Stage 2: Understanding Risk and Resilience
Stage 2.
A. TECHNICAL PRESENTATION

Stage 2
Understanding risk and resilience
Parts A – B – C of this ToT Session

A. Technical Overview and Q&A
   • Short Presentation of 1 Stage by Marilise and Lezlie

B. Applications of Specific Steps within the Stage
   • Series of applications led by “Application leaders”

C. Implications for Training
   • Led by Jeong/Thomaz
2 main components of risk

- Threats
- Vulnerability/capacity

Likelihood, magnitude, etc.
What is different?

- Too often, assessment is purely extractive.
- In the RCRC approach to resilience, the on-site process and ownership of an assessment are as important as the data collected.
- Start by asking the community to define resilience in its own words.

Tip 4. What is different about building capacity for resilience?

The capacity to build resilience is different from technical sector-specific capacity and skills. Problem solving is far more important for resilience than technical mastery of any single tool or sector. Train and nurture volunteers and members of the community to be strong ‘problem-solvers’. Also, nurture a willingness to innovate. Learning and improving are accomplished by innovation, asking questions, and trial and error. Those leading the community’s resilience efforts should:

- Focus on the solution, not the problem.
- Keep an open mind.
- Innovate; embrace novel approaches.
- Challenge and change assumptions.
- Think laterally, across traditional boundaries.
- Keep things simple.
Stage 2
Understand community risk and resilience

Step 1: Agree on purpose and scope
Step 2: Choose approach
Step 3: Identify main threats
Step 4: Contextualize the characteristics
Step 5: Convert descriptions to indicators
Step 6: Collect primary data
Step 7: Analyse data
Step 8: Score characteristics
Step 9: Sum and conclude

Milestone: Prepare the assessment
Milestone: Measure community resilience

Enhanced community resilience
MILESTONES AND STEPS

- **Milestone 1: Prepare to assess**
  - Step 1: Agree on purpose and scope
  - Step 2: Choose your approach

- **Milestone 2: Measure community resilience**
  - Step 3: Identify main threats
  - Step 4: Contextualize the characteristics
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Milestone 1: Prepare to assess
Step 1: Agree on purpose and scope

- Share the generic purpose (definition below) with members of the community
- Encourage them to express the purpose in their own words.

Definition. The purpose of an integrated risk assessment

In its most basic form, a risk assessment aims to enable the community to: understand and rank the threats and vulnerabilities that trouble it most; and identify and agree on appropriate, long-lasting and inclusive actions that will make the community and its most vulnerable members more resilient.
Gather 3 perspectives

1. ACROSS TIME
   How do the 6 characteristics of resilience change from season to season? How were they different 10 years ago; how might they change in 10 years?

2. ACROSS SOCIAL GROUPS
   Why do some individuals have access and power that others do not? Be inclusive

3. ACROSS SPACE and LEVELS
   How do characteristics of resilience differ across geographies? Where do characteristics have the most influence?
Milestone 1: Prepare to assess
Step 2. Choose your approach

- More than 12 approaches to study communities
  - VCA was specifically designed as an integrated measure of risk, it inspired most of the other tools

- Study the options (p33), starting with the question: *Will you conduct a community assessment without a specific sector, threat or event in mind?*

- Compare:
  - integrated risk assessment (green group, centre)
  - to in-depth assessment (purple group, left)
  - post-event (blue group, right)
Milestone 2: Measure community resilience

- Assumption: you start with a VCA or holistic assessment
  - If not: decide how to fill gaps and complete the unique steps associated with the process below.
  - If you have not used an *accompanying*, *enabling and connecting* approach in your assessment → introduce one deliberately and gradually; it is an essential element of fostering resilience.
Milestone 2: **Measure community resilience**

**Step 3: Identify main threats**

- Brainstorm threats the community *perceives*
- Explore across space, time, social groups
- Rank threats, limiting to a manageable number
- Have final list of the prioritized threats available
Step 4: Contextualize resilience characteristics

- Have the community describe **each characteristic in their own words**
- Use a table, star formation or other in the local language (i.e., next slide)
- Start with 1 characteristic and 1 threat, asking: “How can you tell if a person in this community is [characteristic] concerning [threat]?”
- Repeat/adapt the question for each characteristic and each threat on the ranked list (and generally, when pertinent)
Example of a Resilience Star

- Is connected
- Can manage its natural assets
- Has well-maintained infrastructure and services
- Knows its risks, is healthy, can meet its basic shelter, food, water/sanitation
- Is socially cohesive
- Has economic opportunities

A more resilient community

Five most important threats
Welcome any descriptions, even if not easily measurable

Provide examples of other communities (or suggest some in Ref. Sheet Q)

Is there any secondary evidence for some of the descriptions?

<table>
<thead>
<tr>
<th>A. Characteristics of a resilient community</th>
<th>B. Formulations of the question: How can you tell if a household in this community...?</th>
<th>C. Community contextualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (a) Is knowledgeable about threats. (b) Is healthy. (c) Can meet its basic needs.</td>
<td>... is knowledgeable about &quot;cholera, road accidents, floods, changing risks&quot;? ... can regain or maintain health after a &quot;road accident, illness, flood&quot;? ... can find or restore shelter during/after &quot;violence, earthquake, mudslide, flood&quot;? ... can keep feeding its children during a &quot;strike&quot;, in spite of &quot;price hikes&quot;? ... can find clean water to drink during or after a &quot;cholera epidemic, flood, drought&quot;?</td>
<td>Record community descriptions here, or on cards placed on the star.</td>
</tr>
<tr>
<td>2. Is socially cohesive</td>
<td>... has neighbours or family nearby on whom it can rely during &quot;a storm, flood, conflict&quot;? ... does not feel at risk of violence from someone in the community or neighbourhood?</td>
<td></td>
</tr>
<tr>
<td>3. Has economic opportunities.</td>
<td>... can find or hold on to a job during or after the &quot;conflict, earthquake, drought&quot;?</td>
<td></td>
</tr>
<tr>
<td>4. Has well-maintained and accessible infrastructure and services.</td>
<td>... can draw benefit from &quot;the market, school, clinic&quot; despite the &quot;strike, flood, conflict&quot;?</td>
<td></td>
</tr>
<tr>
<td>5. Can manage its natural assets.</td>
<td>... takes care to respect the &quot;nearest water source, forest, soils&quot;?</td>
<td></td>
</tr>
<tr>
<td>6. Is connected</td>
<td>... makes regular visits outside the community? Is aware of relevant policies and laws and how they both affect the community and can support the community as it acquires resilience?</td>
<td></td>
</tr>
</tbody>
</table>
Step 5:
Convert descriptions to indicators

- Enable community to transform the indicators to something “measurable”
- Review list of descriptions: look for commonalities to group, rephrase to assure understanding
- Convert descriptions into measures – something that can be counted by the community, record them, min. 1 per characteristic
- Determine sources per indicator and group indicators by source

<table>
<thead>
<tr>
<th>A. Characteristics of a resilient community*</th>
<th>C. Community contextualization</th>
<th>D. Indicator (Level, time frame, and actual measure)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Is knowledgeable about risk.</td>
<td>... the flood early warning system (EWS) is functional. ... people expect next flood may be worse than previous floods. ...schools teach about deforestation.</td>
<td># months that the EWS was active in 2015. % people that are not optimistic. # hours/months that ecosystem disaster risk reduction is taught in schools.</td>
</tr>
<tr>
<td>1b. Is healthy.</td>
<td>...the household has and uses a latrine. ... the household has attended a first aid (FA) training.</td>
<td># households that have access to a latrine in their home (measure annually). # households that successfully passed FA training in 2015.</td>
</tr>
<tr>
<td>1c. Can meet its basic shelter needs.</td>
<td>... the household has a roof made out of X material.</td>
<td># households with roof of X material (measure annually).</td>
</tr>
<tr>
<td>1d. Can meet its basic food needs.</td>
<td>... frequency with which products are unavailable in local shops.</td>
<td># days/months’ supply not available.</td>
</tr>
<tr>
<td>1e. Can meet its basic water needs.</td>
<td>Community to add examples.</td>
<td>Etc.</td>
</tr>
</tbody>
</table>
Step 6. Collect baseline data

- Enable the community to collect primary data for each of the indicators identified

- Determine the **method** to use to collect information for each list
  - 4 main methods: (1) observation, (2) focus group discussions, (3) key informant interviews, or (4) surveys

- **Record** data: use whatever is appropriate in your context
  - Examples: printed questionnaires, a hard-bound register, an audio recording device, a computerized tablet, or an App on a smartphone

- Design a collection “**instrument**” for each “source”
  - **Identify data on vulnerable sub-groups.** (Example: when you compare women to men, collect data on both and record the gender)

- When community is very large, consider how to **sample**

- Make a plan on who will collect, where and when
Step 7: Analyse the data

- Assist the community to organize and clean data collected, checking to see that all instruments are completed with legible answers in the right place.
  - Offer the community technical assistance, as well as maths and knowledge management skills.

- **Summarize the data** to identify trends across time, social groups and location.
  - The result for each indicator may be expressed in terms of mathematical averages per sub-group or a qualitative description in words.

- **Triangulate.** For each resilience characteristic, compare what has been learned from all sources and perspectives.
  - For example, if family health status indicators were collected at a health centre and by a survey, compare both data sets.
The Road Map to Community Resilience

Analysis continued

- Disaggregate the data by key sub-groups to compare responses.
- **Summarize differences qualitatively** (by anecdote, quotation, etc.) or quantitatively (with averages, for example)

<table>
<thead>
<tr>
<th>Comparison groups</th>
<th>Main differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women vs. men</td>
<td>• Women prioritize health risks; men prioritize weather-related risks.</td>
</tr>
<tr>
<td></td>
<td>• Etc.</td>
</tr>
<tr>
<td>Disabled vs. non-disabled</td>
<td>• 52 per cent of those with disabilities but only 7 per cent of the general population are unaware of evacuation routes.</td>
</tr>
<tr>
<td>Livelihood differences: fishermen vs. farmers</td>
<td>• Most fishermen have roofs of natural materials; most farmers have steel roofs.</td>
</tr>
<tr>
<td></td>
<td>• Etc.</td>
</tr>
<tr>
<td>Youth vs. elderly</td>
<td>Etc.</td>
</tr>
<tr>
<td>Lowland vs. highland dwellers</td>
<td>Etc.</td>
</tr>
<tr>
<td>Other comparisons...</td>
<td>Etc.</td>
</tr>
</tbody>
</table>
Step 8: “Score” the characteristics

- Assist the community to **use all the identified indicators** to **produce at a single score** for each characteristic of resilience.
- Look at all indicators linked to one characteristic at a time. Sum the indicator scores on a community score card.
- Repeat for each resilience characteristic.
- **Score** represents the resilience ‘status’ of one resilience characteristic at that moment, as judged by the community.
  - NB: Adapt a scoring method that makes sense in the community’s context.
  - Support each characteristic’s score with a summary statement.
Step 9: Sum scores and conclude

- Enable the community to combine the scores of all 6 characteristics to **obtain an overall measure of resilience**.

- **Sum the scores.**
  - If scores of ‘5’ were awarded to all 6 characteristics, the community would obtain an overall score of 30 – a very rare level of resilience.

- **Discuss with the community what its score means.**
  - The community’s goal should be to get closer to 30 each time that measurements are taken.
Journey log: Stage 2
Understanding risk

Before moving to the next stage of the journey, make sure you can pack and unpack the following concepts to take with you to the Stage 3.

- 9 simplified steps that enable a community to assess its own resilience.
- Communities must own the process and the product.
- Assessments for resilience cannot be ‘pre-packaged’. The time invested and methods used must be adapted and contextualized for each community.
- Results: main threats; baseline measures; a score per characteristic; an aggregate measure of resilience that is comparable over time and with other communities.
- The VCA process and its report is key outcome for the next steps of the resilience journey.
Q & A: Stage 2
Part B “Applications”

Milestone 1: Prepare to assess

- Step 1: Agree on purpose and scope
- Step 2: Choose your approach ✓

Milestone 2: Measure community resilience

- Step 3: Identify main threats ✓
- Step 4: Contextualize the characteristics ✓
- Step 5: Convert descriptions to indicators ✓
- Step 6: Collect primary data ✓
- Step 7: Analyse data ✓
- Step 8: Score characteristics ✓
- Step 9: Sum and conclude ✓

With which 2 are you LEAST familiar?