The Road Map to Community Resilience

Taking Action to Strengthen Resilience
Parts A – B – C of this ToT Session

A. Technical Overview
   • Short Presentation of 1 Stage 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
Taking Action to Strengthen Resilience

Stage 1: Engaging and Connecting
Stage 2: Understanding risk and resilience
Stage 3: Taking action for resilience
Stage 4: Learning

ORIENTATION
Stage 1.
A. TECHNICAL PRESENTATION
OVERALL STEPS

Milestone 1: A community resilience plan of action

*Step 1:* Go deeper

*Step 2:* Explore internal capacity

*Step 3:* Identify the need for external support

*Step 4:* Define activities and resources

*Step 5:* Connect with stakeholders
Milestone 1: A community resilience plan of action

Step 1: Go deeper

- Support community to **deepen** the risk **assessment baseline**
  
  *For example: if it scores low on the characteristic ‘is healthy’, the community may wish to find out the causes for sickness and how to prevent it.*

- **Provide support** where possible (e.g. through Health Team)

- Review stakeholder map to **identify support** for other sectors
Milestone 1: A community resilience plan of action

Step 2: Explore internal capacity

- Compare weak resilience characteristics with the community’s own capacities and resources

Use a card matching technique

Weak characteristics

Capacities/resources
Milestone 1: A community resilience plan of action
Step 2: Explore internal capacity CONTINUED

• **Repeat** the exercise with people who could not attend the main meeting.

• Summarise the results, turning them into **OBJECTIVES**

  *For example: To enable our homes to withstand storms, we will replace worn roofing materials*
Milestone 1: A community resilience plan of action

Step 3: Identify the need for external support

• Support the community to brainstorm ideas of how to address remaining cards if external support was available. Repeat.
• Reach consensus through a participatory prioritization exercise (See Reference Sheet N)
• Summarise as OBJECTIVES
Milestone 1: A community resilience plan of action

Step 4: Define activities and resources

• Support the community to consider, one by one, all the objectives agreed in Steps 2 and 3

• Support them to identify activities to achieve each objective, and help sequence them:
Milestone 1: A community resilience plan of action

Step 4: Define activities and resources

• Estimate the additional resources needed

OBJECTIVE X

1

2

3

4

$ estimate  T estimate  P estimate
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, (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.
Milestone 2: Engage the Community

Step 5: Develop a simple community factsheet

- Encourage the community to collect basic facts about its: 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

Tip 2. Sample community factsheet using the characteristics of a resilient community

Table 2. Basic facts (sample community) by characteristic. (Repeat the process for characteristics 4-6.)

<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.)</td>
</tr>
<tr>
<td></td>
<td>621 are mestizo (mixed Hispanic/indigenous); 57 identify as indigenous ‘Wilu’. (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**

<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. (b) Is healthy. (c) Can meet its basic needs.</td>
<td>Schoolteachers; health outreach workers; municipal officials; members of the indigenous community council. Health centre staff; school lunch programme staff; members of the mothers’ union; mining company staff (for water). School lunch programme staff; mothers and grandmothers; government childcare programme staff; church leaders; local traders and shopkeepers. Municipal officials; large landowners whose plantations consume water; women and girls who buy and transport water; water sellers. Managers and staff of timber yards and logging companies; carpenters. (almost all men); hardware stores in town; energy 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. 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>
Milestone 3: Connect the community to stakeholders

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.
FOR FURTHER INFORMATION ON COMMUNITY RESILIENCE, PLEASE CONTACT:

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