



MEASURING COMMUNITY DISASTER RESILIENCE

- Background
- Methodology
- Application of the Toolkit
- Lessons

*“GOAL understands Resilience as the ability of communities and households to anticipate and adapt to risks and to absorb, respond and recover from shocks and stresses in a timely and effective manner **without compromising their long term prospects**”*

(GOAL August, 2013)



Analysis of The Resilience of Communities to Disasters ARC-D Toolkit

- Resilience Measurement toolkit –developed and promoted by GOAL
- Has been tested and rolled-out in 11 countries:
 - Haiti, Honduras, Nicaragua, Niger, Sudan, South Sudan, Uganda, Ethiopia, Kenya, Philippines and Malawi
- Builds on the disaster resilience work “Characteristics of Disaster Resilient Communities” by Dr. John Twigg
- Draws some concepts from the Sendai Framework



Methodology

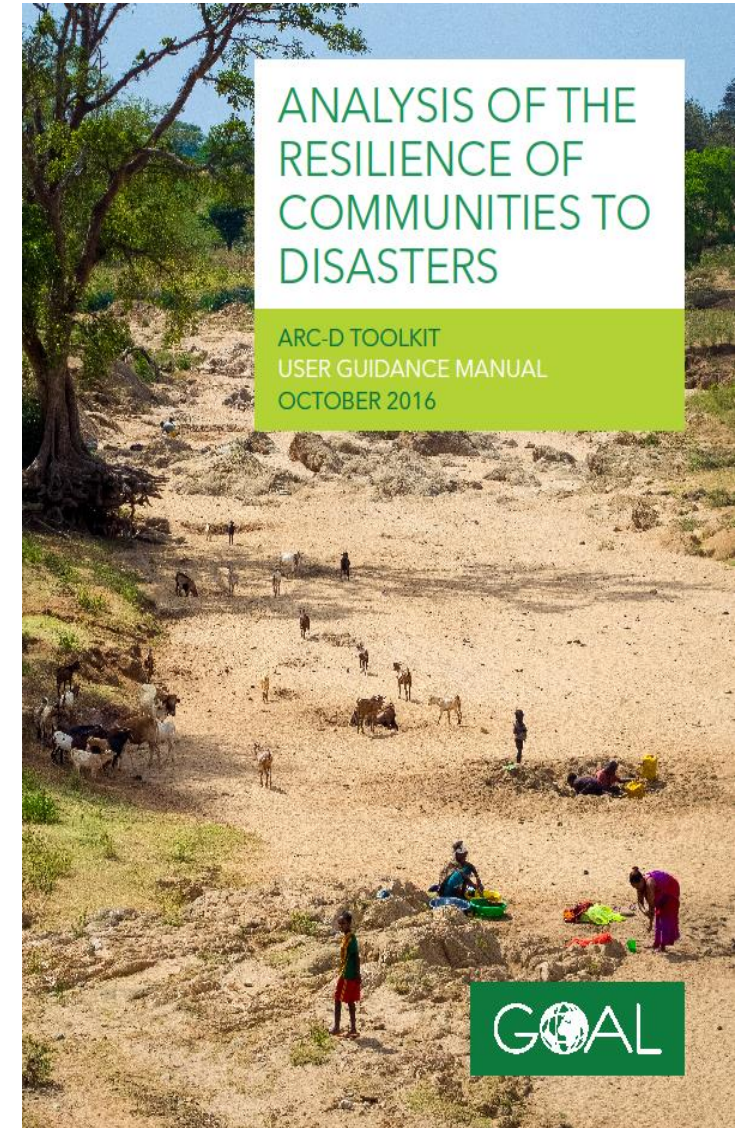
- Zoning exercise: Hazards and livelihoods
- Purposive sampling of targeted communities

HOW?

- Livelihood/disaster maps locating Traditional Authorities,
- Major disasters experienced and livelihood options

Guidance Notes

- **30 Components of community resilience**
- **Organized under four thematic areas**
 - Understanding disaster risk
 - Strengthening governance to manage disaster risk
 - Reducing disaster vulnerability for resilience
 - Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery
- **Study in two Parts**
 - Part A: Brief Contextual Analysis of the community
 - Part B: FGDs (Scoring of the components of community resilience)



Resilience Measurement

- The toolkit aligns each component to a resilience scale of 1 to 5 which are given based on FGDs discussions, 1 stands for minimal resilience where as 5 is high resilience.

%	LEVEL	CATEGORY	DESCRIPTION
0-30	1	Minimal Resilience	Little awareness of the issue(s) or motivation to address them. Actions limited to crisis response.
31-50	2	Low Resilience	Awareness of the issue(s) and willingness to address them. Capacity to act (knowledge and skills, human, material and other resources) remains limited. Interventions tend to be one-off, piecemeal and short-term.
51-70	3	Medium Resilience	Development and implementation of solutions. Capacity to act is improved and substantial. Interventions are more numerous and long-term.
71-90	4	Resilience	Coherence and integration. Interventions are extensive, covering all main aspects of the problem, and they are linked within a coherent long-term strategy.
91-100	5	High Resilience	A 'culture of safety' exists among all stakeholders, where DRR is embedded in all relevant policy, planning, practice, attitudes and behavior.

- Easy to administer
- Highlights contributory factors to community resilience
- Informs local and national contingency planning and development programming
- Measures impact of interventions and approach
- Acts a vital sign test for systems that can inform planning for programming
- Can be used to compare contexts
- Can be used as a monitoring tool



Administration of the Tool

- Duration of the process: 3-5 hrs. (after context analysis)
- Personnel : Requires two facilitators
- Who should apply: Any organization active in disaster resilience including the government
- How often: As part of baseline, interim, end line and evaluations
- Where can the tool be applied: Urban and rural area



Application of the toolkit

- *The tool has been piloted in Nsanje , Mangochi , Machinga and Balaka with different risk scenarios*
- *Common risk scenarios include; floods, drought and strong winds*



What are we learning so far?

1. *Community understanding of Disaster Risk*

- *Awareness of disaster risks in their communities*
- *Prediction of shocks*
 - *Drought and rains often predicted using local knowledge and weather forecast from the media*
 - *In the absence of effective early warning systems it is difficult to predict shocks like heavy flooding, strong winds and army fall worms Strong winds are hard to foretell*
- *Presence of trained VCPCs makes a difference;*
 - *Participatory community risk assessment*
 - *Develop maps for their respective villages showing amenities, and distribution of land other maps show hotspots*
 - *Mobilise communities in times of need*



What are we learning so far

2. Strengthening Governance to Manage Disaster Risk

- *Communities have plans for their land use – when leadership is strong and committed*
- *Communities ensure that the vulnerable groups in the community are included/represented in community decision making and management of DRR and recovery –Evident in their village structures*
- *Women are well represented as evidenced by number of women in leadership positions*
- *Most communities lack stable partnerships that would enable them to to access or leverage external support*
- *Communities who sustainable environmental management practices that reduce disaster risk and new risks related to the effects of climate change resources lack resources /skills to enforce the practices*



What are we learning so far?

3. Reducing Vulnerability for Resilience

- *Adoption of sustainable environmental management practices that reduce disaster risk is a challenge due to lack resources /skills to enforce the practices*
- *Most water sources are protected and have management committees*
- *Health well being is affected during disasters more especially the under-five children*
- *Health centers are usually far, but in times of disasters like flooding – they access mobile clinic*
- *Livelihood options are not effective in ensuring food and income security in the face of hazards*
- *Local markets which are links for products, labour and services are not protected to shocks like floods and drought*
- *VSLs are the popular way of savings in the communities*



What are we learning so far?

4. *Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery*

- *Communities lack skills and resources to use a communally developed contingency and recovery plan(s) post disaster*
- *In some cases communities rely on Early Warning Systems from surrounding communities*
- *Most communities report that they are not confident to handle operations and organisation in disaster preparedness, response and early recovery because they lack human capacity and resources*
- *Often times schools are used as camps during emergencies and these interrupt classes*
- *Emergency structures are often improvised – sometimes church buildings are also used as evacuation centers*
- *Volunteers play an important role during disasters but they lack skills to conduct their activities efficiently*



Plans for PROSPER

- Assess resilience for communities under PROSPER
- Follow up the progress community resilience on a yearly basis
- Assess resilience again at end-line



ARC-D Participants and Facilitators in Chikwawa :
Photo taken by GOAL Staff