issues.</td>
</tr>
</tbody>
</table>
Step 7: Enable connections

• Use your reputation, connections and auxiliary role to assist the community to arrange meetings with stakeholders

• Accompany but do not lead!

• Help the community representatives to record the results (ready for the action plan)
Journey Log: Engaging and Connecting

Before moving to the next step, make sure you can pack and pack the following concepts to take forward with you:

- To build community resilience: Engage as one National Society. Be willing to work holistically across sectors and departments, in the neediest area(s) of the country.
- Engage with communities. Select communities that meet certain criteria, including inclusive leadership and organization.
- Connect communities with other stakeholders to strengthen their resilience-building.
Questions about Stage 1?
Steps → Part B “Applications”

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With which 2 are you LEAST familiar?