Stage 4: Learning
Key echos from Day 1 linked to learning

- Benchmarks.
- Learning by doing.
- Learning to educate the donor.
- Learning to manage our leaders.
- Learning from our mistakes.
Stage 4.
A. TECHNICAL PRESENTATION
The Road Map to Community 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
Learning across landmarks and services

<table>
<thead>
<tr>
<th>Community resilience: our approach to monitoring and learning is:</th>
<th>How</th>
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<tr>
<td>Risk-informed</td>
<td>we base the process on an initial risk assessment carried out by the community. We encourage the community to consider new risks or information needs that emerge after the assessment.</td>
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<td>Holistic</td>
<td>we use the characteristics of community resilience. We encourage the community to consider changes in and outside the community that may have contributed to successes or failures.</td>
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<td>Demand-driven</td>
<td>we enable the community to understand the purpose of monitoring and ensure resilience actions are driven solely by the community’s needs.</td>
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<td>People-centred</td>
<td>we ensure that community members’ perspectives and monitoring (not external actors or data sources) drive and inform the process.</td>
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<td>Inclusive</td>
<td>we encourage and facilitate the participation of all sectors of the community, supporting social inclusion in the longer term.</td>
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<td>Prevents suffering</td>
<td>we introduce and support monitoring as a routine, and apply lessons and appropriate solutions before a crisis develops.</td>
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<td>Accompanying</td>
<td>we introduce the idea, and offer encouragement.</td>
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<td>Enabling</td>
<td>we facilitate, passing on experience.</td>
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<tr>
<td>Connecting</td>
<td>we encourage stakeholders to participate. We disseminate the results. We build support.</td>
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Steps for Milestone: LEARN

- Step 1: Motivate to monitor
- Step 2: Track actions
- Step 3: Update the resilience measure
- Step 4: Draw lessons
- Step 5: Apply lessons
Step 1: Motivate to monitor

- Explain to the community the reasons for monitoring.
- Use examples.
- Point out that normally we compare the results of one activity with others, to see if anything has changed.
- Agree how to involve all stakeholders in monitoring.
Step 2: Track actions

- Checking that activities are on track is key to success.
- Encourage the community to ask the following questions at sensible intervals:
  - Have we done what we expected to do by this stage? If not, why not?
  - How can obstacles to progress be removed?
  - What needs to be done to get back on track?
- When a community chooses its monitoring method, draw on the guidance in the M&E chapter of the Project/Programme Planning Manual.
- If planned activities need to be changed significantly, encourage the community to take those decisions together, with maximum participation.
Step 3: Update the measure of resilience

- Assist the community to repeat the assessment process.
- Whenever possible, use the same indicators that the community selected for its last assessment.
- Encourage them to consider new threats
  - May need to add indicators
- Assist the community to record the results of the repeat measurement process: “What has changed?”
Step 4: Draw lessons

A. COMMUNITY
• After calculating a new score per characteristic, encourage them to answer: ‘Why have the changes happened?’
• Help them list factors, reach consensus on the most important, and take note. If scores have fallen, encourage them to check whether the process has produced valid results (See Tip 7).

B. INTERNAL
- **Attribution**: factors to help measure the NS influence on the community’s achievements and failures.
  - Discuss factors and use them to report to donors.
- **Contribution**: Describe and assess your performance. How well did you *accompany, enable and connect* the community? What does the community think of you and your work?
Step 5: Apply lessons

- Ask the community how, if at all, it thinks the community resilience plan should change.
  - Change might involve continuing, scaling up, adapting, innovating or stopping certain activities. Accompany them as they repeat the planning process, and help connect with other actors if necessary.

- Encourage the community to share learning with other communities, directly or via the RCRC.
  - Provide connections and resources to enable other community representatives to visit and learn from the community, and ask permission to share the community’s experience with other organisations in publications and other learning fora.
Journey log: Learning

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

- Use day-to-day examples to explain why monitoring is useful.
- Track (monitor) the progress of ongoing resilience actions and adjust plans as required.
- Repeat the assessment to enable the community to identify changes.
- Accompany the community as it identifies and analyses factors that have changed the community’s risks or resilience.
- Use community-level analysis to assess NS contribution to change.
- Encourage adaptive planning and management based on monitoring results.
- Use the community’s experience to facilitate wider learning.
Stage 4
**Part B “Applications”**

**Milestone 1:** Learn from resilience actions

- **Step 1:** Motivate to monitor ✓
- **Step 2:** Track actions ✓
- **Step 3:** Update measure of resilience ✓
- **Step 4:** Draw lessons ✓
- **Step 5:** Apply lessons to the relevant stages

With which 2 are you LEAST familiar?