

EVCA Training of Trainers (ToT) Package with Core and Optional Modules

1. INTRODUCTION

This document contains the information a trainer/facilitator will need to conduct an EVCA **Training of Trainers** (ToT) workshop, including the 6-Day EVCA ToT Agenda and the 3-Day EVCA ToT Agenda and the modules for participants, practitioners and facilitators.

The EVCA ToT training package is made up of a **Trainers Kit** (this guide and the Modules in PPTs) and a in a separate file ready to adapt and provide to participants) and a **Participant Packet** (reading materials and handouts).

The current EVCA Training of Trainers (ToT) Modules comprise:

- a) A pre-requisite Module on basic EVCA concepts for all Participants
- b) A one-day Introductory EVCA Module for senior management and/or RCRC leadership
- c) A 3-day EVCA ToT Package of Core Modules for all Trainers – Facilitators and Practitioners

In collaboration with National Societies, IFRC may consider the development of the following additional EVCA materials if the necessary resources are available:

- a) A 5-day EVCA ToT Package, including Pedagogy/Andragogy, for Facilitators
- b) A 6-day EVCA ToT Package, including in-depth training on EVCA tools, for field-level Practitioners
- c) Additional 2-day EVCA ToT Package comprising Modules on specific contexts and themes.

2. OBJECTIVES

The EVCA ToT training package aims to provide managers, facilitators and practitioners with essential skills to undertake classroom and field-based training on EVCA (via R2R).

Specific objectives are:

- To provide exposure to EVCA training over a one-day training for Managers and/or Red Cross Red Crescent Leadership;
- To provide relevant content to Trainers, both Facilitators and field-level Practitioners, for EVCA Training of Trainers.

3. EVCA ToT TRAINING PACKAGE

This **training of trainers (ToT) uses a modular approach**. Both the selection of modules and the duration of each module can be adjusted to suit the needs of the target participants. Participants and Lead Facilitators are encouraged to adapt and contextualise the modules with real-life examples/contexts in classroom settings. It is recognised that 3 days classroom-based training is insufficient to include direct field activities. Trainers are encouraged to seek creative solutions to add a field component to the training.

Participants training as Trainers are also encouraged to invest in building related capacities in andragogy, the learning methods and approaches required for adult learners.

Each module contains a **theoretical session and an application or group work session**. Much of the theoretical learning takes place in interactive formats. In a classroom setting, the group work helps understand and apply the EVCA theoretical learning. Group work applications can also be assigned as independent homework. While the group work is designed to create “hands on” peer learning, **nothing can replace field work**. In a community-setting, the group work is using EVCA with community members. Each day ends with a **wrap up**, which includes a constant focus on feedback, including andragogy.

4. EVCA TOT AGENDAS

a) 6-Day EVCA ToT Agenda

The table below describes the flow of **six days**. Day Zero is included for preparation by the Facilitator and Co-facilitators, readying of the venue and arranging of training materials. It is also the day when Participants are expected to have submitted their certificate for completion of the pre-requisite course on basic EVCA concepts.

Day	Content
Day 0 PRE-REQUISITE & PREPARATION	<ul style="list-style-type: none"> Participants to submit a written certificate of having completed the pre-requisite basic online course on key concepts Preparation by Facilitator(s) Preparation with experienced participants as co-facilitators
Day 1 FOUNDATIONS & STAGE 1. ENGAGE & CONNECT	<ul style="list-style-type: none"> Opening Module 1. Training Overview: introductions, expectations, rules, logistics, groups, roles. Module 2. Words matter, concepts count & EVCA and Roadmap to Community Resilience (R2R)

	<ul style="list-style-type: none"> Module 3. EVCA via R2R, Engage & Connect
Day 2 STAGE 2. UNDERSTAND RISK & RESILIENCE	<ul style="list-style-type: none"> Module 4. Milestone: Prepare to assess Module 5. Milestone: Measure risk/resilience Module 6. Milestone: Action Planning (Steps 1-3)
Day 3 MAKING AND IMPLEMENTING AN ACTION PLAN; LEARN; ORIENTATION TO ANDRAGOGY	<ul style="list-style-type: none"> Module 6. Milestone: Action Planning (Steps 4-6) Module 7. Milestone: Learn Module 8. Andragogy: Orientation
Day 4 REPORTING OPTIONAL MODULES: ANDRAGOGY CONTEXTUAL/THEMATIC COMMUNITY-BASED EVCA TOOLS	<ul style="list-style-type: none"> Module 9. Andragogy & adapting Introduction to advocacy (including National Adaptation Plans/Nationally Determined Contributions) Contextual/Thematic sessions (including climate change, environment & nature-based solutions, conflict, urban resilience, gender & inclusion, epidemics) Applying EVCA tools with the community in the field
Day 5 OPTIONAL MODULES: ANDRAGOGY CONTEXTUAL/THEMATIC COMMUNITY-BASED EVCA TOOLS	<ul style="list-style-type: none"> Contextual/Thematic sessions Applying EVCA tools with the community in the field
Day 6 COMMUNITY-BASED EVCA TOOLS	<ul style="list-style-type: none"> Applying EVCA tools with the community in the field

b) 3-day EVCA ToT Agenda

Day 1 – Foundations and EVCA / R2R Stage 1

Mo d	Min. (8.5h)	DAY 1>FOUNDATIONS and STAGE 1. ENGAGE & CONNECT Module title/focus	LINKS
	15	Registration and security (if not conducted prior)	
	30	Welcome and opening remarks	

1	75	Introductions & Training overview <ul style="list-style-type: none"> - Introductions, expectations, put participants into groups (<i>interactive</i>) - Training overview 	PPT
2	120	EVCA via Road to Community Resilience (R2R) <ul style="list-style-type: none"> - Establish importance of EVCA via R2R terms & concepts like DRM, BPI, CCA, PGI, CEA, urban, conflict, epidemics, systems (<i>interactive</i>) - Understand EVCA journey: 5 landmarks, 3 services, 11 dimensions of resilience (Resilience Star) 	PPT
	30	Group work: 11 dimensions in at-risk rural and urban communities, with EVCA concepts	
	60	LUNCH	
	90	Group presentations: 11 dimensions in at-risk rural and urban communities, with EVCA concepts & Resilience Star	
3	75	Focus on EVCA Process and EVCA via R2R Stage 1 <ul style="list-style-type: none"> - Interactive game - Mapping the EVCA Stages & Milestones (<i>interactive</i>) - Apply Stage 1, Milestones 1,2,3 	PPT
	60	Group work: Stage 1 - Milestones 1, 2, 3 in 7 steps	
	30	Wrap-up: Implications for andragogy <ul style="list-style-type: none"> - Closing and Feedback, evening work assigned 	

Day 2 – EVCA / R2R Stage 2: Understand Risk & Resilience

#	Min. (8 to 8.5h)	DAY 2>EVCA STAGE 2. UNDERSTAND RISK & RESILIENCE. Module title/focus	LINKS
	20	Review of Day and Ice Breaker (1 group leads)	
4	15	Milestone: Prepare to assess (includes Steps 1-2)	PPT
	60	Group work: Scheduling and Budgeting Community Assessment <i>Based on home task given the previous evening</i>	
5	15	Introduction to EVCA Tools and Methods for participatory data collection	PPT

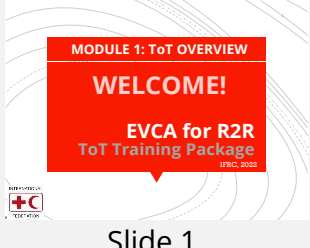
	60	Group or Pair work: Overview on data collection and Analysis using Toolbox/R2R Techniques <i>Ref: Toolkit and R2R via EVCA</i>	
	15	Understanding the main hazards or threats (Steps 3)	PPT
	40	Group work: Hazard Characterisation	
	15	Understanding vulnerability and capacity (Steps 4)	PPT
	60	LUNCH	
	45	Group work: Plot the Resilience Star & make vulnerabilities & capacity summary table for 8 sectoral dimensions per hazard	
	15	Explore and rate risk for the 11 social dimensions & measure resilience; Go deeper (Steps 5 to 8)	PPT
	45	Group work: Rate & rank 11 dimensions of vulnerability & capacity for an overall measure of resilience	
6	15	Take action to strengthen resilience: Introduction and Vision and identity actions (Step 1)	PPT
	45	Group work: Envisioning a safe and resilient community	
	20	Explore internal capacity & Identify need for external support (Steps 2-3)	PPT
	60	Group work: Map internal capacities and potential external resources for different actions identified in the envisioning exercise.	
	40	Wrap-up: Implications for andragogy Closing and Feedback, evening work assigned	

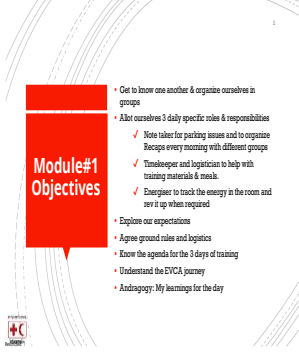

Day 3 – EVCA via R2R, Stages 3 (Steps 4-6). Action Planning and Stage 4. Learn

#	Min. (8.5h)	DAY 3> Module title/focus	LINKS
	15	Review of Day 2 (1 group leads)	
	30	Interactive game: Setting the context	

6	20	Milestone: Create a risk-informed community action plan (Stage 3, Steps 4-6)	PPT
	45	Group work: Stage 3 Action Planning	
	10	Wrap-up and Key learnings from Module 6	PPT
7	15	LEARN: Introduction to Module 7 (Stage 4)	PPT
	30	Interactive game: Setting the context	
	20	Milestone: Learn from Resilience Actions (Stage 4)	PPT
	45	Group work: Update the Action Plan based on Lessons Learnt	
	10	Wrap-up and Key learnings from Module 7 (Stage 4)	PPT
	60	LUNCH	
8	30	Andragogy and adapting your training: <u>Objective:</u> Orient trainers for adult training on EVCA	PPT
	150	Group work on Andragogy	
	60	Wrap-up: Closing and Feedback Session, Certificate Ceremony	

5. MODULES FOR A 3-DAY EVCA TOT

MODULE 1 ToT OVERVIEW	
Objective	<ul style="list-style-type: none"> • Get to know one another & organize ourselves in groups • Allot ourselves 3 daily specific roles & responsibilities <ul style="list-style-type: none"> ○ Note taker for parking issues and to organize Recaps every morning with different groups ○ Timekeeper and logistician to help with training materials & meals. ○ Energiser to track the energy in the room and rev it up when required • Explore our expectations • Agree ground rules and logistics • Know the agenda for the 3 days of training • Understand the EVCA journey • Andragogy: My learnings for the day
Key Learnings	<ul style="list-style-type: none"> • Know who amongst us has knowledge/ experience of EVCA and who is yet to embark on this journey. • Know the 3-day ToT agenda. • Know the history of EVCA, its current status vis-à-vis R2R • Know the EVCA journey with the 5 Landmarks which guide engagement with communities, the three services rendered by National Societies and the 4 Stages of the EVCA process itself.
Notes to facilitator	
SLIDE DECK: PowerPoint	
 <p>Slide 1</p>	<p>This Training of Trainers for Enhanced Vulnerability and Capacity Assessment (EVCA), via the Road to Resilience (R2R) is planned for three days with additional days for thematic modules and for field-level EVCA. This training is to learn how to train teams to use EVCA to strengthen communities and help them become more resilient.</p> <p>This session will cover introductions and explore participants' expectations. Participants will organize into groups and take on certain roles and responsibilities required as trainers. The session will give an overview of the training programme, including what EVCA is all about.</p>

 <p>Slide 2</p>	<p>The objectives of this session is to:</p> <ul style="list-style-type: none"> • Get to know one another & organize ourselves in groups • Allot ourselves 3 daily specific roles & responsibilities <ul style="list-style-type: none"> ✓ Note taker for parking issues and to organize Recaps every morning with different groups ✓ Timekeeper and logistician to help with training materials & meals. ✓ Energiiser to track the energy in the room and rev it up when required • Explore our expectations • Agree ground rules and logistics • Know the agenda for the 3 days of training • Understand the EVCA journey • Andragogy: My learnings for the day
 <p>Slide 3</p>	<p>Introductions</p> <p>The following exercise can be used to for participants to introduce themselves.</p> <p>Participants are asked to go to four different parts of the room depending on:</p> <ol style="list-style-type: none"> a) If they have used any of the EVCA/VCA methods to train others b) If they have learning/knowledge about EVCA/VCA techniques c) If they have field experience of working directly with communities d) If they are beginners regarding knowledge about either EVCA/VCA or field-level experience of working directly with communities <p>Starting from one corner of the room, each participant is then asked to introduce himself or herself in just 2 sentences, holding up their first finger and then their second finger for the two sentences (the Facilitator must keep a check on more than 2 sentences)</p> <ol style="list-style-type: none"> a) Their name and affiliation b) Their reason for standing in the selected corner <p>This exercises gives a good idea on the mix of knowledge and experience in the room. If someone feels he or she is free to move to another part of the room after hearing the introductions.</p> <p>After the introductions, the facilitator divides the participants into 4 groups (for a total of 27-28 participants), maintaining a balance from the above four categories of participants. These 4 groups will work together on group tasks for the duration of the training. They will also rotate the task of doing daily morning recaps amongst themselves.</p>

After the training, each group will be asked to develop their own training module based on some of the modules on which they have trained. This will be done on the 3rd day for Participants. There is an option to add two more days on andragogy.

Roles and responsibilities

There will be 3 volunteers for the day:

- Note-taker - for recording the parking lot issues, not for comprehensive note-taking; and to feedback what has been said/posted, and in charge of the Recaps, to be done by a different group each day.
- Timekeeper and Logistician - to remind those responsible for each session how long they have and help them manage time during the session; and to help with training materials and in charge of coordinating with the snacks and lunch providers
- Energiser (to keep/get us engaged if energy or attention levels are dropping)

The volunteers for Day 1 are decided. They are told that they would need to pass on their responsibility to the next set of volunteers for the following day.

Expectations

Participants then take 3 minutes to write their expectations and share these amongst themselves at each table. The Logistician/Timekeeper for Day 1 ensures availability of cards and pens and a place for these to go on a flipchart. The Note-taker takes charge of summarising the expectations in whichever way he/she wants to do this.

Note-taker and Logistician agree to ground rules, share logistics and record this on a flipchart.


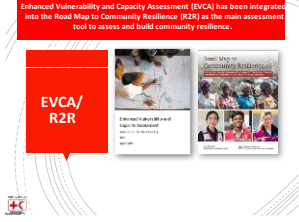
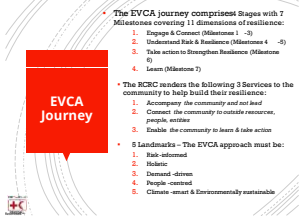
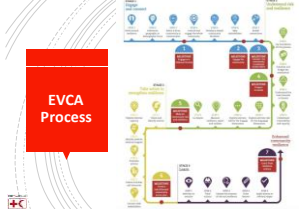
Agenda ToT		
Day 1: Introduction to EVCA	Day 2: Core Modules	Day 3: EVCA in Action
<p>Introduction to EVCA</p> <p>Module 1: The Basics</p> <p>Module 2: The Basics</p> <p>Module 3: The Basics</p> <p>Module 4: The Basics</p> <p>Module 5: The Basics</p> <p>Module 6: The Basics</p> <p>Module 7: The Basics</p> <p>Module 8: The Basics</p> <p>Module 9: The Basics</p> <p>Module 10: The Basics</p> <p>Module 11: The Basics</p> <p>Module 12: The Basics</p> <p>Module 13: The Basics</p> <p>Module 14: The Basics</p> <p>Module 15: The Basics</p> <p>Module 16: The Basics</p> <p>Module 17: The Basics</p> <p>Module 18: The Basics</p> <p>Module 19: The Basics</p> <p>Module 20: The Basics</p> <p>Module 21: The Basics</p> <p>Module 22: The Basics</p> <p>Module 23: The Basics</p> <p>Module 24: The Basics</p> <p>Module 25: The Basics</p> <p>Module 26: The Basics</p> <p>Module 27: The Basics</p> <p>Module 28: The Basics</p> <p>Module 29: The Basics</p> <p>Module 30: The Basics</p> <p>Module 31: The Basics</p> <p>Module 32: The Basics</p> <p>Module 33: The Basics</p> <p>Module 34: The 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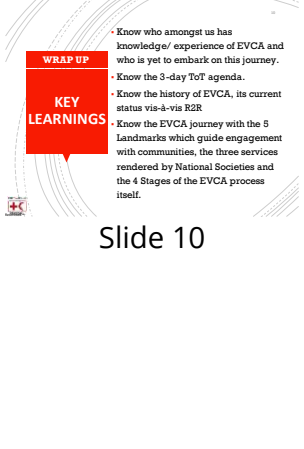
Slide 4

This Training of Trainers (ToT) takes place over 3 days where EVCA via R2R Core Modules will be covered. For continuing Modules on Andragogy, or methods and approaches for adult learning, please add 2 more days and use the Modules available in the Package. To go deeper into EVCA methods of information collection and tools for analysis of vulnerabilities and capacities, please plan a 6-day Training with the community. To add any contextual/thematic understanding, please add 2 days for the Modules available in this package.


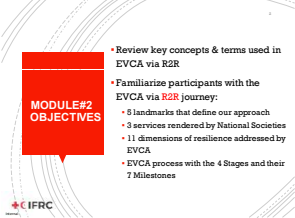
To maximise this opportunity to be together for the 3-day Core Modules EVCA ToT, we have planned for 8 to 8.5 hours of active training each day. In addition, there will be some tasks to do for

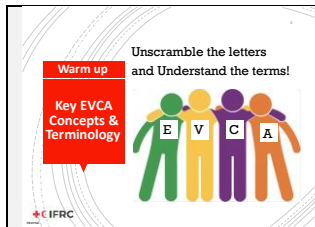
	<p>homework, in between training days. It's a tight schedule but it will also be fun and rewarding.</p> <p>With this ToT we aim to expose you to a model training that will enhance your skills and knowledge to implement your own EVCA training. You will need to adapt it and add field work according to the time you and your trainees have available.</p> <p>This training of trainers (ToT) uses a modular approach. Both the selection of modules and the duration of each module can be adjusted to suit the needs of the target participants. Participants and Lead Facilitators are encouraged to adapt and contextualise the modules with real-life examples/contexts in classroom settings. It is recognised that 3 days classroom-based training is insufficient to include direct field activities. Trainers are encouraged to seek creative solutions to add a field component to the training.</p> <p>Participants training as Trainers are also encouraged to invest in building related capacities in andragogy, the learning methods and approaches required for adult learners.</p> <p>Each module contains a theoretical session and an application or group work session. Much of the theoretical learning takes place in interactive formats. In a classroom setting, the group work helps understand and apply the EVCA theoretical learning. Group work applications can also be assigned as independent homework. While the group work is designed to create "hands on" peer learning, nothing can replace field work. In a community-setting, the group work is using EVCA with community members. Each day ends with a wrap up, which includes a constant focus on feedback, including andragogy.</p> <p>On Day 1 the agenda will be to:</p> <ul style="list-style-type: none"> • Get to know each other and share expectations • Get familiar with and the terminology used in EVCA and establish useful ways of explaining concepts (Session Words matter; concepts count) • Remind ourselves of the place of EVCA in the RCRC's work with communities, and within the Roadmap to Community Resilience • Deepen our understanding of the 11 dimensions of resilience • Learn how to engage the community in an EVCA and lay the foundations for that process.
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 <p>Slide 5</p>	<p>Let's have an overview of the training.</p>
 <p>Slide 6</p>	<p>Some facts and history about Enhanced Vulnerability and Capacity Assessment:</p> <ul style="list-style-type: none"> • EVCA is a participatory process developed by the International Federation of Red Cross and Red Crescent Societies for communities to become more resilient through the assessment and analysis of the risks they face and the identification of actions to reduce these risks. • EVCA has a long history in the RCRC. Its predecessor, VCA, is the only assessment method officially and explicitly endorsed by the IFRC General Assembly in 1999. • The E in EVCA stands for ENHANCED. The approach was reviewed and improved between 2015 and 2017, to incorporate all the key lessons learned and experience gained during its 10+ years of use around the world. Some of those improvements are: incorporation of climate change, adaptation to urban contexts, more guidance on analysis, and more emphasis on action-planning. • The enhanced VCA, EVCA, was piloted from 2017 to 2019 and then integrated into the Road Map to Community Resilience as the main assessment tool. • It continues to be used by NS all over the world.
 <p>Slide 7</p>	<p>This session needs to take the form of a short plenary discussion with participants being encouraged to share examples of where they have rendering of the 3 services and have been guided by any of the landmarks in implementing any of their vulnerability reduction humanitarian programmes.</p> <p>The discussion will bring out the experiences and knowledge of participants on the basis of which they had selected their corner of the room during the getting to know each other exercise.</p> <p>Inform that the EVCA process will be explored in the later sessions.</p>
	<p>The pictorial depiction makes the EVCA process easier to understand. A quick explanation is given on the 4 Stages and how it is broken down into Steps and Milestones to mark significant progress.</p> <ul style="list-style-type: none"> • Stage 1: Engaging and connecting explains how to involve all sectors of your National Society in resilience-building, how to

<p>Slide 8</p>	<p>involve communities, and how to link communities to other actors.</p> <ul style="list-style-type: none"> • Stage 2: Understanding risk and resilience explains how to guide communities when they assess their risks and measure their resilience. • Stage 3: Taking action for resilience explains how to guide communities when they develop and implement a resilience-building action plan. • Stage 4: Learning explains how to guide communities as they learn how to track their progress, learn from mistakes, and adapt their action plans accordingly • Over the course of the three-day ToT, each stage is explored in depth and there are classroom exercises to practice certain steps.
 <p>Slide 9</p>	
 <p>Slide 10</p>	<p>Key learnings of this session are:</p> <ul style="list-style-type: none"> • Know who amongst us has knowledge/ experience of EVCA and who is yet to embark on this journey. • Know the 3-day ToT agenda. • Know the history of EVCA, its current status vis-à-vis R2R • Know the EVCA journey with the 5 Landmarks which guide engagement with communities, the three services rendered by National Societies and the 4 Stages of the EVCA process itself. <p>* Learnings can also be added by participants. The Facilitator can first ask the participants for their learnings and then share these as one set of key learnings from Day 1 sessions.</p>
<p>HANDOUTS</p>	
<p>Application</p>	
<p>Participant reading</p>	
<p>HOLDING SPOT</p>	

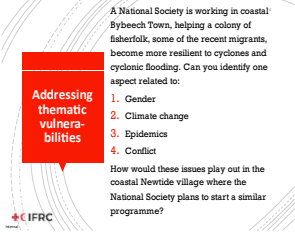

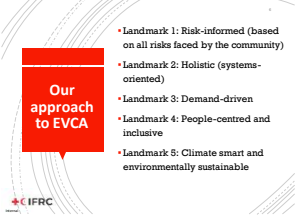
Go to [INTRODUCTION](#)

MODULE 2 EVCA FOR R2R	
Objective	<ul style="list-style-type: none"> Review key concepts & terms used in EVCA via R2R Familiarize participants with the EVCA via R2R journey: <ul style="list-style-type: none"> 5 landmarks that define our approach 3 services rendered by National Societies 11 dimensions of resilience addressed by EVCA EVCA process with the 4 Stages and their 7 Milestones
Key Learnings	<ul style="list-style-type: none"> The EVCA via R2R is based on key concepts and terminology that need to be understood and applied as part of the EVCA roll out, especially at the community level. The EVCA has landmarks to keep us aligned with RCRC principles and best practice. RCRC approach is based on three new services: accompany, enable and connect. The EVCA via R2R seeks to make local communities resilience across 11 dimensions that cover 4 basic needs, 4 sectoral needs and 4 social needs. Urban and rural communities require different preparation for EVCA and the communities experience risk and resilience differently.
Notes to facilitator	
SLIDE DECK: PowerPoint	
 <p>Slide 1</p>	Module 2 is an introduction to the EVCA for R2R.
 <p>Slide 2</p>	<p>The Objective for this module is twofold:</p> <p>One, to review the key concepts and terminology used in R2R and EVCA; and</p> <p>Two, for each participant to familiarize themselves with the Roadmap to Community Resilience (R2R) components which define the EVCA journey. These are the 5 landmarks and the 3 services that underline the engagement of Red Cross and Red Crescent National Societies with communities and the 11 dimensions of resilience which are addressed as part of R2R and will form part of the EVCA process.</p>



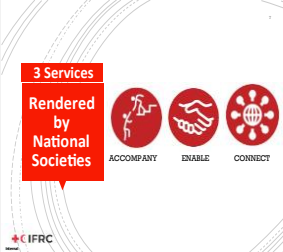

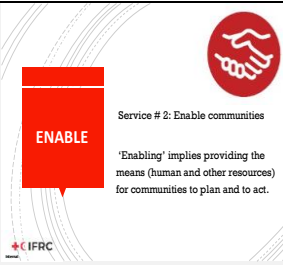

Slide 3


- This is a warm-up exercise to revisit the key EVCA via R2R terms and concepts which the participant should have been introduced to as part of the pre-requisite module before coming to the training.
- Before the training starts, choose a few of these key concepts and terms, including and other relevant concepts. Prepare word cards, writing each letter of that word on a separate post-it or strip of paper. Participants will use sticky tape/pin and each person will attach one letter to their clothes at the bank and stand together form the word. Distribute each word with scrambled letters to different groups of the same number of people as the letters in that word. More than one word can be given to the same group.
- When all participants have attached their letter cards, announce that the first group to line up their participants to spell correctly a word associated with EVCA will win the game.
- In a field setting, these terms and concepts are best translated into local language and used in an interactive exercise.
- After the words have been unscrambled, give the group 5 minutes to discuss the concept/term in their group and ask each group to explain the term to the plenary. Each group can also use creative ways to explain the term(s) to the plenary. Remind them that they need to put on their trainer hats for this task.
- Some examples of the words, including acronyms, are;
 - BPI (3)
 - CEA (3)
 - CCA (3)
 - NbS (3)
 - RISKS (5)
 - URBAN (5)
 - GENDER (6)
 - SYSTEM (6)
 - CLIMATE (6)
 - DISASTER (8)
 - CONFLICT (7)
 - CAPACITY (8)
 - EPIDEMICS (9)
 - INCLUSION (9)
 - COMMUNITY (9)
 - ADAPTATION (10)
 - RESILIENCE (10)
 - ASSESSMENT (10)
 - VULNERABILITY (13)
 - PARTICIPATORY (13)

 <p>Slide 4</p>	<p>Participants do this interactive exercise in the plenary, using some of the concepts learnt. Each table is asked to discuss one of the four points for 3 minutes for both the Bybee Town and the Newtide Village. Each table then takes 1 minute to share its notes with the plenary.</p> <p>This is a revision exercise. A 2-day thematic training is available as part of the ToT package after this 3-day ToT on Core EVCA Modules.</p>
 <p>Slide 5</p>	<p>Interactive delivery: For the 5 landmarks and the 3 services, participants in the plenary are encouraged to give an example or two each from their own experiences in the National Society. These examples may emanate from 'non-EVCA' work too, for example from the work in WASH, health or disaster preparedness.</p> <p>During the discussion, the Facilitator helps to:</p> <ul style="list-style-type: none"> • Make the connect that these approaches and services are central to the National Societies' Ways of Working and also how these apply to the EVCA process. • Explain how work in the areas mentioned, for example WASH, health or disaster preparedness, also contributes to building communities' resilience to specific risks. And that these form part of the EVCA process as we will learn in subsequent sessions.
 <p>Slide 6</p>	<p>Landmarks indicate key elements of the Red Cross Red Crescent Movement approach. They have been developed from long experience of what works and are based on the principles of the Movement. The first two Landmarks illustrate the systems approach which here is applied to community resilience.</p> <ul style="list-style-type: none"> • Landmark 1 is Risk-informed. Resilience requires a broad understanding of risk and its consequences. Communities face many types of threats, some of which can influence other threats. For example, conflict may affect markets, causing the price of staple foods to rise. Communities must then deal simultaneously with violence and food insecurity, and eventually with poor health due to an inadequate diet. Instead of looking at threats in isolation—as we and the aid community have tended to do—we need to identify and analyse the full range of risk components in communities. We need to capture information on all pertinent threats, as well as track evolving capacities and vulnerabilities inherent in their underlying contexts. These are likely to be related to ill health, conflict, violence, climate change, environmental degradation, poverty, poor education levels, food

	<p>insecurity, and others. Only then can we and, more importantly, communities, set priorities and decide how best to address them.</p> <ul style="list-style-type: none"> • Landmark 2 is Holistic. Communities are multidimensional systems within wider systems. For example, a community's water sources draw on a larger hydrological and ecological system, and its marketplace is connected to a broad economic system of supply and demand. The interdependence of different aspects of well-being, safety and prosperity is a critical element. For instance, good health depends on food security (among other factors), which in turn depends on social stability, natural resource management, and so on. This means that efforts focused on just one area will have a limited impact on overall resilience. Coordinated action across key sectors and related systems can achieve more significant and lasting change. National Society staff and volunteers can offer communities a range of expertise in food security, shelter, disaster preparedness, health, etc., as well as access to other resources and connections to partners. We also need to think and operate across various levels. While National Society branches work mainly at the community level, a resilient society requires efforts and commitment at other levels, for example, by local and national authorities, and even internationally. Some approaches to disaster risk reduction and resilience, such as nature-based solutions, require consideration of a broader geographical scale beyond the community. For example, how natural resources are managed by a community upstream of a river can affect the resilience of a community downstream that depends on the same ecosystem. Whereas in cities, communities may be defined demographically, by culture, habits and resources rather than bound to one geographical area. By linking communities with other levels, we empower them and help to strengthen the system as a whole. Communities should be recognized as active participants in relevant legal frameworks—such as those that address holistic risk management—and be empowered to engage at the local level. • Landmark 3 is Demand-driven. Support for resilience by the National Society should be directed towards at-risk communities that recognise their needs enough to voice them. Articulating a demand demonstrates a certain level of awareness and understanding. Getting a community to this position may require a long history of accompaniment by the Branch office before embarking on the Road to Resilience. Support should also respond to the community's own understanding of their risks. While studying secondary data and lessons learned elsewhere is
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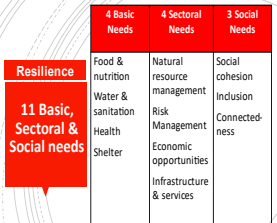
	<p>important, National Societies must address what the community identifies as their problems. The community needs to create their action plan, not the National Societies.</p> <ul style="list-style-type: none"> • Landmark 4: People-centred. A people-centred approach is central to the IFRC's Strategy 2030, and the work on resilience is no exception. This means at all times listening to and understanding what people think, rather than imposing ideas, projects or technology on them. People in the community must be encouraged on what they think are their most vital challenges and solutions. How actions in this resilience journey will work for them. The IFRC's commitment to the Core Humanitarian Standard also affirms this approach. On the journey, EVCA's build on local and traditional resources and knowledge to further understand phenomena, and identify local solutions to address risk. The IFRC is mandated to prevent and alleviate human suffering without discrimination. This commitment, rooted in the principle of impartiality and a people-centred approach, means that all Red Cross Red Crescent community resilience work should be inclusive. It should analyse and address the needs and interests of all groups in a community, being sure to consider gender and diversity. • Landmark 5: Climate Smart and Environmentally Sustainable: The focus of EVCA's and community-based resilience action plans will be on reducing the current and future humanitarian impacts of climate and environmental crises, and supporting people to adapt and thrive in the face of them. This means climate adaptation and mitigation are high on the collective agenda, integrating climate risk management across all programmes, operations and advocacy. The focus is to reduce the environmental impact of our actions and to green the humanitarian sector, as well as explore how best to prepare for all environmental crises, including those that are not, or are only partially, climate-related. A climate-smart and environmentally sustainable approach across all resilience dimensions is critical. To be climate-smart, any risk-informed community action plan needs to take into account past and current risk, and also the increasing frequency and severity of extreme weather events, rising temperatures and the longer-term impacts of climate change. Communities will need to be better prepared to manage forecast weather events and new climate extremes through climate-smart disaster risk reduction (DRR), preparedness and early action; address the longer-term impacts on health and migration; and enable climate-resilient livelihoods, infrastructure and sustainable water management.
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 <p>Slide 7</p>	<p>R2R via EVCA highlights 3 new services that the RCRC National Societies offer, in addition to its traditional services.</p> <p>They are:</p> <ul style="list-style-type: none"> • Accompany communities, and not take the lead • Enable communities to plan and act for resilience • Connect to external stakeholders to help build local resilience <p>Together they convey the approach that will also make EVCA successful and their results sustainable.</p>
 <p>Slide 8</p>	<p>To foster resilience, National Societies join rather than lead; actions are owned by the community. Accompanying is not a passive role, however. It involves actively stepping aside and bringing communities into the centre, enabling them to take control of their futures. To 'accompany' is to join in action and influence. Stepping aside to encourage, nurture, empower, support, catalyze, orientate, provide role models and accommodate is all accompanying. Communities often need to be accompanied for a long time to varying degrees to achieve local resilience.</p> <p>An example or two can be shared by participants of when they have accompanied a community, or accompanied someone to achieve a community goal.</p>
 <p>Slide 9</p>	<p>The Movement approach is to enable communities to apply their knowledge, experience, and capacities to solve problems. When National Societies enable, they also train, teach, instruct and facilitate. National Societies should continuously seek opportunities that enhance the understanding and skills of a community. To enable means providing the means (human and other resources) to act. Communities can be enabled to learn and apply (their) knowledge, experience and capacities; and to develop a sense of confidence to use their resources.</p> <p>An example or two can be shared by participants of when they have enabled an individual, or a community, to achieve their goal.</p>
 <p>Slide 10</p>	<p>To achieve resilience, many stakeholders from different levels, sectors and disciplines must work together. To connect means to also convene, bridge, unite, introduce and link. Communities reinforce their knowledge, principles, processes, systems and structures to build resilience by connecting with outside entities and people.</p> <p>An example or two can be shared by participants of when they have connected an individual, or a community, to achieve their goal.</p>



Slide 11

IFRC's long experience in a wide variety of contexts has led the Movement to identify 11 dimensions of resilience (or characteristics) of resilience in its Roadmap to Community Resilience (R2R). When conducting an EVCA, the journey starting with the community will enable it to determine in which of these resilience dimensions it is weaker and to make a plan to strengthen these dimensions. Communities use different colour/type of cards to write/show vulnerabilities (blue cards here) and capacities (green cards here) for each resilience arm per hazard. Together, the Resilience Star gives a snapshot picture of the communities level so resilience to a particular hazard or threat.

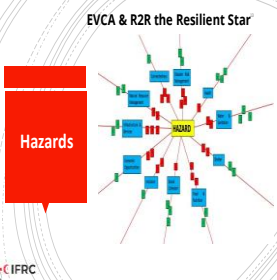


Slide 12

The 11 dimensions cover socio-economic and environmental aspects as well as connectedness with external entities, people and resources. The 11 dimensions covers 4 basic needs, 4 sectoral needs and 3 social needs because communities need to be resilient across all these to cope and adapt to any hazard.

The 11 dimensions are not mutually exclusive and influence each other. For example, a higher vulnerability in natural resources due to regular flooding would lead to deeper food & nutrition vulnerability and health status. Or, a better connected community will find it easier to garner government or medical support for health-related disasters and therefore be less vulnerable to post-disaster epidemics.


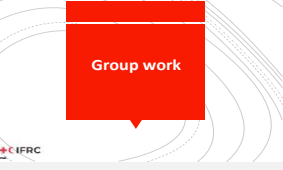


When mapping the vulnerabilities and capacities, a participatory analysis is done with community members to rank the vulnerabilities and the capacities in each of the 11 dimensions. This is done using EVCA informational gathering methods like focused group discussions (FGDs) and analytical tools like historical visualization and these will be discussed later in the sessions.

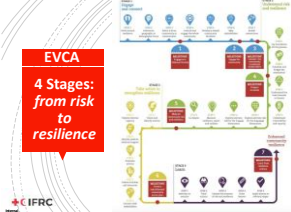
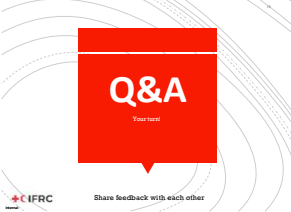
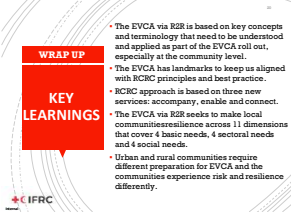


Slide 13

The Resilience Star helps capture and explore vulnerabilities and capacities aligned to the dimensions of resilience for each hazard or threat. This tool can become an **anchor for the enhanced community Vulnerability and Capacity Assessment**. The Star is a good starting point as a tool to facilitate brainstorming and participatory identification of vulnerabilities and capacities. The Star becomes a reference point to return to each time to gather more perspectives or complete EVCA tools to consolidate the information.

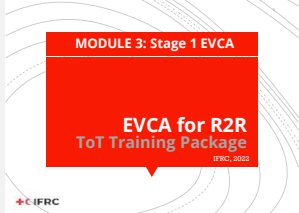
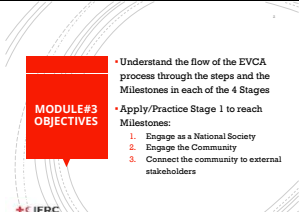
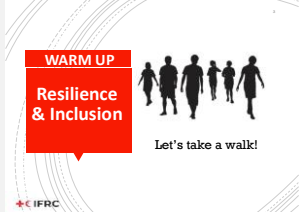
The Resilience Star can be revisited to add key findings from the different assessment tools. It is important to not lose the important details. It is also critical to summarize vulnerability and capacity findings according to each hazard/threat and dimension, and to determine what makes the community most vulnerable to each

	hazard/threat and what capacities exist to mitigate against the hazard/threat.
 <p>Resilience star</p> <p>Use it as...</p> <ul style="list-style-type: none"> • An assessment tool: To identify and compare capacities and vulnerabilities to each hazard, against each characteristic of resilience. • A tool for analysis: To examine, integrate and analyse information on vulnerabilities and capacities gathered through the other EVCA tools and secondary information. Bridge to emergency aid for resilience assessment to direct for emergency interventions. • A tool for ranking: To visually lay out all Vulnerabilities and Capacities for each Resilience Characteristic as you can see and rank. It will then be possible to identify High, Medium and Low Rates and conclude on a Resilience Score. <p>Slide 14</p>	<p>Within the community:</p> <p>The Resilience Star is a very practical way of getting the community to discuss vulnerabilities and capacities during the conducting of the EVCA.</p>
 <p>Slide 15</p>	
<p>GET CREATIVE!</p> <p>Draw an at-risk rural community & an at-risk urban community Show the 11 dimensions of resilience. Apply EVCA Concepts</p>  <p>Slide 16</p>	<ul style="list-style-type: none"> • This task will be done by the four groups made in the introductory session. Two groups will draw an at-risk urban community and the other two groups will draw an at-risk rural community. Each group can show different types of risks for the communities they draw. Indeed, it is best if the hazards vary across the groups in the classroom setting. • The drawing needs to demonstrate vulnerabilities related to 11 dimensions of resilience. For example, one dimension is 'a resilient community is healthy', so in the at-risk community the opposite will be depicted. • All the EVCA concepts need to be included in the illustrating of the at-risk community. Especially gender & inclusion. As also contexts like conflicts & epidemics. In a field setting too these concepts need to be adhered to by involving all vulnerable groups and noting the unique contexts present locally. • Some people in the group may be better at drawing but all can share ideas about how to represent the 11 dimensions. It does not have to be a work of art – stick people and sketches are fine! • Rural and urban at-risk communities will face the vulnerabilities differently.
<p>GET CREATIVE!</p> <p>Draw a Resilience Star for your community. List the 11 dimensions of vulnerabilities for one main hazard your at-risk community faces</p>  <p>Slide 17</p>	<p>All groups can take a gallery walk to see each other's at-risk community illustrations and ask questions.</p> <p>Key questions to explore:</p> <ul style="list-style-type: none"> • What did we note about (run through each dimension) in the urban contexts? • What did we note about them in the rural contexts?

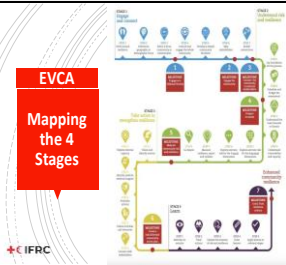
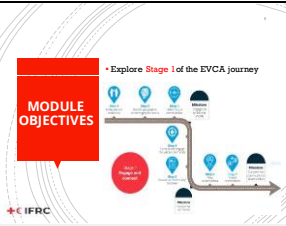
	<ul style="list-style-type: none"> • What implications does this have for how we prepare for an EVCA in each context? • What implications does it have for implementing and EVCA in each context? • What EVCA concepts did we apply/not apply in our at-risk communities?
 <p>Slide 18</p>	<p>To Recap from the 1st module:</p> <p>The R2R via EVCA has 4 Stages.</p> <p>Each Stage is broken down into Steps and has Milestones to mark significant progress.</p> <ul style="list-style-type: none"> • Stage 1: Engaging and connecting explains how to involve all sectors of your National Society in resilience-building, how to involve communities, and how to link communities to other actors. • Stage 2: Understanding risk and resilience explains how to guide communities when they assess their risks and measure their resilience. • Stage 3: Taking action for resilience explains how to guide communities when they develop and implement a resilience-building action plan. • Stage 4: Learning explains how to guide communities as they learn how to track their progress, learn from mistakes, and adapt their action plans accordingly • Over the course of the three-day ToT we will explore each stage in depth and have the opportunity to practice certain steps, using our Resilience Star.
 <p>Slide 19</p>	<p>Encourage participants to ask questions. Encourage the group to help respond, backing up with the correct answer where necessary.</p>
 <p>Slide 20</p>	<p>Learnings can also be added by participants. The Facilitator can first ask the participants for their learnings and then share these as one set of key learnings from this session.</p>
<p>HANDOUTS</p>	



Application	
Participant reading	
HOLDING SPOT	

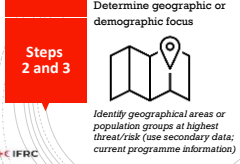
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MODULE 3 Stage 1 EVCA	
Objective	<ul style="list-style-type: none"> Understand the flow of the EVCA process through the steps and the Milestones in each of the 4 Stages Apply/Practice Stage 1 to reach Milestones: <ol style="list-style-type: none"> Engage as a National Society Engage the Community Connect the community to external stakeholders
Key Learnings	<ul style="list-style-type: none"> The EVCA journey has 4 stages, divided into steps and milestones to guide us. EVCA through R2R Stage 1 focuses on engaging the NS, the community and the stakeholders. EVCA tools and R2R provide guidance to practitioners The Resilience Star is a key tool to cover all aspects of resilience when engaging a National Society and engaging with and connecting a community
Notes to facilitator	
SLIDE DECK: PowerPoint	
 <p>Slide 1</p>	Module 3 looks closely at Stage 1 of the EVCA. In the R2R via EVCA manual, Stage 1 is from page 17 to page 32.
 <p>Slide 2</p>	<p>The objectives of this module are:</p> <ul style="list-style-type: none"> Understand the flow of the EVCA process through the steps and the Milestones in each of the 4 Stages Apply/Practice Stage 1 to reach Milestones: <ol style="list-style-type: none"> Engage as a National Society Engage the Community Connect the community to external stakeholders
 <p>Slide 3</p>	<p>Game: 20 minutes</p> <p>Everyone moves to one end of the room. Each person has a small bean bag/book/folder/small pillow or any other unbreakable item which can be balanced on the head without using the hands. This is a simulation exercise where the room is a village or a small town where the participants live/work. Each person has to balance the item on the head, not use the hands to hold it, and walk to the other end of the room following the instructions given below. As each person walks, if</p>


	<p>the item on the head falls, the person will have to freeze until another participant picks up the item and puts it back on his/her colleague's head, while keeping their own item safely on their head. If their item too falls while trying to help, a third person will need to help both the frozen persons before they can move on with the item back on the head.</p> <p>Instructions (these can be given one by one or all together):</p> <ul style="list-style-type: none"> • Imagine you are walking across a community ... • You are about to cross the main road. Look from side to side to check if any traffic is coming. • Take three steps forward across the road. • Turn slightly to the right and jump across the drainage canal, to avoid stepping in the wastewater • Climb five steps up the steep hillside, look up and point to the land that has slipped from the top of the hill • Turn around (360 degrees) and greet one street trader, one person carrying water, and one person assisting an older person • Run to your destination to avoid the heavy rainfall that has just started. <p>Starting questions:</p> <p>How many people had to help another by retrieving and replacing their bean bag?</p> <p>How many people received help from another?</p> <p>How many people did not drop the item even once?</p> <p>Discussion: What do the participants think are some of the things that the game signified in the context of EVCA?</p> <p>Tips:</p> <p>The exercise reminds us of the contexts in which we do EVCA: the hazards that communities live with or near (traffic/busy road,</p>
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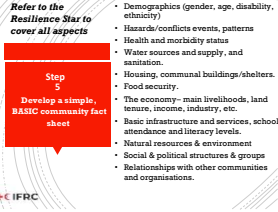
	<p>potential flooding, potential landslides), what makes them vulnerable (lack of drainage, access to water, informal livelihoods, mobility issues), what exposes them to hazards (building on steep hillsides), and the capacities they possess to address the risk (the people in their community and their social networks). In the exercise we help each other (to replace the items on the head) in the same way that an EVCA requires teamwork and for no-one to be left out or behind.</p>
 <p>Slide 4</p>	<p>Before discussing each Stage more in-depth, it is important for participants to understand the whole EVCA process and especially the 7 Milestones in each of the 4 Stages.</p> <p>Before the session, have each of the Stage names, each of the Steps and each of the 7 Milestones printed/written on cards. Make sets for each Stage and hand each set to each of the four groups. Give the groups 20 minutes to discuss among themselves and to stick the steps and the Milestone(s) for their Stage on a flipchart. DO NOT SHOW THIS SLIDE WHEN THE GROUPS ARE WORKING BUT LEAVE IT ON DURING THE SHARING OF THEIR GROUP WORK.</p> <p>Once finished, ask each group to explain the flow of the Stage and the significance of the Milestone to the plenary. Step in as a Facilitator to explain where required.</p> <p>Remember, the sequence of the steps is less important and the sequence of the Milestones is more important. For example, a National Society may already be working with a community with whom it now want to undertake EVCA. So it has already achieved Step 3 (select a focus community) in Stage 1 but has to still engage its NS leadership around working on resilience or working on resilience in that geography, which may not be as disaster-prone as some of the other geographies where the NS works. But it is important to achieve the first Milestone – to engage as a NS with commitment from the senior management/leadership, before the NS can move to the steps towards Milestone 2.</p>
 <p>Slide 5</p>	<p>The objective of this Module is to discuss Stage 1 in detail. Stage 1 has 7 steps and includes three important Milestones. These are:</p> <ul style="list-style-type: none"> • Engage as a National Society • Engage the community • Connect the community to stakeholders.


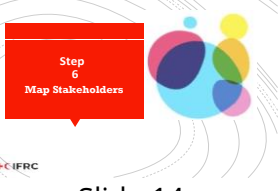

 <p>Slide 6</p>	<p>The first milestone is 'Engage as a National Society'. This means that an EVCA should not be considered an activity of just one team or group within the NS but requires the commitment of the entire National Society, from the top management to the field volunteer and across thematic sectors and programme support departments.</p> <p>Strengthening resilience is an integrated, multi-sectoral, multilevel process. If a National Society wants to contribute to community resilience, every staff member, volunteer, branch, department and partner needs to understand that resilience is everybody's business. It cannot be the domain of the disaster management section, or the health department, or any sector-specific team. Instead, just as hazards or threats affect all aspects of life, building resilience requires a holistic vision and complementary, coordinated actions from all parts of the National Society. In other words, everyone needs to be on board.</p>
 <p>Slide 7</p>	<p>There are three steps to reach the first Milestone. The first is 'unite around resilience'.</p> <p>First, we start a conversation on resilience in our National Society. We need to gather a small group of colleagues from different technical sectors who are or could be interested in resilience, and discuss:</p> <ul style="list-style-type: none"> • What being resilient means. • What commitments to community resilience the RCRC has made and how • these reflect our mission and mandate. • The basics of our approach: three services and five landmarks. • The 11 dimensions of community resilience. • What we need to do differently to enable all the communities we work with to strengthen their resilience. • How the proposed approach to strengthening community resilience • incorporates the RCRC's Enhanced Vulnerability and Capacity Assessment • (EVCA). • The implications for funding, existing programming, current priorities and organisational development (see Reference Sheet D).



	<p>Then, we approach managers and explain what has been discussed, in particular, how the National Society's knowledge and skill sets could help communities strengthen their resilience, building on the RCRC's successful approach to the EVCA. If the NS leadership is in agreement, we can then organise information and discussion sessions with an open invitation to all staff and volunteers.</p> <p>The next step is to invite some or all of those interested to become part of a resilience team that will promote and lead this process on behalf of the NS. Ideally, this team will include representatives from all key sectors and support functions (HR, finance, funding), especially those with good facilitation, communication and training skills. Remember that the resilience team is balanced in terms of gender and diversity.</p> <p>It is also important to consider what funding might be available for this process and what additional funding is needed. This, of course, should also be discussed with relevant managers as their agreement, and the appropriate resources, will be key to success.</p> <p>And lastly, it may be helpful to draw up terms of reference to clarify the purpose and responsibilities of the newly formed resilience team within the National Society, and the resources agreed, and obtain a clear commitment from those involved and the relevant levels of management.</p> <p>All of these actions will help set the EVCA on the right footing.</p>
 <p>Slide 8</p>	<p>Some NS already know where they want to do an EVCA because they have donor funding for a particular project, or have a historical presence in some areas.</p> <p>If not, we should gather reports, statistics and other studies on risk, vulnerability and threats to people's lives, health and well-being across your country to identify the geographical areas or population groups at highest risk. We can look for this risk knowledge in official studies (often available on government websites), and also use our own knowledge, reports from other organisations including previous Partner National Society programmes, 510 data, INFORM Index and other sources. City Wide Risk Assessment is a good source for identifying at risk groups or areas in cities.</p> <p>Reference Sheet G in R2R provides links to some useful sites and sources of secondary literature and data. The Community Resilience Dashboard's Scan also provides guidance on secondary data.</p>


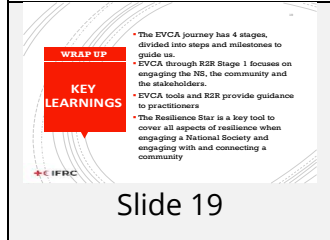
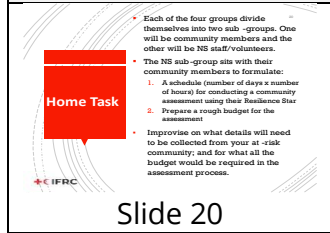
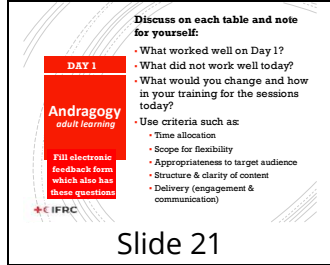
 <p>Slide 9</p>	<p>The following criteria help us prioritise one or more focus communities. Let's run through them:</p> <p>1. Risk Level: Secondary data and first-hand knowledge are sufficient to guide will guide us to areas and communities that face high risk and/or multiple sources of risk. This is only a quick exercise as we will do a thorough assessment in Stage 2.</p> <p>2. Access: If conflict or other issues prevent NS staff and volunteers, etc. from reaching the community, humanitarian assistance may be more urgent than resilience-building. We need to confirm access and seasonal limitations.</p> <p>3. Interest: It is crucial for community members to want to invest their own time and effort in improving their situation. Resilience is not a quick fix, nor can it be brought about by the RCRC. So we also need to confirm action and commitment from the community itself.</p> <p>4. Funding: As mentioned above, if funding is already in place for certain types of communities or programmes, those should go ahead..</p> <p>5. Current programming: We should always build on ongoing work. If an NS is already implementing a health programme, for example, this can be built on this by addressing other types of vulnerability. Fostering resilience is easier when the community knows and trusts us. Use this familiarity as a bridge to the resilience Road Map.</p> <p>6. Complementarity: Strengthening resilience requires actions in many sectors. Working with others is key to success, as long as there is no duplication, and other very vulnerable communities nearby are not left unattended.</p> <p>7. Impact potential: Working with groups or clusters of communities, particularly those within the same risk landscape, contributes to a larger impact as it provides an opportunity to examine the many interactions and interdependencies between ecosystems and human socioeconomic systems. This is true of both rural and urban communities.</p>
 <p>Slide 10</p>	<p>There are three steps to reach the second Milestone.</p> <p>The members of a community are people of different ages, gender, ability and ethnicity, and every person has an equal right to participate in decisions that affect their safety, well-being and future. For resilience to be authentic and sustainable, every member of the community—and the most vulnerable in particular—needs to have the opportunity to engage in the process. The National Society has an important role to play in making sure that community members can participate and engage in a sustainable manner (see Reference Sheet H on sustainability).</p>

	<p>In addition to engaging the broader community, it is likely that a smaller group of people will need to lead the community towards resilience, and especially to drive the EVCA process. A community can move forward more efficiently when it empowers some of its members to take decisions and act on everyone's behalf for the overall benefit. This group is called the community resilience team (see Reference Sheet I on criteria for selection).</p> <p>It is very important, therefore, that the members who are chosen to lead and manage resilience processes represent the interests of all community members and are committed to a participatory approach and an accountable relationship with the community as a whole. They should demonstrate general leadership and communication skills and be willing to develop them further.</p> <p>For more information on this topic, consult the IFRC CEA guidelines on how to ensure community engagement and participation</p>
 <p>Slide 11</p>	<p>The first of the steps towards Milestone 2 is: Consult and engage the whole community.</p> <p>The team representing the NS and facilitating the EVCA needs to explain to community leaders that building a resilient community requires broad community engagement and a dedicated group to take the community's plans forward. This group may be a team or committee that the community had already formed for another reason. The group may wish to take a new name, such as 'community resilience team', or use one that links it into national institutional mechanisms.</p> <p>The facilitators should then suggest calling a meeting or another event to inform the community about the proposal to promote resilience and get organised. They should encourage leaders to use formal community forums or platforms to convey that this needs to be a community-led initiative. Ask the leaders to actively involve people from all sectors of the community, including women and men, young people and the elderly, and minorities, such as people with disabilities and different ethnic groups. This may involve going to find them, and holding meetings or activities in their homes or places that are accessible to them. In urban settings, it may be necessary to call several meetings at different times of the day to enable people who work shifts or work outside of the community to attend.</p> <p>The person or team representing the NS and facilitating the EVCA should assist the leaders to explain to the wider community the</p>

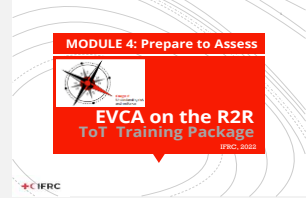

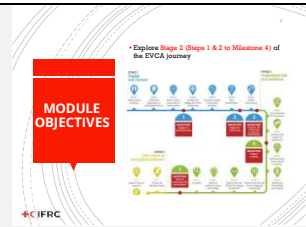

	<p>concept of resilience and the support your National Society can offer. Support them by creating a simple presentation of the ideas and key points beforehand, in a notebook, using a poster or board, or without materials if they prefer. They could encourage members of the community to describe the resilience dimensions in their own words.</p> <p>Contextualising means making ideas real and familiar to the community. Sometimes the name of a dimension can also change according to the local language and context. It might help to make some drawings or create local symbols so that everyone can understand it.</p> <p>If the community show an interest and agree to engage, the facilitators should explain the potential value of selecting a small, representative group to drive the initiative forward. The group will become the community resilience team and will work hand in hand with the National Society or Branch resilience team.</p> <p>It is critical to make clear that the National Society has limited resources and is not likely to have competencies in all areas of the plan the community will develop. Facilitators should explain that they will be able to provide accompaniment and guidance, connect the community to other stakeholders, and, depending on their priorities, may be able to offer some of the services or resources they seek.</p> <p>It might be worth drawing up a written agreement between the two parts of the resilience team—the NS and the community representatives—as an important reference for guidance and a potential way to resolve any tensions or misunderstandings as you progress on this journey.</p>
 <p>Slide 12</p>	<p>The community should start by collecting basic facts about their community on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demographics, including gender, age, disability and ethnicity (as long as this does not raise any sensitivities or dangers). <input type="checkbox"/> Hazards/threats and recent disaster events, including patterns and causes of conflict and violence. <input type="checkbox"/> Health and morbidity, and health services. <input type="checkbox"/> Water sources and supply, and sanitation. <input type="checkbox"/> Housing stock and materials, communal buildings/shelters. <input type="checkbox"/> Food security. <input type="checkbox"/> The local economy (principal occupations/livelihoods, land tenure, income, industry, etc.).

	<ul style="list-style-type: none"> □ Basic infrastructure and services, school attendance and literacy levels. □ The natural environment and natural resources. □ Social organisation (intra-community), political structures. □ Relationships with other communities and organisations. <p>We should encourage the teams to organise and document the information they find using the dimensions of resilience. This document becomes a reference against which progress and change can be measured.</p>
 <p>Slide 13</p>	<p>Milestone 3 is about connecting the community with external stakeholders, because community resilience depends on the connections between people and the social networks, organisations, institutions and businesses around them.</p> <p>The National Society should accompany the community and help connect it with local stakeholders. For most communities, key stakeholders (who have an interest in and can contribute to strengthening resilience) include government authorities, community-based and non-governmental organisations, private companies and religious institutions.</p> <p>Because of their mandate and auxiliary role, National Societies are in a good position to obtain and hold the attention of governments. This can be really helpful for communities, as they often feel that they cannot make themselves heard to government</p>
 <p>Slide 14</p>	<p>The next step is to map stakeholders who are in, interact with or have an interest in the community. For this we use a mapping tool from the EVCA toolbox – such as a Venn Diagram which will be discussed in the following Module of the EVCA R2R ToT.</p>
 <p>Slide 15</p>	<p>Facilitators should assist the community to arrange meetings with or organizations they have identified during the stakeholder mapping . At these meetings, the community resilience team should explain its desire to become more resilient to shocks and stressors (and give locally relevant examples of these) and explore potential collaboration after the community has carried out a risk assessment</p> <p>Before each meeting, facilitators should coach the community resilience team members who will take lead roles in basic presentation, negotiation and advocacy skills. They should help them to practice through role-play and imagining possible scenarios. They should accompany them to meetings if they wish, but should not take over the leadership role. If they do not feel ready to fully lead,</p>

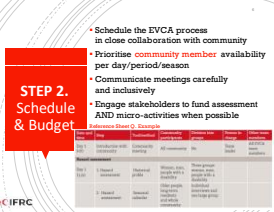
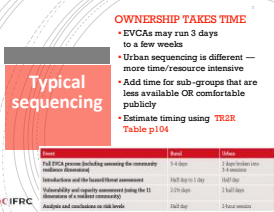
	<p>the NS representatives can be encouraged to lead parts, and the NS can provide complementary input and back-up support where needed.</p>
 <p>Slide 16</p>	
 <p>Slide 17</p>	<p>Let's do a role play in groups to practice starting the conversation on resilience within the NS and with the community.</p> <p>With the NS use the following points in your discussion:</p> <ul style="list-style-type: none"> • What being resilient means. • What commitments to community resilience the RCRC has made and how these reflect our mission and mandate. • The basics of our approach: three services and five landmarks. • The 11 dimensions of community resilience. Include gender & diversity as part of social inclusion. • What we need to do differently to enable all the communities we work with to strengthen their resilience. • How the proposed approach to strengthening community resilience incorporates the RCRC's Enhanced Vulnerability and Capacity Assessment (EVCA). • The implications for funding, existing programming, current priorities and organisational development <p>With the community group, use the following points in your discussion:</p> <ul style="list-style-type: none"> • Explain to community leaders that building a resilient community requires broad community engagement and a dedicated group to take the community's plans forward • Actively involve people from all sectors of the community • Explain to the wider community the concept of resilience and the support your National Society can offer • Collect basic factsheet – demographic, hazards/threats, data on 11 dimensions of resilience • Talk about possible resources and required competencies and capacities in all areas of the plan the community will develop • Map existing and potential stakeholders who interact with or have an interest in the community and can help build and manage community-level risks


 <p>Slide 18</p>	
 <p>Slide 19</p>	<p>Learnings can also be added by participants. The Facilitator can first ask the participants for their learnings and then share these as one set of key learnings from this session.</p>
 <p>Slide 20</p>	<p>* Do not give groups details about what the budget should contain; leave groups to improvise.</p>
 <p>Slide 21</p>	<p>These observations from participants should be noted on flipchart/electronically and discussed for 10 minutes before ending the day's work.</p>
HANDOUTS	
Application	
Participant reading	
HOLDING SPOT	

Go to [INTRODUCTION](#)

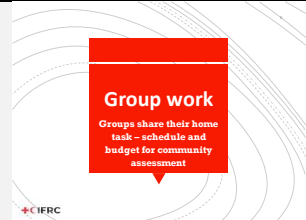
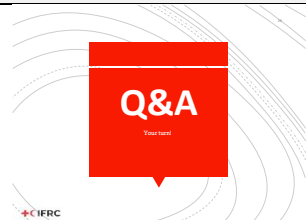
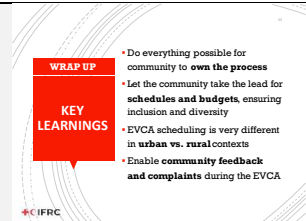
MODULE 4 PREPARE TO ASSESS	
Objective	<ul style="list-style-type: none"> Explore Stage 2 (Steps 1 & 2 to Milestone 4) of the EVCA journey
Key Learnings	<ul style="list-style-type: none"> Do everything possible for community to own the process Let the community take the lead for schedules and budgets, ensuring inclusion and diversity EVCA scheduling is very different in urban vs. rural contexts Enable community feedback and complaints during the EVCA
Notes to facilitator	
SLIDE DECK: PowerPoint	
 <p>Slide 1</p>	This is the session to prepare to assess.
 <p>Slide 2</p>	Ensure that this is an interactive exercise. Ask the energizer to help make it interactive and fun.
 <p>Slide 3</p>	The module aims to Explore Stage 2 (Steps 1 & 2 to Milestone 4) of the EVCA journey.
 <p>Slide 4</p>	<p>This module works through TWO steps that need to be ready to start the EVCA process.</p> <ul style="list-style-type: none"> First, build a strong foundation for the assessment, Second, support the community to prepare a schedule and a budget for the assessment.

<div data-bbox="203 199 495 409"> <p>STEP 1. Lay the Foundation</p> <ul style="list-style-type: none"> Why are we conducting an EVCA? What worked well last time we did this? What is everyone's role and what profiles need to be more carefully included? Are practical aspects for data collection and data analysis clear? Do you agree to the process? Do you have any feedback to the CRT? Do we have all needed permissions? </div> <p>Slide 5</p>	<p>This is the first step to enable the community to OWN the EVCA process. The list of questions in the slide are discussed with the community and when they answer these questions for themselves, they have begun to own the EVCA process. The role of the NS to Lay the Foundation (Step 1) is to <i>Enable</i> the community to own the objectives and the process of EVCA.</p> <p>In a classroom setting, the Facilitator can ask random participants to read one question each and to explain it.</p> <p>Discussion tips:</p> <ul style="list-style-type: none"> • Check whether the objective of the community risk assessment is clear to everyone in the community and resonates with them. • Clarify that the community must create a risk profile that informs and leads to their risk-informed community action plan (Stage 3) and is also aligned to the community's existing development plans. • Verify whether the community has been involved in similar community risk assessments in the past and ask what their experience was, what worked well and what they would like to see changed. • Clarify the expected role of the community and the different actors in the assessment and planning process. • Clarify which voices, subgroups or profiles need to be accounted for in the assessment processes. For example, if certain groups live far away, or different ethnic groups are not comfortable speaking in front of each other, a focus group discussion would need to be repeated for each, and often also conducted separately for men and women. • Explain clearly the practical aspects linked to the EVCA, for example, if lunch and/or money for transport will be provided during and after the community risk assessment. • If the community has questions, take time to address them. Ask whether the community is happy to proceed with the community risk assessment, and if so formally invite them to begin the process. • Explain available options for feedback and complaints mechanisms set up by the community resilience team (e.g., daily debriefing session, complaints and suggestion box, phone line). (See the Community Engagement Hub for guidance and resources on setting up a feedback and complaints mechanism.) • Obtain relevant permissions and clearances from the authorities for collecting data. This process will be different
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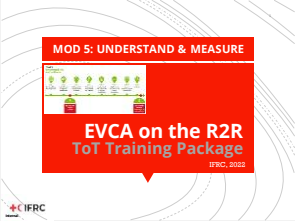
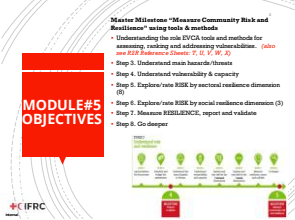
	<p>depending on the country in which you are operating. As a rule, the permission of participants is required to collect data and in some countries, permission of the authorities may be required to enter an area and/or collect primary data. When collecting data, especially if it is digital, country regulations on data sensitivity, as well as privacy and confidentiality must be respected.</p> <p>* Source: R2R via EVCA v2</p> <p>Remember that ownership takes time and every task planned and undertaken together deepens this ownership.</p>
 <p>Slide 6</p>	<p>Step 2 should be led by community members, especially involving those that are most at risk.</p> <p>Reference Sheet Q of the R2R, illustrates how the community can develop and agree to a structure for scheduling and budgeting the EVCA assessment process.</p> <p>EVCAs typically run for three to four days, not including time to prepare tools, plan sessions and finalize reports. Typical sequencing for both rural and urban contexts is shown in the table on the following slide.</p>
 <p>Slide 7</p>	<p>Based on many generations of EVCAs, these may run anywhere between 3 days and one or two weeks</p> <p>The rhythm of an EVCA in an Urban context will be very different than a rural one. For example, it will span a longer time frame since sessions may be broken up into more parts given the larger number of multiple tasks that urban communities perform compared to rural communities. EVCA is usually more costly, given the higher costs in cities</p> <p>It is also important in sequencing is the time that specific profiles of people—especially those determined to be most at-risk or vulnerable– are available.</p> <p>Many sessions of the assessment will need to be repeated for different groups of people. For example one round of risk mapping for women, and another for men.</p> <p>Take some examples from the participants where they have conducted the same assessment round(s) with different groups of people within the same community.</p> <p>REFERENCE from R2R vis EVCA:</p>


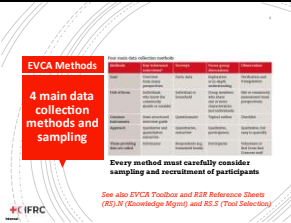
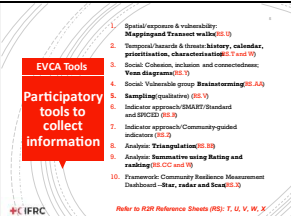
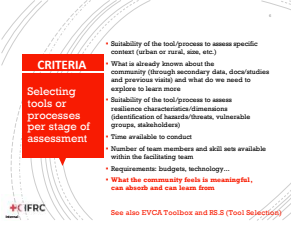
	<p>The scheduling and budgeting plan should consider the time of year to conduct the EVCA. It is important to conduct it when community members are less busy and can effectively contribute, for example, times of less intensive day labor according to crop cycles or tourism. In addition, EVCA should be planned during peace time in advance of extreme weather seasons.</p> <p>For urban communities, a greater number of shorter but more intensive sessions are usually required. Community members' availability may differ depending on gender, age, livelihood and other considerations. If certain vulnerable groups are not able to participate or be represented, ensure that members of the community resilience team consult them separately.</p> <p>Other factors that may influence timing include when results are needed to feed into the local government planning process and project timelines.</p> <p>Establish how many events are to be scheduled and who will lead data collection. Forms to help organise the schedule are available in Reference Sheet Q on assessment scheduling. Through the community resilience team, consult with the community about the proposed schedule and formally invite individuals from the wider community to participate.</p> <p>Make sure that information about the date, time, venue, purpose and persons required for each activity is communicated well to the full community, especially the marginalised community members and all relevant stakeholders. Consider carefully whom to invite and be sensitive to power relations, dependency, etc.</p>
 <p>Slide 8</p>	<p>EVCA's need to be adapted to contexts and budgets. It does not have to be expensive, and sometimes we need to design the EVCA that is FEASIBLE in the available budget.</p> <p>The most key resources are community time –remember the assessment is not for them, but WITH them, or even better, guiding them to assess. For instance, energy and commitment –which goes back to ownership – may need to be kept up at different stages of the EVCA, especially when there are competing priorities for the community. Leeway may be required to balance these priorities. Assessment planning should include logistics such as a venue, travel, snacks, etc.</p> <p>When it comes to technology, it is CRITICAL to consider which method of data collection is going to be the most inclusive? Does everyone have access to a cellphone for example –for an XLS survey –even if</p>

	<p>they access the one from their neighbours? Does the NS make tablets available for EVCA activities? Is this going to be a paper-based EVCA... ? The best technology is what works in the local context to include the voices of the most at-risk.</p> <p>REFERENCE FROM R2R via EVCA</p> <ul style="list-style-type: none"> • Support community to list needed materials and create a budget for the assessment • Identify what resources will be needed during the assessment, guided by the National Society's resilience team, and subsequently adapted once branch office staff and volunteer from targeted communities have been selected and trained. The workplan and budget should identify the key resources required (venue, snacks, materials, equipment, vehicles, expertise), timeframe and responsible people. • Consider which materials are required for data collection and are appropriate for the context. Explore using technology that is most available, user-friendly and unifying. If every household has a mobile phone or can be provided with one, you can organise a very simple household questionnaire using SMS responses. If community resilience team members are computer literate, consider collecting data using tablets or another data collection platform. • If you are in an isolated rural community with no electricity, use paper and markers. Once you have decided what you need for data collection or information gathering, be sure you have the necessary data collection equipment and other material you may need: e.g., props, flipcharts, coloured paper, pens and maps. Use paper efficiently to protect the environment, and print only what you are sure will be used and valued. • Be aware of privacy, consent and protecting the identities of those you collect data about. • An EVCA does not need to be expensive; the resources needed most are the time, energy and commitment of the community, volunteers and branch. • Plan assessment logistics. As above in Stage 1, reserve the venue(s) for any large meetings needed for the assessment process and make transport arrangements as needed. <p>Now that you have taken the necessary steps, you are ready to get the community started on its risk assessment.</p> <p>Tip: Resources</p>
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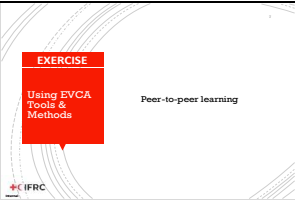
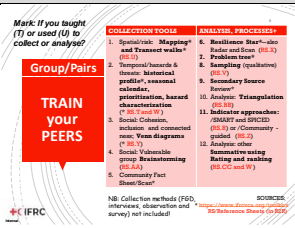
	It is preferable to already have identified a minimum level of resources that will be available to help implement the risk-informed community action plan and micro-projects before the process starts, in order to avoid disappointment when the plan is ready. To ensure this, engage stakeholders (local, national or international) that could fund activities and projects in the assessment process. See more on this topic in Stage 1 during stakeholder mapping.
 <p>Slide 9</p>	<p>Each group shares their assessment schedule and budget in the plenary. 10 minutes may be given to the groups to complete this task before sharing. 50 minutes of sharing & discussion after the sharing. Some key pointers to discuss are given below. Explicitly discuss the rural and urban characteristics and gender-related elements in each of the discussion points:</p> <ul style="list-style-type: none"> - Was the time of the year taken into consideration? - Who led the scheduling? Who led the budgeting exercise? The NS or the community? How much did the community sub-group contribute to these tasks? - How inclusive was the process? Give examples. - Was involvement of external stakeholders, especially government agencies, taken into the planning for assessment? - What was the main challenge the group faced in scheduling and in budgeting – NS and community perspective
 <p>Slide 10</p>	
 <p>Slide 11</p>	Learnings can also be added by participants. The Facilitator can first ask the participants for their learnings and then share these as one set of key learnings from this session.
HANDOUTS	
Application	
Participant reading	
HOLDING SPOT	

Go to [INTRODUCTION](#)

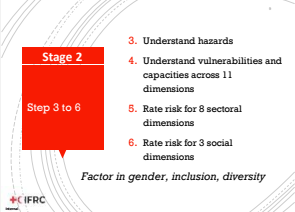

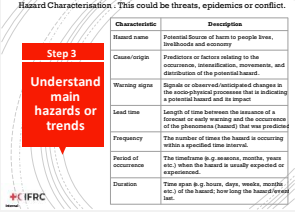
MODULE 5 UNDERSTAND & MEASURE	
Objective	Master the Milestone “Measure Community Risk and Resilience” using tools & methods
Key Learnings	<ol style="list-style-type: none"> 1. There are various methods and tools which are participatory and allow communities to share information and record these in structured formats. 2. Use of methods and tools depends on the skill of NS staff and volunteers. 3. Resilience has to be assessed for every hazard/threat 4. Assessment cannot be pre-packaged. Everything needs to be contextualized, social group specific, including urban/rural 5. Assessing vulnerabilities and capacities together to rate risks helps prioritise areas which need intervention(s) and action plan(s), including which target groups are more vulnerable. 6. Based on rating, assessment reports can be turned into baseline reports and uploaded in the global online repository for sharing and learning. 7. NS can deep dive into specific areas, issues and themes to help improve the resilience of communities, guided by their needs.
Notes to facilitator	
SLIDE DECK: PowerPoint	
 <p>Slide 1</p>	
 <p>Slide 2</p>	<p>To undertake an EVCA, a lot of information needs to be gathered from the community and analysed with the community in participatory ways.</p> <p>For this the R2R has several EVCA methods and tools.</p> <p>Methods are the manner in which information is collected, or these are ‘collection events.’</p> <p>Tools are structured formats to document large amounts of information in digestible forms and in a way that tells us about time-dimensions – the past, present and future; – as well as about spatial dimensions both within the identified geography and about entities, people, etc., outside the identified geography.</p>

	<p>Today's session will begin with getting an overview of methods and tools. Then the session will continue with Stage 2 steps.</p>
 <p>Slide 3</p>	
 <p>Slide 4</p>	<p>Before discussing the Steps towards risk and resilience, there is a need to pause and discuss briefly the methods and tools used by practitioners to engage with communities and to collect information on areas such as hazards, vulnerabilities, capacities and stakeholders across the 11 dimensions of resilience.</p> <p>First, are the participatory methods used and these are discussed in more detail In R2R Reference Sheet "N" The four popular methods are:</p> <ul style="list-style-type: none"> • KII – Key Informant Interviews • Surveys – household or issue-specific • FGD – Focused group discussions • Participant observation (using your eyes and noting what you see in a standard manner to compare across sub-sites).
 <p>Slide 5</p>	<p>Then there are the participatory tools used by practitioners to collect varied information from community members, again on areas such as hazards, vulnerabilities, capacities and stakeholders across the 11 dimensions of resilience. The main tools are given in this slide, along with the reference information from the R2R manual.</p>
 <p>Slide 6</p>	<p>Probe and challenge the community with information and statistics gathered in Stage 1 through the secondary data review and community factsheet and use the tools and methods to also verify the secondary data.</p> <p>There are certain criteria to guide the selection of methods and tools for data collection. These include:</p> <ul style="list-style-type: none"> • WHAT IS MOST likely to work in the local setting • How to build on what is known from secondary data and literature. This is because an EVCA should complement available literature and not reinvent the wheel/duplicate available knowledge, unless some facts need to be re-verified. • The readiness of the NS and the community on resilience will determine choice of tools and methods.


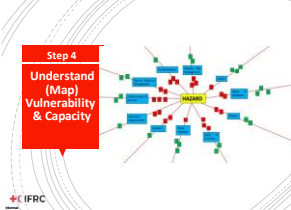
	<ul style="list-style-type: none"> • Available resources: time available, number team members and skill sets. <p>It is important to use tools that the community feels are meaningful and they are able to learn more about their resilience status from the data collected by these tools.</p> <p>Source: Reference Sheet S of the R2R via EVCA manual</p> <p>REFERENCE FROM R2R via EVCA</p> <p>The enhanced VCA tools and methods are used to collect data on local hazards/threats. Some of the most common tools to explore hazards or threats are: historical profile, seasonal calendar, mapping, transect walk, and many more (see EVCA toolbox). The tools and methods can be used to explore local hazards or threats across space (hazard/threat exposure mapping), across time (historical profile and visualization, disaster history, seasonal and climate-adapted calendars), and across social groups (repeating the tools in different social groups to take account of age, gender, ethnicity, livelihood groups, etc.). The tools help highlight emerging and changing hazards and threats, especially due to climate change or land-use changes.</p> <p>When selecting the relevant tools for one community or context, there is no single EVCA tool that must be used in each context. The selection of tools will depend on many criteria. Some tools are more appropriate for a specific part of the risk assessment. There is no need to use all the tools, as time will not allow for this and several tools achieve similar results. While the list of tools may appear intimidating, many will produce similar information. This means a choice must be made.</p> <p>In Steps 4 to 9 below, you will find a proposed sequence of the assessment process with suggested tools that help gather required information per step. This is only a suggestion as tools can be often used in more than one way. Experienced facilitators may also adapt or bring in new tools as needed. What is important to keep in mind is that, as a facilitator, you should always be clear about the overall process and for what purpose you are using the selected tool. The selection of</p> <p>EVCA tools is also described in greater detail in Reference Sheet S. The Road Map to Community Resilience applies the well-known EVCA approach and employs the 11 dimensions of community resilience to help organise the data and information collected. The EVCA is</p>
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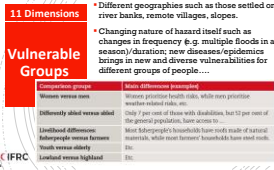

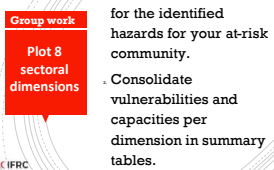
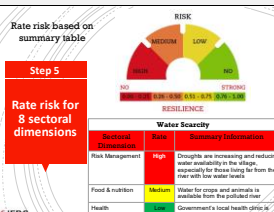
	<p>structured to guide the community to identify the determinants of risk (threats/hazards, exposure, vulnerability, capacity), and assess vulnerability and capacity using the community resilience dimensions. The community helps analyse the information and evidence to determine priority risks to be addressed through a risk-informed action plan to strengthen community resilience. Much of the assessment can draw on standard indicators by resilience characteristic (see Reference Sheet R).</p> <p>The national resilience team may also consider using the Community Resilience Measurement Dashboard. The dashboard's measurement tools include the Resilience Star, Resilience Radar and Resilience Scan. The Star, based on the risk data from the EVCA, is qualitative, while the Radar, based on data from surveys, is quantitative. The Scan is a tool to measure community resilience by using secondary information and insights from local experts. The Star or Scan may be applied to some selected communities, in parallel with the Radar, to cross-check measurement results.</p>
 <p>Slide 7</p>	
 <p>Slide 8</p>	<p>Before beginning on Stage 2 steps, participants need to learn in groups or pairs the tools of collecting data.</p> <ul style="list-style-type: none"> • Flip chart(s) or cards with the names of the main EVCA tools in this slide (total 12) are put up. • Each participant write their name on the MAXIMUM 8 Items they have used and know the best. They use 2 colors: T=taught/trained the tool (4 of the 8, x color) and U=used tool directly (the other 4 of 8, different color) • In this peer-to-peer, horizontal learning, participants learn from each other, using the formats suggested below. • During break, tools/processes can be assigned to groups for group work based on the available skill sets. • For Practitioners who are taking this training, these tools will be discussed in greater detail after this 3-day training on the EVCA Stages. <p>All the tools are available for learning from the VCA Toolbox OR in R2R Reference Sheets—many appear in both.</p> <p>Optional formats to use for group/pair work.</p>

	<ul style="list-style-type: none"> - World café: Peer teachers sit at a table each with flip charts and share their own experiences with the participants and note participants' inputs. Participants can move to different tables in this session when done and new participants join this table. Peer teachers can also move around after 'teaching' a couple of times. Multiple tools can be shared by the same peer teachers. - Speed dating: Participants work in pairs and move from peer teacher to peer teacher, discussing a particular tool for 5 minutes each. Peer teachers can also move after 'dating' a few student participants. - Gallery walk: Similar to World Café, peer teachers stand in different part of the room with their flipcharts on which they have written the basic steps of the tool. Participants walk around the 'gallery' of flipcharts, asking questions where they need. Peer teachers can swap or ask a 'student' to fill in so that he/she can go learn about another tool. <p>Make sure there are enough peer teachers for most of these tools. Ask the participants: Does anyone notice something else missing from the 12 featured in the PINK list?</p> <ul style="list-style-type: none"> • It is important to note that this list does NOT include the 4 main data collection methods (FGD, Interviews, Direct Observation, survey). This is because these are methods—not tools– and are precisely the methods organized to APPLY the tools featured here. • Another missing element is important: Conflict Sensitive Programme Management (CSPM). There is an online course for the “Better Programming Initiative: How to do Conflict Sensitive Programme Management” whose objective is to familiarize RCRC staff and volunteers with the key concept of the Better Programming Initiative (BPI) and the Conflict Sensitive Programme Management (CSPM)” and how to apply it in RCRC programmes and actions. This course is available here. PGI: You can find all information/documents on PGI here. • We have not included this as a tool because it is rather a large training programme. What is important to consider is what impact the actual data collection for one of these tools may have on the participants and surrounding areas. • Other...(to be included, or adapt prior to the day) • Note: some of the bulleted techniques involve only data collection and others involve data analysis etc. <p>REFERENCE SHEETS are available in R2R annexes.</p>
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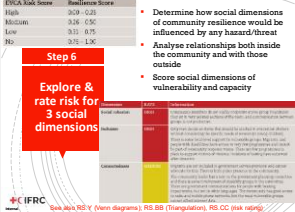
 <p>Slide 9</p>	<p>Each of these will be explored and group work will practice application.</p>
 <p>Slide 10</p>	<p>See R2R page 119.</p> <p>Hinterland is important on how the ecological processes impact the selected geographical area. Climate change impacts on temperature, wind and precipitation also impact the nature of natural hazards and threats and climate projections will change the nature even more so in the future. All these factors need to be considered to map hazards and list their characterization to build sound action plans for local resilience.</p>
 <p>Slide 11</p>	<p>Step 3 and Step 4 of Stage 2 are required to reach Milestone: Measure community risk and resilience.</p> <p>To map vulnerabilities and capacities, it is necessary first to understand the profile of the hazards that the local community faces. EVCA tools like historical profile and historical visualization are used to map key hazards. However, hazards are dynamic and are being influenced by climatic changes and it is necessary to understand this changing trend too.</p> <p>The chart in the slide helps characterize all the different hazards that a community is facing and should be done first before going on to map vulnerabilities and capacities. This exercise also helps the community and the National Society to understand which hazard is a higher threat to the community today and in the future and this leads to a better understanding of current and future vulnerabilities of the community to that hazard. Knowing the lead time, or the time between the first warning and occurrence of the event, helps the community to understand where it needs to focus preparatory work and invest in early warning.</p> <p>Hazard Name/Type</p> <ul style="list-style-type: none"> Potential Source of harm to people lives, livelihoods and economy. <p><i>This could be natural (e.g. earthquake), hydrometeorological (climatic or non-climatic), or man-made (e.g. tall building with a weak foundation).</i></p> <p>Cause/Origin</p>

	<ul style="list-style-type: none"> Predictors or factors relating to the occurrence, intensification, movements, and distribution of the potential hazard. <i>Causes can be local (e.g. heavy rainfall or blocked drains); within the eco-system (e.g., faster glacier melt; heavy rainfall upstream); agro-ecological location (e.g. dryland more vulnerable than coastal to temperature rise)</i> <p>Warning Signs</p> <ul style="list-style-type: none"> Signals or observed/anticipated changes in the socio-physical processes that is indicating a potential hazard and its impact <i>These signals can be locally visible (e.g. rising river levels or early drying of plants) or these may be received from the local Met office or local administration as weather forecasts.</i> <p>Lead Time</p> <ul style="list-style-type: none"> Length of time between the issuance of a forecast or early warning and the occurrence of the phenomena (hazard) that was predicted. <i>This is also the time that is available to community/local stakeholders to act before the disaster and their impact are felt.</i> <p>Frequency</p> <ul style="list-style-type: none"> The number of times the hazard is occurring within a specified time interval. <i>Please note the changes in frequency over time and its relation to causes. Seasonal calendar is a good tool to measure these changes.</i> <p>Period of Occurrence</p> <ul style="list-style-type: none"> The timeframe (e.g. seasons, months, years etc.) when the hazard is usually expected or experienced. <i>This may vary in future and some tools like the seasonal calendar will show how this variation in period of occurrence is happening.</i> <p>Duration</p> <p>Time span (e.g. hours, days, weeks, months etc.) of the hazard; how long the hazard/event last. <i>The longer the duration of hazard, more impact is usually experienced. Changes in duration have to be noted as duration (coupled with frequency) may also lead to cascading impacts of the hazard.</i></p>																
<p>Make Hazard Characterisation table for the major hazards faced by your community. This could be threats, epidemics or conflict too.</p> <p>An example</p> <p>Hazards Characterisation</p> <table border="1"> <thead> <tr> <th>Characteristic</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Hazard name</td> <td>Floods</td> </tr> <tr> <td>Cause/origin</td> <td>Heavy rainfall</td> </tr> <tr> <td>Warning signs</td> <td>Rising river levels/weather forecast</td> </tr> <tr> <td>Lead time</td> <td>24 hours</td> </tr> <tr> <td>Frequency</td> <td>Twice a year but frequency is increasing</td> </tr> <tr> <td>Period of occurrence</td> <td>Pre-monsoon floods becoming more frequent</td> </tr> <tr> <td>Duration</td> <td>Floods lasting for 3 weeks as waterlogging and duration increasing</td> </tr> </tbody> </table>	Characteristic	Example	Hazard name	Floods	Cause/origin	Heavy rainfall	Warning signs	Rising river levels/weather forecast	Lead time	24 hours	Frequency	Twice a year but frequency is increasing	Period of occurrence	Pre-monsoon floods becoming more frequent	Duration	Floods lasting for 3 weeks as waterlogging and duration increasing	<p>This example shows the characteristics of floods as well as their changing nature due to outside influences. These outside changes here are due to climate change although the duration may be due to local non-climatic reasons such as an increase in population density or blockage of 'blue' land or wetland.</p>
Characteristic	Example																
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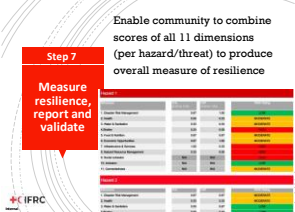
<p>Slide 12</p>  <p>Slide 13</p>	<p>Group work</p> <p>Each group creates a hazard characterization table for the major hazards faced by their at-risk community. As a group finishes, the members will go to see the hazard tables of the other groups. These tables on flip charts may then be put in one place per group. After this exercise, a 10 minute discussion in the plenary will share the key takeaways from this exercise. Use the hazard characterization slide for reference.</p>
 <p>Slide 14</p>	<p>RCRC has embraced the use of RESILIENCE AS a LENS to understand Vulnerability and Capacity with respect to an identified hazard/threat.</p> <p>The 11 dimensions of resilience are used as a guiding tool to collect data and undertake analysis for the EVCA report, using the dimensions to collect audience-specific data across vulnerability groups.</p> <p>The R2R v2 categorises the 11 characteristics into two sets: 1. Sectoral and 2. Social.</p> <p>REFERENCE Sheet X FROM R2R via EVCA</p> <p>Tip: Ways to use the Resilience Star</p> <ul style="list-style-type: none"> • Use the star as a brainstorming tool during a preliminary community session: a two-hour discussion to help the community see the range of resilience dimensions and how they relate to risk, while also becoming familiar with the new vocabulary. There is often a need to repeat this for multiple diverse groups in the community. • Use the star as a visible methodological framework that anchors the data collection, the pieces of evidence collected and also the analysis. The community may choose to work on one Resilience Star for each of the prioritised hazards or threats. In this case, it may make sense to separate participants into three groups and assign one hazard per group to discuss together at the same time. With excellent facilitation, some communities may be able to simultaneously plot the resilience dimensions for different hazards.

	<p>For Steps 5 and 6 below, you will explore and score the 11 dimensions of community resilience, broken into two sets: sectoral and social. In each, the community collects data using EVCA tools, studies the evidence, and produces one score per dimension (and for sectoral dimensions, per hazard/threat).</p>
 <p>Slide 15</p>	<p>Keep in mind the vulnerable groups for each of the 11 dimensions of resilience. In the field, practitioners are to collect disaggregated data from diverse groups for each of the 11 dimensions of resilience and plot them on the Resilience Star. This is necessary for ranking the vulnerabilities for different groups and for the community as a whole. This also feeds into the capacities analysis and prioritizing capacity strengthening interventions.</p>
 <p>Slide 16</p>	<p>Vulnerabilities and capacities need to be consolidated as summary tables with the communities before rating resilience as high, medium or low. Use methods like FGDs and KIs to do this exercise, based on information collected by EVCA tools like the Seasonal Calendar, Historical Visualisation and Transect Walk.</p>
 <p>Slide 17</p>	<p>Group work</p> <ol style="list-style-type: none"> 1. For the classroom exercise, each group can plot the Resilience Star for at least two priority hazards for their at-risk community. 2. Plot disaggregated results from the vulnerable groups in the resilience star across eight sectoral dimensions of resilience 3. Plot both the vulnerabilities and also the capacities. 4. In the field, these activities can be done with the community for the number of hazards prioritized by the community. <p>As a group finishes, the members will go to see the hazard tables of the other groups. These tables on flip charts may then be put in one place per group. After this exercise, a 15 minute discussion in the plenary will share the key takeaways from this exercise. Use the hazard characterization slide for reference.</p>
 <p>Slide 18</p>	<p>Where resilience is high, risk is low....</p> <p>In the Resilience Star, 8 of the 11 dimensions of Vulnerability are closely aligned to "sectors" such as health, natural resources, water, shelter, food, etc.</p> <p>Step 5 focuses only on these 8 to consolidate narrative information on vulnerabilities and capacities to assess the level of resilience per dimension. For each of the 8 characteristics, the</p>

	<p>community RATES its own level of resilience using a scale such from LOW to HIGH.</p> <p>The remaining 3 social dimensions will be assessed after rating the 8 sectoral dimensions. Reference Sheets are available for each step in the EVCA via R2R manual.</p> <p>REFERENCE FROM R2R via EVCA</p> <p>Step 5: Explore and rate risk for the eight sectoral dimensions. This step involves scoring how a community is doing in eight sectoral dimensions (these are the eight among the 11 that represent technical sectors; the remaining three will be explored in the next step). For these dimensions, it is likely that the community will recognise different situations triggered by each of the priority hazards/threats. Check community understanding by asking whether community members' economic opportunities would be influenced differently by hazard X than by hazard Y, or whether their water and sanitation situation would be differently affected by threat 2 compared to threat 3. If there are clear differences, complete this step separately for each of the priority hazards/threats. Choose one of the following ways that works best in your context:</p> <ul style="list-style-type: none"> • Organise the community into three groups under the leadership of onemember of the community resilience team. Each group will focus on one priority hazard/threat; OR • Time allowing, keep all participants together and repeat the full process below three times in sequence, one for each priority hazard/threat. <p>Analyse how priority hazards/threats affect the eight sectoral dimensions. Select a few EVCA techniques that adequately capture the eight technical sectors to apply in focus groups, interviews or site visits. These typically include mapping geographic vulnerability and transect walks, direct observation, and problem trees. See Reference Sheet U on mapping techniques. If you can't get enough information for some sectors, you could also carry out additional assessments, for example, on shelter (PASSA), livelihoods (HES) or health (see Step 8: Go deeper below). For additional ideas on how to get the community to develop indicators for these concepts, see Reference Sheet Z.</p>
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	<p>Consolidate information on the Resilience Star: Return to the Resilience Star to add the key findings from the different assessment tools. Don't lose the important details: it is critical to summarize vulnerability and capacity findings according to each hazard/threat and dimension, and determine what makes the community most vulnerable to each hazard/threat and what capacities exist to mitigate against the hazard/threat.</p> <p>Rate risk using the sectoral dimensions of vulnerability and capacity. Review all the evidence compiled through the EVCA tools and guide the community to produce one risk score per dimension/hazard pair by comparing all the vulnerabilities versus capacities for each dimension. This would entail 24 scores (8 dimensions x 3 priority hazards). The risk ratings should use a simple format such as no, low, medium and high (see Figure 5). This scoring will require a subjective judgement by the community, using all the information that was collected. Post the 24 scores on the Resilience Star.</p> <p>Support the risk rating for each dimension with a statement summarizing the risk analysis for that dimension (see Reference Sheet DD on data reduction).</p>
 <p>Slide 19</p>	<p>Note: A high EVCA risk score is a low resilience score...</p> <p>After assessing the sectoral dimensions, the community assesses the three social dimensions for each of the hazards. The social dimensions describe relationships both inside communities and with others outside the community. Community members should be able to explain the three social dimensions - socially cohesive, inclusive and connected – in their own words. Reference Sheet Y offers some techniques to guide the discussion.</p> <p>Discussion Tips</p> <ul style="list-style-type: none"> • Social cohesion is the extent to which people draw on informal and formal community networks of support to identify problems, needs and opportunities, establish priorities, and act for the good and inclusion of all in the community. • Inclusion is the extent to which decision-making and management of community affairs is inclusive of all genders, persons with disabilities and any ethnic, religious or political subgroups in the community.

	<ul style="list-style-type: none"> • Connectedness is strong and supportive relationships with local government authorities and other external organisations, as well as access to information. <p>Analyse relationships both inside the community and with those outside, starting with the stakeholder list or mapping began in Stage 1. Techniques/tools such as a Venn diagram can be used to guide the community to explore the internal relationships in greater detail. See Reference Sheet Y for Venn diagrams.</p> <p>In an outer loop of the same diagram or a separate one, map relationships the community has with external stakeholders and services. This represents the connectedness dimension. In the event of a hazard or threat, would the community have access to support from these stakeholders, organisations or services? Make sure the vulnerable groups identified in Step 3 feature clearly on both maps.</p> <p>During both mapping exercises, discuss which relationships represent strengths (such as contacts or services to build on) and weaknesses, vulnerabilities defined by the absence of positive relationships or known conflicts. Place coloured sticky notes for vulnerability and capacity on the appropriate part of the Resilience Star. Score the social dimensions of vulnerability and capacity.</p> <p>After the mapping or data collection on these three dimensions has been completed, ask the community what they can conclude from this part of the exercise. Look at the evidence for each social dimension (social cohesion, inclusion and connectedness) one at a time, and guide the community to produce a simple rating of itself as no, low, medium or high risk. See Reference Sheet CC on risk rating.</p> <p>Green is considered the best level—characterised by low risk and strong capacity, and light or no vulnerability in the community. Red is the weakest level, with high risk and/or highest vulnerability and/or low/no capacity. Discuss as a group and decide together which score is appropriate to describe the current situation per dimension.</p> <p>Consolidate information on the Resilience Star. Return to the Resilience Star to post the agreed scores and key findings in a central location that everyone in the community can access. Make</p>
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	<p>sure the notes portraying vulnerability and capacity also remain visible proofs of the community's perceptions. It is important to discuss and document details and justifications to be included in reports.</p> <p>The discussion on the three social dimensions can also be conducted at the same time as the eight sectoral dimensions as part of a more complete data collection process.</p> <p>Confident/experienced community resilience teams can enhance or replace a Venn diagram approach by converting community descriptions of each of the three dimensions into one or two indicators that can be collected by community members (as part of a larger set of questions). For example: if a community defines cohesion as having neighbours or family nearby on whom it can rely during a [storm/flood/conflict], then a simple survey could include the following question: Can you name a neighbour or family member within x kms that you can reach after hearing an early warning for a tropical storm? Yes No</p> <p>Before scoring: if you used multiple methods to collect information on the three social dimensions or even if you repeated the Venn diagram or mapping with more than one group of people in the same community (for example, women and men), you will need to guide the community to triangulate and analyse information across the sets of evidence. See Reference Sheet BB.</p>
 <p>Slide 20</p>	<p>The last step is to combine all of the findings across the 11 dimensions for each threat/hazard (the top 3 prioritized).</p> <p>Doing so will produce an aggregate risk score, such as high, medium and low aligned to a resilience score per threat/hazard. While scores are combined, keep in mind the need to hold onto the key findings disaggregated by sub-groups. If for example the aggregate scores reflect the overall general community as a whole, the analysis and report will need to clearly demonstrate differences between men/women, wealthy/poor etc. To make sure the EVCA reflects the most vulnerable of any community.</p> <p>It is this type of final result that will allow you to turn the findings into an assessment report, again as much as possible with the community in the lead.</p>

Step 7 is to review the EVCA results by enabling the community to combine the scores of all 11 dimensions (across the three hazard/threats) to obtain an overall single measure of resilience. At this point, the community would have 27 scores from Steps 5 and 6 above: 24 risk scores for the sectoral dimensions and 3 for the social dimensions.

Return to the Resilience Star with the 27 scores and key findings, and discuss how to rate the resilience level across the 11 dimensions from 0 (no resilience) to 1 (strong resilience). Use the scoring Figure as a reference when determining the resilience score per dimension. For example, if the Health risk is rated as “Medium”, the resilience score is between 0.25 and 0.50. By using the key findings and through group discussion, agree on what the actual resilience score should be for each dimension. See the table below for rating resilience:

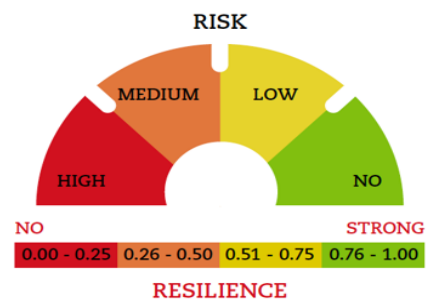
EVCA Risk Score Resilience Score

High 0.00 – 0.25

Medium 0.26 – 0.50

Low 0.51 – 0.75

No 0.76 – 1.00

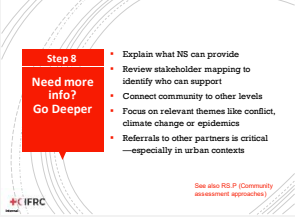


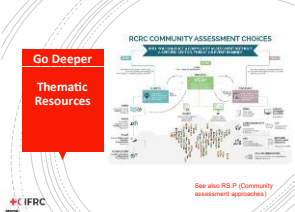

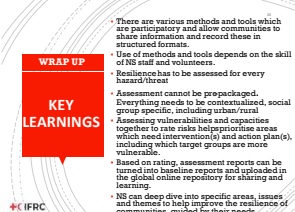
An aggregate score may be useful for keeping track of resilience and comparing it with other communities and other times. You will want to remember which elements scored high or low, and on which threats/hazards.

One option is for the NS resilience team to summarize the information ahead of time and bring the community together to review or endorse the summary and ratings. As the assessment was led by the representative community resilience team, be sure to share the final assessment report and validate the risk or resilience score with the wider community and key stakeholders. This will be the basis for discussion and getting wider engagement from the community and stakeholders in the risk-informed community action planning in the next stage.


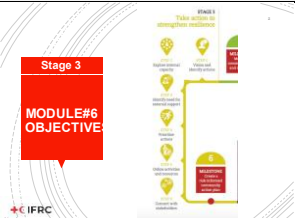
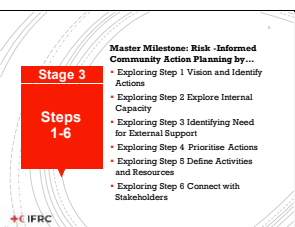
Enable the community to discuss what the resilience scores mean. The community's goal should be to move towards a higher

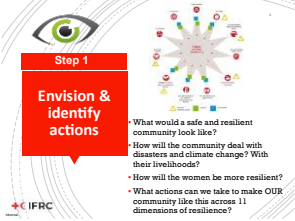
	<p>resilience level (green) or to a better score of resilience each time measurements are taken.</p> <p>Turn your assessment results into a baseline resilience assessment report. The community should now have a better sense of the extent to which it is already resilient. Later, they will want to know whether their risk reduction and resilience-building efforts did in fact lead to a more resilient community.</p> <p>At this point, you are able to turn assessment results into a more formal EVCA or resilience report. By uploading your resilience report (using a Star template) onto the Community Resilience Measurement Dashboard, you will be also able to visualize community resilience as a spider diagram. The dashboard allows you to combine Star results, if needed, with the results of other community resilience measurement tools (e.g., Radar or Scan) to triangulate more widely with other techniques or sources. If you have permission from the community, upload the EVCA report onto the VCA repository (vcarepository.info) so the information does not get lost and can be used in the future. Once the report is shared widely and validated, the community may be ready to explore what actions it can take to strengthen its resilience. While it will be useful to compare the community's overall resilience score over time (and to compare its score with that of other communities engaged in the same process), communities use the scores of each resilience dimension primarily to decide what actions they will take to improve their resilience (Stage 3). If the community is ready to take action, go to Stage 3.</p>
<p>Slide 21</p>	<ul style="list-style-type: none"> ▪ Turn assessment results into baseline assessment report, narrating differences related to gender & inclusion, conflict, etc. ▪ Upload EVCA report onto: https://vcarepository.info/ ▪ The portal will automatically calculate the overall risk score if the 11 dimension ratings are entered into the EVCA Excel report.
<p>Slide 22</p>	<p>Group work</p> <ol style="list-style-type: none"> 1. Each group creates a hazard characterization table for the major hazards faced by their at-risk community. As a group finishes, the members will go to see the hazard tables of the other groups. These tables on flip charts may then be put in one place per group. After this exercise, a 15 minute discussion in the plenary will share the key takeaways from


	<p>this exercise. Use the hazard characterization slide for reference.</p> <ol style="list-style-type: none"> 2. For the classroom exercise, each group can then plot the Resilience Star for at least two priority hazards for their at-risk community. 3. Plot disaggregated results from the vulnerable groups in the resilience star across 11 dimensions of resilience 4. In the field, these activities can be done with the community for the number of hazards prioritized by the community. <p>As a group finishes, the members will go to see the hazard tables of the other groups. These tables on flip charts may then be put in one place per group. After this exercise, a 15 minute discussion in the plenary will share the key takeaways from this exercise. Use the hazard characterization slide for reference.</p>
 <p>Slide 23</p>	<p>If there is a theme that appears most important –and/or for which there seems to be confusion or a gap in the evidence base, it may be worthwhile to organise ways to examine it more carefully.</p> <p>Certainly the NS has some skills and resources to support the next round of deeper analysis. If not, the NS should plan how to link the community to stakeholders already identified that can support such a process of deeper thematic understanding. This is precisely one of the services "Connecting" the community based on identified needs.</p> <p>In the EVCA via R2R manual, RS P which shows many resources, assessment techniques that may come in handy during this step.</p> <p>The community may have identified a dimension that requires more information before they can make a decision about solutions or actions to build resilience. For example, if the health dimension scores low, the community may want to find out more about why people are falling sick and how best to prevent that. If the community decides they need more information, explain what expertise your National Society can provide from in-depth assessments (for links, see Reference Sheet P on community assessment approaches). If the community would like to make a deeper analysis, connect them to the relevant sectoral team in your National Society to make arrangements.</p>

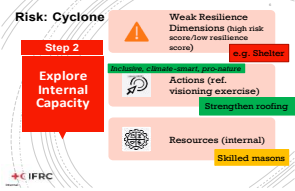

	<p>If your National Society does not have expertise in the community's weakest areas, you can encourage community members to review their stakeholder (or social dimension) mapping to see whether other government, nongovernment or commercial entities might help. Here you can use a simple matrix called 3W (Who, Where, What). Also, use your NS auxiliary role to connect the community to other levels, such as regional or national governments. This may involve assisting the community with advocacy (see Stage 4 below) to gain official attention or resources. There is no predefined order to which issues the community should start to explore in greater depth; simply follow the community's priorities and remember to refer to specific vulnerable groups identified previously.</p>
 <p>Slide 24</p>	<p>This slide shows the various thematic sources that are available for the NS and the community to learn more and apply to their EVCA context.</p>
 <p>Slide 25</p>	<p>Monitor and facilitate an exchange of ideas, asking the audience to answer some of the questions raised by fellow participants.</p>
 <p>Slide 26</p>	<p>Learnings can also be added by participants. The Facilitator can first ask the participants for their learnings and then share these as one set of key learnings from this session.</p>

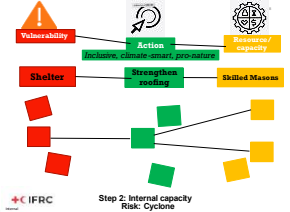
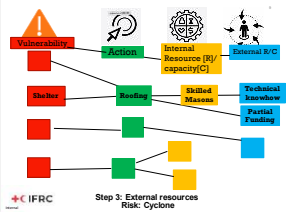
Go to [INTRODUCTION](#)


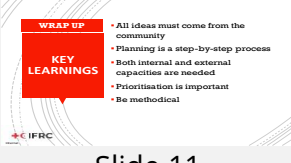
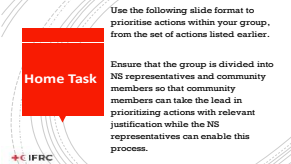
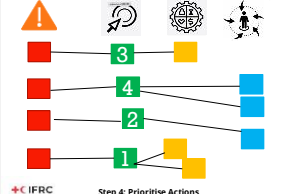
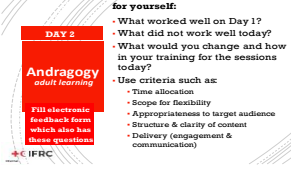
MODULE 6A ACTION PLANNING	
Objective	Master Milestone: Risk-Informed Community Action Planning by... <ul style="list-style-type: none"> Exploring Step 1 Vision and Identify Actions Exploring Step 2 Explore Internal Capacity Exploring Step 3 Identifying Need for External Support Exploring Step 4 Prioritise Actions Exploring Step 5 Define Activities and Resources Exploring Step 6 Connect with Stakeholders
Key Learnings	<ul style="list-style-type: none"> All ideas must come from the community Planning is a step-by-step process Both internal and external capacities are needed Prioritisation is important It is important to be methodical and practical There is also a need to encourage and nurture out-of-the-box solutions, especially related to resources and capacities
Notes to facilitator	
SLIDE DECK: PowerPoint	
 <p>Slide 1</p>	
 <p>Slide 2</p>	<p>Module 6A of the EVCA Training of Trainers course works through six steps to reach the Milestone of a community creating a risk-informed action plan to enhance its resilience across the 11 dimensions of resilience to the selected hazard(s). The steps are about deciding what needs to be done, what capacities the community has or needs, and agreeing on priorities and what resources are needed, both from within the community and outside the community.</p>
 <p>Slide 3</p>	<p>To create the action plan, the community begins by envisioning what a resilient community will look like, what changes will it need to bring in to become resilient on each of the 11 dimensions.</p> <p>It then moves to agreeing on what actions it would need to take to achieve that resilient state. Then the exploration on what resources the community has within itself to take those actions? If these capacities or resources have to be outsourced, what needs to be accessed from outside and from whom. The community moves on to prioritise actions based on resource viability, timelines and societal pressures. Based on the priority list, the community decides specific activities, maps and connects with external stakeholders and</p>


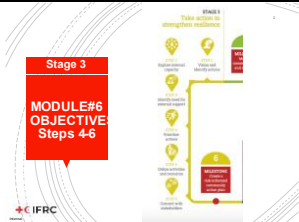
	<p>prepares a time-bound action plan with roles and responsibilities, scheduling and budgeting.</p> <p>Three ways to execute Steps 1-6 depending on the readiness of the community:</p> <ol style="list-style-type: none"> 1. <i>For a new community:</i> Explain and execute each step before moving on to explain and execute the next step. 2. <i>For a partially experienced community:</i> Explain and execute Step 1 where the community draws an envisioned resilient community and then move on to Steps 2-6. 3. <i>For an experienced community:</i> Explain Steps 1-6 to the community and then execute all the steps one by one. <p>In this module, Option 1 has been selected.</p>
 <p>Slide 4</p>	<p>A visioning exercise with the community will motivate the community to think about what a safe and resilient community would look like. This step is to be done as a community activity, involving different sets of vulnerable groups. In the classroom, each group divides itself into NS and community members and does the envisioning exercise, guided by the community members.</p> <p>For this step we use the dream map tool in the EVCA toolbox to inspire the community to create a picture of their community, in which all known risks are reduced. For example, if they know that having loose roofing material puts their homes at risk in strong winds, they should draw the roofs as well-kept and firmly secured. Their pictures should resemble their community in terms of layout, key features, access and so on, but without the aspects that make them unsafe.</p> <p>In the classroom, groups can re-draw their at-risk communities as resilient communities. In the field, the community can use sketches, twigs, grass, etc. to depict their vision of safe communities. Remember that communities can be defined differently in urban contexts and urban resilience often relies on interconnected communities and systems.</p> <p>Different groups of women, men, people of different ages can create different pictures that they then discuss together, or they can work together on the same picture.</p> <p>Once they have created the picture or pictures, the facilitator enables community members to discuss:</p> <ul style="list-style-type: none"> - What needs to be done to have a community like this? - What actions can we take to have a safer community?

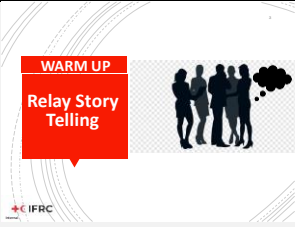
	<ul style="list-style-type: none"> - What can we do together and individually to address these weaknesses and become more resilient? <p>All the ideas are noted on separate cards and placed around the map. Some of the ideas maybe discussed in some detail but here it is important to just write the ideas and not to go into much discussion. The community is told that these cards will form the basis for the final action plan and there will be time to discuss each of the ideas in more detail.</p> <p>It is useful to have a quick overview by two to three people to describe the safe community everyone is seeing in the picture. This helps plug any gap in thinking through a resilient community and makes it clear for everyone the final vision of what resilience would look like.</p>
 <p>Slide 5</p>	<p>A visioning exercise with the community will motivate the community to think about what a safe and resilient community would look like. This step is to be done as a community activity, involving different sets of vulnerable groups. In the classroom, each group divides itself into NS and community members and does the envisioning exercise, guided by the community members.</p> <p>For this step we use the dream map tool in the EVCA toolbox to inspire the community to create a picture of their community, in which all known risks (refer to the resilience star and vulnerabilities) are reduced. For example, if they know that having loose roofing material puts their homes at risk in strong winds, they should draw the roofs as well-kept and firmly secured.</p> <p>Their pictures should resemble their community in terms of layout, key features, access and so on, but without the aspects that make them unsafe.</p> <p>In the classroom, groups can re-draw their at-risk communities as resilient communities. In the field, the community can use sketches, twigs, grass, etc. to depict their vision of safe communities. Remember that communities can be defined differently in urban contexts and urban resilience often relies on interconnected communities and systems.</p> <p>Different groups of women, men, people of different ages can create different pictures that they then discuss together, or they can work together on the same picture.</p>

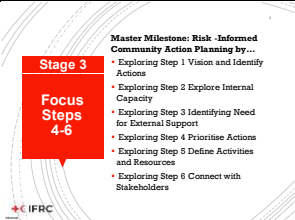

	<p>Once they have created the picture or pictures, the facilitator enables community members to discuss:</p> <ul style="list-style-type: none"> - What needs to be done to have a community like this? - What actions can we take to have a safer community? - What can we do together and individually to address these weaknesses and become more resilient? <p>All the ideas are noted on separate cards and placed around the map. Some of the ideas maybe discussed in some detail but here it is important to just write the ideas and not to go into much discussion. The community is told that these cards will form the basis for the final action plan and there will be time to discuss each of the ideas in more detail.</p> <p>It is useful to have a quick overview by two to three people to describe the safe community everyone is seeing in the picture. This helps plug any gap in thinking through a resilient community and makes it clear for everyone the final vision of what resilience would look like.</p> <p>The exercise is then discussed shared and discussed in the classroom after all the participants 'visit' the different at-risk communities and see the visual depiction of the safe communities. Participants ask for clarifications and can value add as they stop at each resilient community illustration.</p>
 <p>Slide 6</p>	<p>The next step is to explore the community's own capacity to address its risk and vulnerabilities. For this the community members will need to compare the resilience dimensions with the lowest (weakest) scores, with the actions that they just identified in the visioning exercise, and the resources they have available.</p>
 <p>Slide 7</p>	<p>After mapping internal resources, community (group) members brainstorm on actions that cannot be taken with its own resources and for which it will need to look for external support. That support could come from many sources, like local government, an NGO, a company, another community</p> <p>This is particularly important in urban contexts where many of the required actions to improve resilience require stakeholders external to the communities.</p>

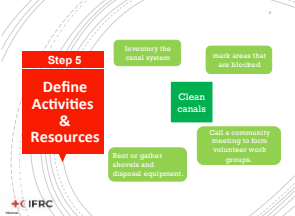

 <p>Slide 8</p>	<p>Each group in the classroom/ community members write (or draw or symbolize, as appropriate) the dimensions with the weakest scores for the main hazard/risk (cyclone in this example) on cards of one colour (red here) and places the cards on one side of a table or wall or ground. The example here is shelter being the most vulnerable dimension in this community.</p> <p>Next, the actions identified in the previous step are placed (here in green) in a separate column to the right of the resilience dimension cards. In this example strengthening the roofing is the priority action identified by the community members.</p> <p>Then, the community members ask themselves ‘What resources or capacities do we have in this community that can help us do THIS action to strengthen THIS dimension? Community/group members record capacities and resources using words or drawings on cards of a third colour (here yellow). The vulnerability is connected to the action which, in turn, is connected to the capacity/resource with a line, string, chalk, etc. to show how the community links a resilience dimensions to action(s) and capacities/resources.</p> <p>Each dimension is addressed after brainstorming, often using a focused group discussion (FGD). As many actions and capacities/ resources may be put on cards. The exercise is then repeated with other groups of people who could not attend the meeting, such as women with young children, people with a disability. Actions and capacities need to factor in climatic trends and protection of natural resources for sustaining resilience interventions.</p>
 <p>Slide 9</p>	<p>Next, the community members ask themselves ‘What resources or capacities do we need from the to help us do THIS action Community/group members record capacities and resources using words or drawings on cards of a third colour (here blue). The vulnerability is connected to the action which, in turn, is connected to the external capacity/resource with a line, string, chalk, etc. to show how the community links a resilience dimensions to action(s) and internal and external capacities/resources.</p> <p>Each dimension is addressed after brainstorming, often using a focused group discussion (FGD). As many actions and capacities/ resources may be put on cards. The exercise is then repeated with other groups of people who could not attend the meeting, such as women with young children, people with a disability. Actions and capacities need to factor in climatic trends and protection of natural resources for sustaining resilience interventions.</p>



 <p>Slide 10</p>	<p>Monitor and facilitate an exchange of ideas, asking the audience to answer some of the questions raised by fellow participants.</p>
 <p>Slide 11</p>	<p>Learnings can also be added by participants. The Facilitator can first ask the participants for their learnings and then share these as one set of key learnings from this session.</p>
 <p>Slide 12</p>	<p>Do not give groups details about what the budget should contain; leave groups to improvise.</p>
 <p>Slide 13</p>	<p>The facilitator supports the community to consider and rate actions according to how many criteria each meets (as shown by the number in the green cards). They can use a simple table and checklist on a blackboard or poster as explained in the previous slide.</p> <p>It's important to encourage community leaders to enable those who cannot attend in person to give their views through a representative, or hold several meetings at different times. When all actions have been rated, the community leaders should communicate which are the top three to five, depending on what the community feels is feasible for its first plan. They should leave an appropriate period of time for feedback, including anonymous feedback using a sealed box, where feasible, to ensure there is consensus in the community.</p> <p>Resource: The Action Planning/Prioritization Tool in the EVCA toolbox</p>
 <p>Slide 14</p>	<p>These observations from participants should be noted on flipchart/electronically and discussed for 10 minutes before ending the day's work.</p>
<p>HANDOUTS</p>	
<p>Application</p>	
<p>Participant reading</p>	
<p>HOLDING SPOT</p>	

MODULE 6B ACTION PLANNING	
Objective	<p>Master Milestone: Risk informed Community Action Planning by...</p> <ul style="list-style-type: none"> • Exploring Step 1 Vision and Identify Actions • Exploring Step 2 Explore Internal Capacity • Exploring Step 3 Identifying Need for External Support • Exploring Step 4 Prioritise Actions • Exploring Step 5 Define Activities and Resources • Exploring Step 6 Connect with Stakeholders
Key Learnings	<ul style="list-style-type: none"> • All ideas must come from the community • Planning is a step-by-step process • Both internal and external capacities are needed • Prioritisation is important • It is important to be methodical and practical • There is also a need to encourage and nurture out-of-the-box solutions, especially related to resources and capacities
Notes to facilitator	
SLIDE DECK: PowerPoint	
 <p>Slide 1</p>	
 <p>Slide 2</p>	<p>Module 6B of the EVCA Training of Trainers course works through the remaining three (4, 5, 6) of the six steps to reach the Milestone of a community creating a risk-informed action plan to enhance its resilience across the 11 dimensions of resilience to the selected hazard(s). The steps are about deciding what needs to be done, what capacities the community has or needs, and agreeing on priorities and what resources are needed, both from within the community and outside the community.</p>

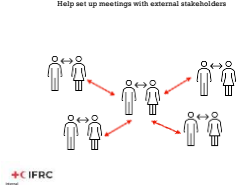
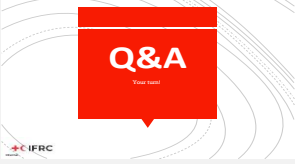
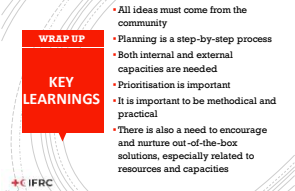
<div data-bbox="207 191 500 415">  </div> <div data-bbox="300 493 401 527" data-label="Text"> <p>Slide 3</p> </div>	<p>Game: 30 minutes</p> <p>This is a relay story telling game. This can be played in a classroom setting as well in the field with community members.</p> <p>Participants form groups of 5 or 6. Each group has to create a story with every person saying just one connecting sentence. One person in the group starts and each member adds to the story with one connecting sentence. The group has the freedom to choose whether they want members to pitch in voluntarily to they want to go round in a circle and give each person a chance.</p> <p>Do a practice round first, demonstrating with one group.</p> <p>Then give the groups up to 5 minutes to say their sentences and creating a group story.</p> <p>Then ask them to come together in a circle, group members standing with each other. Now ask them to think about their experience and share how it relates to making a community resilient.</p> <p>Tips on what people may say. Some prompting may help at times.</p> <ul style="list-style-type: none"> - We're not sure what the other person will say/do - Sometimes it is a challenge to find a connect - There's a tension of the unknown - Its important to work together to create a good story - Some people are very good and creative at this - Adding the first sentence was difficult but easier when I had to add a sentence a second time - It was a new experience - It is possible to work together and to create something new....from nothing (a very low base) - It was a different experience - It was fun working together to create an interesting outcome - Etc.. <p>End the game by connecting the above to creating a community plan of action where people may have its challenges, unknowns and hesitancies but is also a creative process where people have to come together, pool their resources and end up with a better resilience story of their community.</p>
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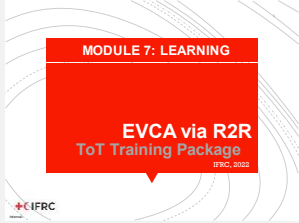
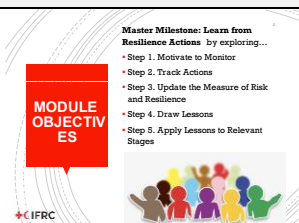
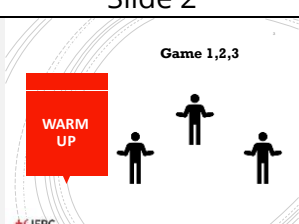
 <p>Slide 4</p>	<p>To create the action plan, the community begins by envisioning what a resilient community will look like, what changes will it need to bring in to become resilient on each of the 11 dimensions.</p> <p>It then moves to agreeing on what actions it would need to take to achieve that resilient state. Then the exploration on what resources the community has within itself to take those actions? If these capacities or resources have to be outsourced, what needs to be accessed from outside and from whom. The community moves on to prioritise actions based on resource viability, timelines and societal pressures. Based on the priority list, the community decides specific activities, maps and connects with external stakeholders and prepares a time-bound action plan with roles and responsibilities, scheduling and budgeting.</p> <p>Three ways to execute Steps 1-6 depending on the readiness of the the community:</p> <ol style="list-style-type: none"> 1. <i>For a new community:</i> Explain and execute each step before moving on to explain and execute the next step. 2. <i>For a partially experienced community:</i> Explain and execute Step 1 where the community draws an envisioned resilient community and then move on to Steps 2-6. 3. <i>For an experienced community:</i> Explain Steps 1-6 to the community and then execute all the steps one by one. <p>In this module, Option 1 has been selected.</p>
 <p>Slide 5</p>	<p>Step 4 is critical to making Stage successful because the community must be realistic about how much internal and external support to seek and expect. It is useful to agree on some criteria to choose priority actions for implementation. These could be, for example, finance required, timeline, availability of technical capacity, access.</p> <p>To decide on the priorities, the community may want to consider some of the following, but the facilitator should ensure that they do not overcomplicate the exercise. Once agreed, the criteria can be applied to each action.</p> <ul style="list-style-type: none"> • Impact: Actions that benefit many of the most vulnerable people • Feasibility: Actions that are relatively easy to take using the community's own capacities and resources, including any internal funds that it may have set aside. • Effectiveness: For example, actions that address multiple vulnerabilities.


	<ul style="list-style-type: none"> • Duty and/or connections: Actions that can be taken by actors that have a responsibility to and show interest in reducing risk for the community. • Social sensitivity: Actions that promote gender and inclusiveness, and that are conflict-sensitive (Do No Harm). • Climate smart and environmentally sustainable: Actions that consider future climate and environmental risks. • Sustainability: Actions that can be sustained socially, environmentally and economically. • Innovation: Creative solutions, especially related to capacities and resources, need to be encouraged and nurtured.
 <p>Slide 6</p>	<p>To prioritise actions, the community to break down each prioritized action into sets of activities needed to achieve them. For this, a good method is brainstorm through focused group discussions and present ideas visually on cards and arrange these in the most appropriate sequence.</p> <p>For example, if the community's chosen action is to reduce disease by clearing blocked drainage canals, they might decide to (in order):</p> <ul style="list-style-type: none"> • Inventory the canal system and mark areas that are blocked. • Prioritise low-lying areas • Set a period of time to clean and follow up. • Call a community meeting to form volunteer work groups. • Rent or gather shovels and disposal equipment. • Etc. <p>Activities and internal/external resources should be discussed and written on cards for all the priority actions.</p>
 <p>Slide 7</p>	<p>To implement the action plan, the National Society plays an important role in connecting the community to external relevant actors, processes and resources. For example, the community may be able to tap into government funding to achieve parts of its action plan by linking it with the local government programmes and planning processes. Many National Societies do this for programmes on disaster management, health or water and sanitation. Building community resilience to hazards will require connecting to different agencies such as the national hydromet office for early warning; or the desilting wing of the local department incharge of water bodies; or the forest department for afforestation.</p> <p>Given the four services rendered by the National Societies, the NS staff/volunteers assist community members to:</p> <ul style="list-style-type: none"> - Zero in on specific office and individual whose help is to be sought

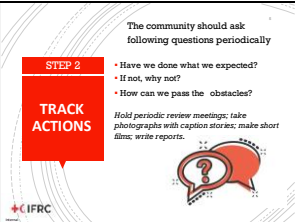
	<ul style="list-style-type: none"> - Learn how to use visual aids (photographs, sketches, PowerPoint) for presenting their case. - Prepare an oral/visual presentation of what the community wants to do and why - Select a group of community presenters or speakers who reflect its diversity - Reach out to the identified people and organisations to discuss the support required. <p>Note: This 'advocacy' dimension of the assistance is important in the community resilience programme. The Federation's 'IFRC Legislative Advocacy Toolkit - Facilitators Guide' is a good resource for Trainers/Facilitators. It is available at: https://ctk.climatecentre.org/downloads/modules/training_downloads/3a%20IFRC%20Legislative%20Advocacy%20Toolkit_Facilitators%20Guide.pdf</p>
 <p>Slide 8</p>	<p>A contingency plan is a set of decisions, taken before a threat or hazard event occurs, that will enable a community to respond quickly and effectively to protect lives and assets. It's key component of disaster preparedness and – especially if the National Society has resources to support it - be done as part of the community action plan. In this way, the action plan would be risk-informed, meaning the risks had been considered while making the plan rather than as an afterthought. A risk-informed plan also considers how the hazards may become more extreme in coming years – for instance stronger hurricanes – due to changing climate. Alternatively, if the facilitator feels that it will over complicate things at this time, it can also be done later.</p> <p>The assessment of Stage 2 and the actions prioritised by the community in Stage 3 are likely to already include some of these decisions. For example, if the community identified hurricanes as a key threat/hazard, they might already have decided to designate a safe building for community members to go to if their home is unsafe or damaged – and a climate-smart addition would be to consider a “plan B” with safe evacuation areas for a stronger storm than ever experienced before. Reference Sheet GG provides instructions and templates for contingency planning.</p>
	<p>Each group (sub-divided into NS staff/volunteers and community members) will undertake 2 tasks.</p> <ol style="list-style-type: none"> 1. In the format provided in the next slide, complete the prioritization of the actions – led by the community – with supporting rationale; and




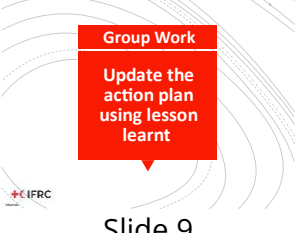
<p>Slide 9</p>	<p>2. In the format provided in the following slide, firm up specific activities and possible resources per prioritized action.</p>
<div data-bbox="224 279 475 489"> </div> <p>Slide 10</p>	<p>This is the time to discuss the home assignment given at the end of the first part of Mod#6 (Steps 1-3) on prioritizing actions. The groups work on finalizing the prioritization and discuss:</p> <ul style="list-style-type: none"> - The key strengths and challenges community members (of their group) faced in prioritizing actions based on rating parameters; - Agreements and disagreements on rating criteria itself; - The type of support provided by NS representatives. <p>In the field, the facilitator supports the community to consider and rate actions according to how many criteria each meets (as shown by the number in the green cards). They can use a simple table and checklist on a blackboard or poster as explained in the previous slide.</p> <p>It's important to encourage community leaders to enable those who cannot attend in person to give their views through a representative, or hold several meetings at different times. When all actions have been rated, the community leaders should communicate which are the top three to five, depending on what the community feels is feasible for its first plan. They should leave an appropriate period of time for feedback, including anonymous feedback using a sealed box, where feasible, to ensure there is consensus in the community. Resource: The <i>Action Planning/Prioritization Tool</i> in the EVCA toolbox</p>
<div data-bbox="224 1188 500 1398"> </div> <p>Slide 11</p>	<p>Group work continues in deconstructing prioritised actions into specific activities with viable resources for these activities. Again, community members take the lead in this.</p> <p>This last but one step is key to support the community to estimate the additional resources needed, in terms of labour, money, materials, technical assistance and services, and any others. The EVCA toolbox has a template for a risk-informed community action plan, and Reference Sheet FF helps with participatory resource planning.</p> <p>It's important to remind the community to leave an appropriate period of time for feedback on activities, including anonymous feedback using a sealed box, to ensure anyone who was not present can have their say,</p> <p>Finally, the community should consider how hazards might adversely affect the community while it is implementing its action plan, and</p>

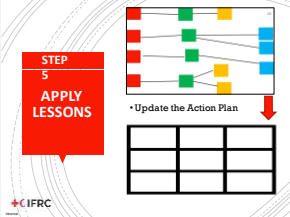

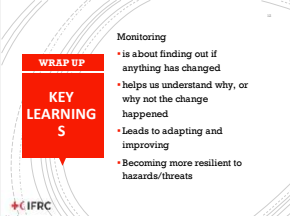
	<p>what can be done to minimise damage and disruption. For example, they might decide to avoid certain activities during hurricane season or agree on a place to store tools and other resources above the most extreme flood levels. This will feed into the Learning process which is elaborated in the next module.</p>
 <p>Slide 12</p>	<p>Part of specific activities would be enabling the community to set up meetings with external stakeholders, including those who participated in the assessment as well as others who might be able to offer resources (such as the Mayor, or a local business that the community members use).</p> <p>The NS could even Provide leaders with an official letter stating that they are engaged in a project with the support of the National Society. The Facilitator and other NS representatives could accompany community members to meetings, assist and coach speakers, record any offers of resources, and assist the community to access them. They may also need to help community members develop proposals, arrange future meetings, or take other follow-up actions and seek technical advice on their proposed actions, including “how much extra buffer” to plan for in relation to changing risk patterns such as higher storm surge levels or longer droughts (see tip below on managing partnerships).</p> <p>Consult Reference Sheet F on auxiliary role and advocacy for more tips.</p>
 <p>Slide 13</p>	<p>Monitor and facilitate an exchange of ideas, asking the audience to answer some of the questions raised by fellow participants.</p>
 <p>Slide 14</p>	<p>Learnings can also be added by participants. The Facilitator can first ask the participants for their learnings and then share these as one set of key learnings from this session.</p>
HANDOUTS	
Application	
Participant reading	
HOLDING SPOT	

MODULE 7 LEARNING	
Objective	<p>Master Milestone: Learn from Resilience Actions by exploring...</p> <ul style="list-style-type: none"> • Step 1. Motivate to Monitor • Step 2. Track Actions • Step 3. Update the Measure of Risk and Resilience • Step 4. Draw Lessons • Step 5. Apply Lessons to Relevant Stages
Key Learnings (identical to last slide in PPT i.e., main take aways)	<p>Monitoring</p> <ul style="list-style-type: none"> • is about finding out if anything has changed • helps us understand why, or why not the change happened • Leads to adapting and improving • Becoming more resilient to hazards/threats
Notes to facilitator	
SLIDE DECK: PowerPoint	
 <p>Slide 1</p>	
 <p>Slide 2</p>	<p>This module focuses on Learning, which is Stage 4 of R2R through EVCA. It has 5 steps, from encouraging the community to monitor the results of their action plan and changes to their resilience, to drawing out learning and applying it in a cyclical way.</p>
 <p>Slide 3</p>	<p>Divide the group into 3-5 people. Each group member has to count 1-3 with the fourth member saying 1 after the previous member said 3. This is done as the first round. Let each group complete 1,2,3 a couple of times.</p> <p>In the second round, replace 1 with a clap. So the person who has to say 1 does not say it but instead claps. This is the 2nd round. Let each group complete this round a couple of times.</p> <p>Add another rule for the 3rd round by replacing 2 with tapping of a foot. In this round, instead of saying 1 or 2, the designated person has to clap or tap his/her foot. The person who's chance is to say 3 continues to say 3. Let each group complete this round a couple of times.</p>


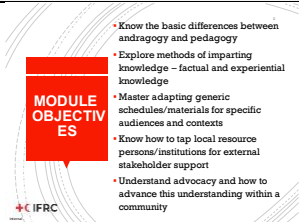
	<p>If there is time, add a fourth and last round by replacing 3 with making a round with the hip or the head, depending on the cultural context. . In this round, instead of saying 1 or 2 or 3, the designated individuals have to clap or tap their foot or enact the circle. This continues for a couple of rounds.</p> <p>At the end of the game, let everyone stand around in a loose circle and say that the clap, tapping of the foot and the encircling motion were resilient actions. What does this game teach us about resilience actions?</p> <p>Tips to explore certain thoughts:</p> <ul style="list-style-type: none"> - Was monitoring each other a problem? How? Any suggestions on what made it easier to monitor? - Were you able to take the right action all the time? If not, why not? What did you require to do to get back on track? - How well were they able to adjust to the addition of each new action (or threat!)? - What lessons did we learn about ensuring that we kept up with the right and timely actions? - What would you do differently next time? <p>Concluding remarks</p> <p>This game shows how it is important to monitor changes in a programme. The main question to ask is, what was it like before, and what is it like now, so what has happened? And if possible, why. How can we change our approach to meet our objectives in the new circumstances? For EVCA our resilience star that shows how we were before. We can always compare our progress to it, in a year, 2 years or more for different vulnerable groups.</p>
 <p>Slide 4</p>	<p>Monitoring enables the community and RC to assess whether the time, energy and other resources invested in activities have resulted in heightened resilience and, if not, how activities can be adapted in future. By tracking their progress, communities can learn from good practices and mistakes, and adapt their plans accordingly.</p> <p>Monitoring does not need to be complicated. In our daily lives we often compare the results of one activity with others, to see what, if anything, has changed. For example:</p> <ul style="list-style-type: none"> • In urban contexts, monitoring availability and costs of basic food items at the market. • Farmers compare one season to another. They check to see whether seeds germinate, and crops grow as expected. • Traders count the day's takings after selling food at the market, and compare them with the previous day's takings.

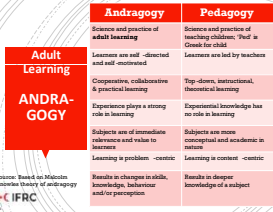
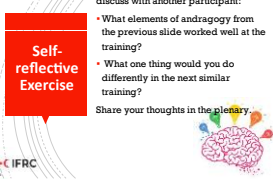
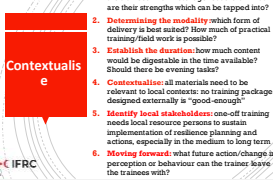

	<ul style="list-style-type: none"> • Parents compare their children's school reports with previous reports. • Health workers compare a woman's weight gain during pregnancy with the average weight gain of other women at the same stage. <p>Based on the risk-informed community action plan, ask communities members at what point it makes sense to check whether each activity has made some progress. They are in the best position to suggest realistic time frames in which change may start being evident. Also, don't limit monitoring to one person or a select few. All stakeholders should contribute to monitoring because:</p> <ul style="list-style-type: none"> • Some might notice a change that others do not. • When more people are finding the same result, that builds confidence in it • Everyone is entitled to know the results of actions in which they have invested. • Cooperation and collaboration among stakeholders may be necessary to successfully adjust or complete the plans. <p>Agree how to involve all stakeholders in monitoring. As in Stage 2, you may need to hold separate meetings with those who do not wish to participate in a large community gatherings. To involve external stakeholders, options include interviewing them separately, inviting them to participate in a community meeting, or requesting that they provide documentation of activities (for example, government plans to fund a health post, or photos of a reinforced riverbank, etc.). However you choose to engage them, make sure the views they express are fed into the main monitoring and evaluation process. Also seek to identify locally based monitors for the environment or other sectors that can contribute to learning about monitoring.</p>
 <p>Slide 5</p>	<p>At this point, the community resilience team may be ready to evolve into a community resilience committee, whose responsibilities include monitoring. They may need additional training in monitoring as well as in project management, financial reporting, which the NS should try to provide directly or through a third party.</p> <p>The NS should help the community resilience committee to set up a monitoring plan with schedules and using the guidance in the monitoring and evaluation chapter in the Project/Programme Planning Guidance Manual and support from MEAL officers in the National Society. The community should decide on the methodology to monitor the action plan, such as through weekly or monthly</p>


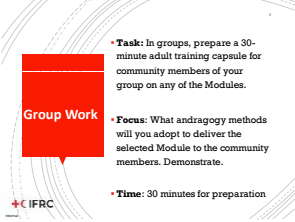
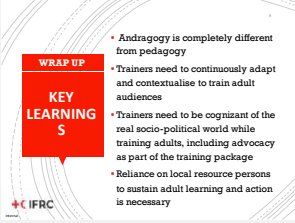
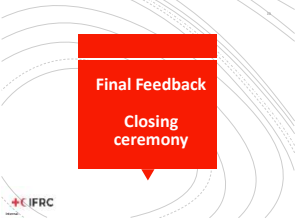
	<p>meeting at which they discuss signs of progress, what improvements to make and what to do next.</p>
 <p>Slide 6</p>	<p>At this point the facilitator and NS assists the community to repeat the resilience assessment process (conducted in Stage 2). Whenever possible, use the same indicators that the community selected for its last assessment.</p> <p>They need to encourage the community to consider new hazards or threats that may have emerged, as keeping the risk assessment locally relevant is crucial. If they identify any new hazards or threats, they will need to add new indicators to measure them</p> <p>The NS should support the community to record the results of the repeated measurement process. This is very important because changes over time can only be detected if accurate records are kept. The Community Resilience Measurement Dashboard is a useful tool to help keep track of repeated measurements.</p>
 <p>Slide 7</p>	<p>The Dashboard can be accessed through this link: https://rmd.ifrc.org/ and used to monitor action plans and activities.</p>
 <p>Slide 8</p>	<p>After calculating an updated score for each dimension, encourage the community and external stakeholders to answer the question: Why have the changes happened? Help community members to list the factors, agree on the key lessons, and document them. This is also the time to draw out lessons and plan on ways to improve implementation of resilience measures.</p> <p>Either with the community or separately, the NS should ask itself: How well did we accompany, enable and connect the community? How can we improve in future?</p> <p>Learning also happens after failure, as long as we really want to understand and improve.</p>
 <p>Slide 9</p>	<p>The following step – Step 5 – in rethinking the action plan can be done as group work in the classroom setting using the format in the following slide. In the field, the community members will do this task.</p>

 <p>Slide 10</p>	<p>This format can be used by the community and other stakeholders on how they think their community action plan should change based on the monitoring results and lessons learned and any other relevant factors.</p> <p>And then the NS can accompany the community as the members repeat the action planning process described in Stage 3 (Module 7) and help connect the community with other actors if necessary.</p>
 <p>Slide 11</p>	<p>Monitor and facilitate an exchange of ideas, asking the audience to answer some of the questions raised by fellow participants.</p>
 <p>Slide 12</p>	<p>Learnings can also be added by participants. The Facilitator can first ask the participants for their learnings and then share these as one set of key learnings from this session.</p>
<p>HANDOUTS</p>	
<p>Application</p>	<p>See Participant packet (PP)</p>
<p>Participant reading</p>	<p>NA</p>
<p>HOLDING SPOT</p>	<p>NA</p>

Go to [INTRODUCTION](#)

MODULE 8 ANDRAGOGY: AN INTRO	
Objective	<ul style="list-style-type: none"> • Know the basic differences between andragogy and pedagogy • Explore methods of imparting knowledge – factual and experiential knowledge • Master adapting generic schedules/materials for specific audiences and contexts • Know how to tap local resource persons/institutions for external stakeholder support • Understand advocacy and how to advance this understanding within a community
Key Learnings (identical to last slide in PPT i.e., main take aways)	<ul style="list-style-type: none"> • Andragogy is completely different from pedagogy • Trainers need to continuously adapt and contextualise to train adult audiences • Trainers need to be cognizant of the real socio-political world while training adults, including advocacy as part of the training package • Reliance on local resource persons to sustain adult learning and action is necessary
Notes to facilitator	Review and revise scenarios to make sense given realities of your context
SLIDE DECK: PowerPoint	
 <p>Slide 1</p>	<p>This is an introduction to andragogy. An additional 2-days trainers' modules are required to be done to learn how to deliver andragogy as part of the larger EVCA via R2R flexible package.</p>
 <p>Slide 2</p>	<p>In this module it is important to discuss what worked well and what did not in the EVCA via R2R ToT from the adult learning perspective. This was brainstormed at the end of Day 1 and Day 2.</p> <p>The focus of discussion needs to be on andragogy - on the method of imparting knowledge – both factual knowledge and experiential knowledge – to adult audiences.</p> <p>As trainers, it is also important to know how to adapt generic modules and content and timelines to specific audiences and contexts. The need to keep the training realistic and add value for adults comes from introducing and enabling connections with local resource persons and confidence in advocating with government agencies for resilient programme and financial benefits.</p>

 <p>Adult Learning ANDRAGOGY</p> <p>Science and practice of adult learning. Learners are self-directed and self-motivated. Cooperative, collaborative & practical learning. Experience plays a strong role in learning. Subjects are of immediate relevance and value to learners. Learning is problem-centric. Results in changes in skills, knowledge, behaviour and/or perception.</p> <p>Pedagogy</p> <p>Science and practice of teaching children. That is: Goals for child. Learners are led by teachers. Top-down, instructional, theoretical learning. Experiential knowledge has no role in learning. Subjects are more conceptual and academic in nature. Learning is content-centric. Results in deeper knowledge of a subject.</p> <p>Source: Based on Kolbert's Extensive theory of andragogy</p> <p>Slide 3</p>	<p>Very often we use the word pedagogy and forget its real meaning, which is rooted in PED, greek for “child.” Here the focus is on ADULT learning, or ANDRAGogy.</p> <p>PEDAGOGY</p> <p>Child-centric, top-down, instructional teaching with teachers taking all decisions. Based on a set curricula usually unchanged for a long time. Relevant to chronological age. Dominance of classroom lectures with few practical applications.</p> <p>ANDRAGOGY</p> <p>Adult-centric, collaborative self-learning, usually task-focused or problem-oriented, building on experience and where the teacher acts as a facilitator. Adaptive and contextual curriculum, shaped by the end-goals and experience of the learners. Relevant to the current or future role & responsibility of the learner. Dominance of practical application with few classroom lectures.</p>
 <p>Think concretely of the last training you prepared and led for adults and discuss with another participant:</p> <ul style="list-style-type: none"> What elements of andragogy from the previous slide worked well at the training? What one thing would you do differently in the next similar training? <p>Share your thoughts in the plenary.</p> <p>Self-reflective Exercise</p> <p>Slide 4</p>	<p>Most adult training workshops are heavily biased towards powerpoint presentations. In this quick self-reflective exercise, each participant would share with another participant what andragogy methodologies worked well in the last training organised by the participant. And what the participant would now do differently in the next training. This can then be shared with the plenary.</p> <p>Did people, for instance, “adapt materials to local contexts”, “invest more time in preparing interactive, hands-on sessions?”</p>
 <p>Participate the most important task of training adults is to contextualise. This requires:</p> <ol style="list-style-type: none"> 1. Profiling the audience: what is the profile of the trainees? How heterogeneous is it? What are their strengths which can be tapped into? 2. Determining the modality: which form of delivery is best suited? How much of practical training/field work is possible? 3. Establish the duration: how much content would be digestible in the time available? Should there be evening tasks? 4. Contextualise: all materials need to be relevant to local contexts: no training package designed externally is “good-enough” 5. Identify local stakeholders: one-off training needs local resource persons to sustain implementation of resilience planning and actions, especially in the medium to long term 6. Moving forward: what future action/change in perception or behaviour can the trainer leave the trainees with? <p>Contextualisation</p> <p>Slide 5</p>	<p>Andragogy requires trainers themselves to be hands-on, relevant, practical and future-oriented.</p>
 <ul style="list-style-type: none"> First step: Andragogy targets adults who live and work in real socio-cultural and politico-economic settings Leveraging public programmes and public finance is thus core to action plans on resilience Advocacy skills and knowledge about relevant political-legal frameworks and processes is necessary in andragogy to implement effective action plans <p>Advocacy & the political-legal processes</p> <p>Slide 6</p>	<p>Andragogy aims to change adult knowledge, behaviour or perception regarding the real world in which trainees live. Unlike schools which are often insulated from the outside environment. Thus, trainers need to ensure that trainees engage with local government processes to achieve results in their action plans. A good example of this in the context of resilience are the National Adaptation Plans (NAPs) and the Nationally Determined Contributions (NDCs) submitted by countries under the Paris Agreement on Climate Change and the Sustainable</p>

	Development Goals (SDGs) which aim to make development more resilient for the vulnerable groups across different sectors.
 <p>Slide 7</p>	Monitor and facilitate an exchange of ideas, asking the audience to answer some of the questions raised by fellow participants.
 <p>Slide 8</p>	<p>The group work focuses on andragogy – ways for groups to deliver a Module to community members. Each group will have trainers and community members and simulate training the selected module to those who are community members from that group.</p> <p>Have a plenary discussion on while referring to Slide 2 on andragogy and pedagogy. How many principles were demonstrated by the groups?</p>
 <p>Slide 9</p>	<p>Learnings can also be added by participants. The Facilitator can first ask the participants for their learnings and then share these as one set of key learnings from this session.</p>
 <p>Slide 10</p>	
HANDOUTS	
Application	See Participant packet
Participant reading	NA
HOLDING SPOT	NA

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