

Facilitation guide Resilience Star

Discussing the dimensions

Version 2.0 | September 2019

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|---|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|---------------------|---|----------------|---|---|--|-----------------------------|---|-------------------------|---|------------------------|---|--|--|--------------------------|---|----------------------|---|----------------------------|---|
| <p>1. Risk management</p> <p>A resilient community knows and manages its risks.</p> | <p>This includes</p> <p><u>a) community-level risk preparedness</u> (response teams, risk mitigation, early warning and evacuation systems), <u>adaptation to hazard trends</u>, as well as <u>household preparedness</u> (safe shelters, emergency kits and plans).</p> | <p>Communities that have effective early warning systems in place, for instance, are more resilient than communities that do not have such systems: if all households are warned of an upcoming cyclone, they can evacuate to safe places, reinforce their homes, safeguard important goods, prepare emergency food supplies, secure fishing boats, bring livestock to shelter, and perhaps even conduct an early harvest. As a result of these actions, communities can be expected to have lower damages and losses from the cyclone, and/or recover more quickly once the storm has passed.</p> <p>Risk mitigation can have similar effects: for instance, a dam around villages may prevent floodwaters from entering households. A house built with safe shelter principles in mind (e.g. cross-bracing) is less likely to be damaged or destroyed by a major storm. Trained response teams can coordinate evacuations, rescue people, and provide First Aid.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Begin by reading out the basic statement. • Ask: what does 'knowing and managing risk' mean to you? • Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> • What risk management capacities do you have in this community? • What gaps or challenges exist in this community? • What could you do to address these gaps and improve risk management? <p>You may probe for:</p> <p><u>Disaster response teams</u> Do such teams exist, how many members, to what extent have members been trained, how well is the team equipped for usual tasks? How effective has it been in disasters (if any)?</p> <p><u>Early warning & early action</u> Are residents usually warned of upcoming hazards (storms, floods)? How? Is everybody reached, incl. the most vulnerable (e.g. elderly, persons with disabilities)? What action is usually taken? Do people evacuate? Where to? Are evacuation centers available? Is evacuation trained? What have been past experiences?</p> <p><u>Risk reduction efforts</u> To what extent has there been action to reduce or prevent disaster damages and losses? What did you do? How effective have these actions been?</p> <p><u>Safe shelters</u> To what extent are people aware of ways to make houses safer? To what extent are safety concerns applied in construction?</p> <p><u>Household preparedness</u> To what extent are households prepared for disasters, have emergency plans in place, taken other action to avoid losses (non-structural)?</p> | <p><u>Urban, general</u> Consider escape routes, emergency exits, open spaces for evacuation, building codes. Consider use of fire blankets, extinguishers, buckets in building, fire-fighting services</p> <p><u>Rural, general</u> Consider protection of/ preparedness for agricultural fields and assets, livestock, marine resources. Consider bushfire risk awareness</p> <p><u>Coastal areas</u> Consider tsunamis, floods, erosion (early warning, risk mitigation, protection of boats, fish farms). Consider rescue equipment (boats, live vests), dams, boulders, riverbank protection</p> <p><u>Mountainous areas</u> Consider landslides, flash floods, volcanic eruptions (positioning of house on slope, slope protection, early warning)</p> <p><u>Weather extremes</u> Consider preparedness for heatwaves and coldwaves (cooling/heating, clothing, drinking, livestock), hail</p> | <p>Standard indicator RM</p> <table border="1"> <tr> <td colspan="2">1a. We have a well-trained and active disaster response team in our community.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">1b. We have a robust system in place that warns all residents of any hazards that can be forecast.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">1c. We review risks and take action as much as we can to reduce risk.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, to some extent</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">1d. The houses in this community are built with safety concerns in mind.</td> </tr> <tr> <td>Yes, all/most of the houses</td> <td>2</td> </tr> <tr> <td>Yes, some of the houses</td> <td>1</td> </tr> <tr> <td>No, none of the houses</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">1e. Households have measures in place to be prepared for disasters.</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, none of the households</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 1a. We have a well-trained and active disaster response team in our community. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 1b. We have a robust system in place that warns all residents of any hazards that can be forecast. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 1c. We review risks and take action as much as we can to reduce risk. | | Yes, absolutely | 2 | Yes, to some extent | 1 | No, not at all | 0 | 1d. The houses in this community are built with safety concerns in mind. | | Yes, all/most of the houses | 2 | Yes, some of the houses | 1 | No, none of the houses | 0 | 1e. Households have measures in place to be prepared for disasters. | | Yes, all/most households | 2 | Yes, some households | 1 | No, none of the households | 0 |
| 1a. We have a well-trained and active disaster response team in our community. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1b. We have a robust system in place that warns all residents of any hazards that can be forecast. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1c. We review risks and take action as much as we can to reduce risk. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, to some extent | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1d. The houses in this community are built with safety concerns in mind. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most of the houses | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some of the houses | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the houses | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1e. Households have measures in place to be prepared for disasters. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the households | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--|-----------------|---|-----------------------|---|----------------|---|-----------------|---|-----------------------|---|----------------|---|-----------------|---|---------------------|---|----------------|---|-----------------|---|---------------------|---|----------------|---|--------------------------|---|----------------------|---|----------------------------|---|
| 2. Health A resilient community is healthy. | This includes good <u>knowledge</u> of common diseases and basic actions to prevent them, healthy lifestyles and <u>practices</u> , and well as access to and use of <u>health services</u> . | A community whose residents are knowledgeable about common diseases is rather resilient: knowing the symptoms, ways to prevent them (e.g. not having standing water around prevents mosquitoes from breeding, and reduces the risk of dengue fever, Malaria, and other mosquito-borne diseases), and what can be done to get better. Use of health services is also important: getting check-ups or immunisations done reduces the risk of getting sick in the first place. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Begin by reading out the basic statement. • Ask: what does 'being healthy' mean to you? • Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> • What health capacities do you have in this community? • What gaps or challenges exist in this community? • What could you do to address these gaps and improve the health situation? <p>You may probe for:</p> <p><u>Health knowledge</u> What are common diseases? To what extent do people have a good understanding of causes, symptoms, ways to prevent them as well as basic care options? To what extent have people been trained in First Aid? Are people aware of the benefits of immunisations?</p> <p><u>Health practices</u> What actions do people take to reduce the risk of diseases spreading, and of falling sick themselves (consider nutrition, physical exercise, hygiene)? What do people do if they fall sick?</p> <p><u>Access to health services</u> Who do people approach usually if they fall sick or have a health-related concern? Are there trained volunteers/health staff in the community? How far to the nearest health centre/hospital? (Where) are immunisations, birth and ante-/post-natal care services available? How can you get to a hospital in an emergency?</p> <p><u>Use of health services</u> When do people seek formal health services – (in emergencies only, of also to get check-ups/preventative care)?</p> | <p><u>General note</u> Gather ideas on common diseases and issues in advance – for instance by contacting a nearby health centre/health officer.</p> <p>You may get additional relevant probing questions based on that information. It will also give you an idea on causes, symptoms, treatment and prevention of the most common diseases.</p> | <p>Standard indicator HEA</p> <p>2a. We have a good understanding of the most common diseases and what we can do about them.</p> <table border="1" data-bbox="1101 582 1458 667"> <tr><td>Yes, absolutely</td><td>2</td></tr> <tr><td>Yes, with limitations</td><td>1</td></tr> <tr><td>No, not at all</td><td>0</td></tr> </table> <p>2b. We take appropriate actions to reduce the spread of diseases.</p> <table border="1" data-bbox="1101 725 1458 810"> <tr><td>Yes, absolutely</td><td>2</td></tr> <tr><td>Yes, with limitations</td><td>1</td></tr> <tr><td>No, not at all</td><td>0</td></tr> </table> <p>2c. We have good access to reliable general health services.</p> <table border="1" data-bbox="1101 869 1458 954"> <tr><td>Yes, absolutely</td><td>2</td></tr> <tr><td>Yes, to some extent</td><td>1</td></tr> <tr><td>No, not at all</td><td>0</td></tr> </table> <p>2d. Women use professional health services to look after the health of their children (birth, care during and after pregnancies, immunisations).</p> <table border="1" data-bbox="1101 1066 1458 1151"> <tr><td>Yes, absolutely</td><td>2</td></tr> <tr><td>Yes, to some extent</td><td>1</td></tr> <tr><td>No, not at all</td><td>0</td></tr> </table> <p>2e. Households use health services for check-ups and to prevent falling sick.</p> <table border="1" data-bbox="1101 1209 1458 1294"> <tr><td>Yes, all/most households</td><td>2</td></tr> <tr><td>Yes, some households</td><td>1</td></tr> <tr><td>No, none of the households</td><td>0</td></tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | Yes, absolutely | 2 | Yes, to some extent | 1 | No, not at all | 0 | Yes, absolutely | 2 | Yes, to some extent | 1 | No, not at all | 0 | Yes, all/most households | 2 | Yes, some households | 1 | No, none of the households | 0 |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, to some extent | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, to some extent | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the households | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|--|--|--------------------------|---|----------------------|---|----------------|---|---|--|--------------------------|---|----------------------|---|----------------|---|---|--|--------------------------|---|----------------------|---|----------------|---|---|--|--------------------------|---|----------------------|---|----------------|---|-------------------------------------|--|--------------------------|---|----------------------|---|----------------------------|---|
| <h3>3. Water & sanitation</h3> <p>A resilient community can meet its basic water and sanitation needs.</p> | <p>This includes <u>access to safe drinking water</u> (at all times of the year), <u>practices</u> in water treatment, hand-washing and personal hygiene, as well as access to and use of hygienic <u>latrines</u>.</p> | <p>Having access to safe water and good sanitation practices is important for resilience: both during normal times and in the aftermath of a disaster, the risk of people falling sick (e.g. with diarrhoea) is lowered. The resilience radar survey covers access to water and treatment practices, hand-washing practices, and the use of latrines (noting that open defecation endangers the health of the community).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Begin by reading out the basic statement. • Ask: what does 'basic water and sanitation needs' mean to you? • Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> • What capacities do you have in this community with regard to water and sanitation? • What gaps or challenges exist in this community? • What could you do to address these gaps and improve the situation regarding water and sanitation? <p>You may probe for:</p> <p><u>Access to safe drinking water</u> What are the sources of drinking water? Do you think the water is safe? Do you know whether it has been tested? Is water from the main sources available at all times of the year (incl. dry season)? What alternative sources do you use?</p> <p><u>Water treatment practices</u> To what extent do people treat water before drinking it? How is it treated (boiling, chlorination, filter etc)?</p> <p><u>Hand-washing</u> Do you think hand-washing is important? Why? To what extent do people wash their hands with soap and water? Before/after what activities?</p> <p><u>Latrines</u> To what extent do people practice open defecation? To what extent do people have latrines? To what extent are these of a hygienic standard? Who uses the latrines?</p> | <p><u>Urban, general</u> Consider effluents from toilets: does it go to sealed pipes or open canals? (may also be an issue in some rural areas)</p> <p><u>Rural, general</u> To what extent is the village free of animal dung and generally tidy?</p> | <p>Standard indicator WASH</p> <table border="1"> <tr> <td colspan="2">3a. We have access to safe water sources (tap, bottle water, closed well, rainwater).</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">3b. We have enough water per consumption and personal hygiene throughout the year.</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">3c. We treat any water from unsafe sources before drinking it.</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">3d. We routinely wash our hands with water and soap.</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">3e. We use latrines/toilets.</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, none of the households</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 3a. We have access to safe water sources (tap, bottle water, closed well, rainwater). | | Yes, all/most households | 2 | Yes, some households | 1 | No, not at all | 0 | 3b. We have enough water per consumption and personal hygiene throughout the year. | | Yes, all/most households | 2 | Yes, some households | 1 | No, not at all | 0 | 3c. We treat any water from unsafe sources before drinking it. | | Yes, all/most households | 2 | Yes, some households | 1 | No, not at all | 0 | 3d. We routinely wash our hands with water and soap. | | Yes, all/most households | 2 | Yes, some households | 1 | No, not at all | 0 | 3e. We use latrines/toilets. | | Yes, all/most households | 2 | Yes, some households | 1 | No, none of the households | 0 |
| 3a. We have access to safe water sources (tap, bottle water, closed well, rainwater). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3b. We have enough water per consumption and personal hygiene throughout the year. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3c. We treat any water from unsafe sources before drinking it. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3d. We routinely wash our hands with water and soap. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3e. We use latrines/toilets. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the households | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|---|--|--|---------------------|---|----------------------|---|----------------------------|---|---|--|-------------------------------|---|---|---|----------------|---|--|--|-----------------|---|---------------------|---|----------------|---|---|--|-----------------------------|---|-------------------------|---|------------------------|---|---|--|-----------------|---|---------------------|---|----------------|---|
| <p>4. Shelter</p> <p>A resilient community Can meet its basic shelter needs.</p> | <p>This includes a) safe construction and placing of houses, as well as b) the provision of sufficient and adequate shelter for all community members.</p> | <p>Communities with safe shelters tend to be rather resilient – for instance, cross-bracing and storm straps make houses safer against storms and earthquakes (remember the sentence: earthquakes don't kill, buildings do). This may include well-enforced building codes and training standards for builders.</p> <p>Furthermore, this dimension is about the provision of adequate houses for all (consider the existence of squatters with minimal space and safety).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Begin by reading out the basic statement. • Ask: what does 'meeting basic shelter needs' mean to you? • Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> • What shelter capacities do you have in this community? • What gaps or challenges exist in this community? • What could you do to address these gaps and improve conditions related to shelter? <p>You may probe for:</p> <p><u>Safe shelter awareness</u> To what extent do people know of safe shelter principles, to what extent are houses built with these principles in mind? To what extent are builders trained on such principles?</p> <p><u>Regulation</u> To what extent is construction regulated by codes or standards? To what extent are these codes adhered to – why or why not?</p> <p><u>Adequate housing</u> To what extent do community members have (locally adequate) shelters?</p> <p><u>Shelter support</u> To what extent are there programs to support vulnerable households with shelter (e.g. social housing)?</p> | <p><u>Urban, general</u> Consider escape routes, emergency exits, open spaces for evacuation, building codes. Consider access to fire-fighting and emergency services.</p> <p><u>Weather extremes</u> Consider protection from heat and extreme cold.</p> | <p>Standard indicator STR</p> <table border="1" data-bbox="1102 499 1453 636"> <tr> <td colspan="2">4a. Our homes have been built with safety concerns in mind.</td> </tr> <tr> <td>Yes, all households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, none of the households</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1102 642 1453 808"> <tr> <td colspan="2">4b. Building regulations exist and are enforced in our community</td> </tr> <tr> <td>Yes, regulations are enforced</td> <td>2</td> </tr> <tr> <td>Regulations exist but are not enforced.</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1102 815 1453 952"> <tr> <td colspan="2">4c. Planning mechanisms are in place for the location of houses and access.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, to some extent</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1102 958 1453 1095"> <tr> <td colspan="2">4d. People in the community have adequate homes with enough space.</td> </tr> <tr> <td>Yes, all/most of the houses</td> <td>2</td> </tr> <tr> <td>Yes, some of the houses</td> <td>1</td> </tr> <tr> <td>No, none of the houses</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1102 1102 1453 1267"> <tr> <td colspan="2">4e. My community has systems in place to support vulnerable households with housing support.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, to some extent</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 4a. Our homes have been built with safety concerns in mind. | | Yes, all households | 2 | Yes, some households | 1 | No, none of the households | 0 | 4b. Building regulations exist and are enforced in our community | | Yes, regulations are enforced | 2 | Regulations exist but are not enforced. | 1 | No, not at all | 0 | 4c. Planning mechanisms are in place for the location of houses and access. | | Yes, absolutely | 2 | Yes, to some extent | 1 | No, not at all | 0 | 4d. People in the community have adequate homes with enough space. | | Yes, all/most of the houses | 2 | Yes, some of the houses | 1 | No, none of the houses | 0 | 4e. My community has systems in place to support vulnerable households with housing support. | | Yes, absolutely | 2 | Yes, to some extent | 1 | No, not at all | 0 |
| 4a. Our homes have been built with safety concerns in mind. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the households | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4b. Building regulations exist and are enforced in our community | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, regulations are enforced | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regulations exist but are not enforced. | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4c. Planning mechanisms are in place for the location of houses and access. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, to some extent | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4d. People in the community have adequate homes with enough space. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most of the houses | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some of the houses | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the houses | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4e. My community has systems in place to support vulnerable households with housing support. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, to some extent | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|--|--|---------------------------|---|----------------------|---|----------------|---|---|--|---------------------------|---|----------------------|---|----------------|---|---|--|-----------------|---|---------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|
| <p>5. Food & nutrition</p> <p>A resilient community can meet its basic food needs.</p> | <p>This includes <u>availability</u>, <u>access</u> to and <u>utilisation</u> of food throughout the seasons, as well as healthy and <u>nutritious diets</u> for all.</p> | <p>Having enough to eat is essential for human health – and so it the type of food that is being eaten. A key question to ask is does the community have sufficient food throughout all seasons of the year and a variety of nutritious food in their daily meals. People with enough nutritious food at all times tend to have stronger immune systems; amongst children and pregnant women, nutrition is a particularly important aspect for cognitive development and lifelong health.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Begin by reading out the basic statement. Ask: what does 'meets basic food needs' mean to you? Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> What capacities do you have in this community regarding food and nutrition security? What gaps or challenges exist in this community? What could you do to address these gaps and improve the situation regarding food and nutrition security? <p>You may probe for:</p> <p>To what extent do people have enough to eat? When are there shortages in food? What do you do to compensate (e.g. we all eat less, some eat less (who?), eat different/cheaper food, buy food if we don't produce enough ourselves)?</p> <p><u>Food availability</u></p> <p>To what extent is food produced locally? To what extent is food bought? Can food be bought here at all times? To what extent do people store food for times of crisis/lean times?</p> <p><u>Food access</u></p> <p>Consider affordability of food and price fluctuations: To what extent can people afford to buy food?</p> <p><u>Nutrition</u></p> <p>What makes a healthy diet? To what extent are people aware of nutrition requirements? To what extent do people prepare/eat healthy/diverse food?</p> | <p><u>Urban, general</u></p> <p>Consider affordability of food items and price fluctuations</p> <p><u>Rural, general</u></p> <p>Consider local production of food from various food groups (e.g. range of crops, vegetables, fish, meat production, milk/milk products).</p> | <p>Standard indicator FNS</p> <table border="1" data-bbox="1098 488 1453 622"> <tr> <td colspan="2">5a. We have enough to eat at all times of the year.</td> </tr> <tr> <td>Yes, all/ most households</td> <td>4</td> </tr> <tr> <td>Yes, some households</td> <td>2</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 629 1453 763"> <tr> <td colspan="2">5b. We store food reserves for times of crisis or are able to purchase food.</td> </tr> <tr> <td>Yes, all/ most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 770 1453 904"> <tr> <td colspan="2">5c. We understand what a healthy diet is, and why it is important.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, to some extent</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 911 1453 1023"> <tr> <td colspan="2">5d. We eat healthy and nutritious diets.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 5a. We have enough to eat at all times of the year. | | Yes, all/ most households | 4 | Yes, some households | 2 | No, not at all | 0 | 5b. We store food reserves for times of crisis or are able to purchase food. | | Yes, all/ most households | 2 | Yes, some households | 1 | No, not at all | 0 | 5c. We understand what a healthy diet is, and why it is important. | | Yes, absolutely | 2 | Yes, to some extent | 1 | No, not at all | 0 | 5d. We eat healthy and nutritious diets. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 |
| 5a. We have enough to eat at all times of the year. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/ most households | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5b. We store food reserves for times of crisis or are able to purchase food. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/ most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5c. We understand what a healthy diet is, and why it is important. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, to some extent | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5d. We eat healthy and nutritious diets. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|---------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|
| <p>6. Social cohesion</p> <p>A resilient community is socially cohesive.</p> | <p>This includes <u>sense of community</u>, <u>trust</u>, <u>mutual support and collective action</u>, <u>community organisation and groups</u>, as well as <u>safety and peace/conflict management</u>.</p> | <p>One of the critical aspects that makes communities resilient is the way its members interact and support each other. The social dynamics of trust, organisation and of working together in solving common problems are key.</p> <p>Imagine the aftermath of a devastating cyclone: a community whose members organise each other and mutually support the recovery is more resilient than one where everybody works on his/her own, or one where people steal material from each other.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Begin by reading out the basic statement. Ask: what does 'socially cohesive' mean to you? Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> What capacities do you have in this community with regard to social cohesion? What gaps or challenges exist in this community? What could you do to address these gaps and improve social cohesion? <p>You may probe for:</p> <p><u>Sense of community</u> To what extent do people feel attached to the community and committed to its well-being? Have people lived here all their lives or is there lots of in/out migration? To what extent are new residents integrated? To what extent do people have friends in the community and know their neighbours?</p> <p><u>Trust and shared norms</u> To what extent do people trust each other? To what extent do people share beliefs and attitudes?</p> <p><u>Mutual support and collective action</u> To what extent do people help each other out (e.g. if one household has a crisis or special need)? To what extent do people look after each other? To what extent do people get together to advance the common good of the community (e.g. taking direct action to improve specific aspects, or initiating petitions to leaders or the government)?</p> <p><u>Community organisation and groups</u> How well is the community formally organised (leaders, village elders, councils, committees)? What other groups are there in the community, and how effective are they (consider religious groups, funeral associations, sports clubs, parent-teacher associations, farmers groups, business associations, advocacy groups, political parties)?</p> <p><u>Safety and conflicts</u> To what extent do people feel safe in this community? What crimes are common, what is done to stop them? To what extent are there any conflicts within the community? What are they about? How are conflicts being dealt with? Is there a conflict resolution mechanism in place?</p> | <p><u>Urban, general</u> Some urban communities tend to be rather transient – consider how new residents are integrated into the community – are they invited, engaged, do they know their neighbours?</p> <p><u>Areas with ongoing or recent conflict</u> Consider how different groups or former conflict parties are dealing with each other. Do they work together or against each other? What is being done to reduce and manage tensions? How are past conflicts being dealt with/managed?</p> <p>Note: Be extremely careful in facilitating the resilience star exercise in areas of past or ongoing conflict. There is a risk of re-igniting conflict or aggravating tensions. Only very experienced facilitators that are aware of the conflict background and sensitivities should lead the exercise in such a context.</p> | <p>Standard indicator SCO</p> <table border="1" data-bbox="1098 517 1453 656"> <tr> <td colspan="2">6a. We have a strong sense of belonging to this community.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 663 1453 775"> <tr> <td colspan="2">6b. People mostly trust each other.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 781 1453 943"> <tr> <td colspan="2">6c. We work together to solve common challenges and to improve the conditions.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, to some extent</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 949 1453 1088"> <tr> <td colspan="2">6d. We are well organised and have effective groups/organisations.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 1095 1453 1234"> <tr> <td colspan="2">6e. We feel safe and manage emerging conflicts well.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 6a. We have a strong sense of belonging to this community. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 6b. People mostly trust each other. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 6c. We work together to solve common challenges and to improve the conditions. | | Yes, absolutely | 2 | Yes, to some extent | 1 | No, not at all | 0 | 6d. We are well organised and have effective groups/organisations. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 6e. We feel safe and manage emerging conflicts well. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 |
| 6a. We have a strong sense of belonging to this community. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6b. People mostly trust each other. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6c. We work together to solve common challenges and to improve the conditions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, to some extent | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6d. We are well organised and have effective groups/organisations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6e. We feel safe and manage emerging conflicts well. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|-----------------------|---|----------------|---|
| <p>7. Inclusion</p> <p>A resilient community is inclusive.</p> | <p>This refers to decision-making and management of community affairs that is inclusive of all <u>genders</u>, <u>persons with disabilities</u>, and any ethnic, religious, or political <u>sub-groups in the community</u>.</p> | <p>Communities are stronger and more resilient if all of its members take part in public life and decision-making. For instance, if only men were to decide on items that should be stocked in evacuation shelters, they may not think of specific needs of women (or young children). Similarly, persons with disabilities can express their specific needs and capacities if included in decision-making.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Begin by reading out the basic statement. Ask: what does 'inclusive' mean to you? Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> What capacities do you have in this community with regard to inclusion? What gaps or challenges exist in this community? What could you do to address these gaps and make the community more inclusive? <p>You may probe for:</p> <p><u>Roles of women and men</u> Who mainly makes decisions for the community or in main groups – men or women? You can break this down: who takes parts in meetings, who speaks during meetings, who influences decisions, who makes decisions? Who represents the community to the government and external agencies?</p> <p><u>Roles of persons with disabilities</u> To what extent can persons with disabilities access services and infrastructure, compared to persons without disabilities? To what extent are persons with disabilities included in decision-making? To what extent are they seen as valued contributors?</p> <p><u>Roles of sub-groups</u> What sub-groups (based on religion, ethnicity, culture, caste) exist in this community? To what extent are they included in deliberations and decision-making? Are any groups excluded?</p> | <p><u>Multi-ethnic/religious communities</u> Consider how the various sub-groups are represented: are they fully integrated (i.e. the attachment to a specific sub-group does not matter), is there some form of sub-group representation (i.e. a religious group deliberates amongst its members and then represents the group at overarching for a at the community level)?</p> <p>Are any of the sub-groups under-represented in community fora? If so, are they prevented from so doing, or are there other factors?</p> | <p>Standard indicator INC</p> <table border="1"> <tr> <td colspan="2">7a. The specific concerns of women and men are heard and addressed in community decisions.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">7b. Women and men contribute more or less equally to decision-making at the community.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">7c. Persons with disabilities contribute to community decisions and are able to raise their specific concerns.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">7d. Any resident can contribute to community affairs, irrespective of their religious, cultural, political or ethnic affiliation.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">7e. The interests of all community members are taken into account in community decision-making.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 7a. The specific concerns of women and men are heard and addressed in community decisions. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 7b. Women and men contribute more or less equally to decision-making at the community. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 7c. Persons with disabilities contribute to community decisions and are able to raise their specific concerns. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 7d. Any resident can contribute to community affairs, irrespective of their religious, cultural, political or ethnic affiliation. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 7e. The interests of all community members are taken into account in community decision-making. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 |
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| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7b. Women and men contribute more or less equally to decision-making at the community. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7c. Persons with disabilities contribute to community decisions and are able to raise their specific concerns. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|--|-----------------|---|-----------------------|---|----------------|---|--|--|--------------------------|---|----------------------|---|----------------------------|---|---|--|--------------------------|---|----------------------|---|----------------------------|---|--|--|-----------------------------|---|-------------------------|---|------------------------|---|---|--|--------------------------|---|----------------------|---|----------------------------|---|
| <p>8. Economic opportunities</p> <p>A resilient community has diverse economic opportunities.</p> | <p>This includes diversity of livelihood sources, limited sensitivity to weather extremes, economic resilience measures (savings, access to credit, insurance), market access, and favourable value chains, as well as low debt-to-income and dependency ratios.</p> | <p>Resilient communities consist of households that have resilient livelihoods. Diversity is a case in point: imagine a household that only has fishing as the sole source of income. If the fishing boat sinks or the fisherman falls sick, there are no other resources that household can rely on. This becomes worse if the household has no savings, insurance, access to credit (to buy a new boat). More resilient households have several sources of income, and/or resilience measures in place.</p> <p>Households that are highly dependent on natural resources (e.g. farming, livestock production) are also at greater risk from extreme weather events (storms, floods, heatwaves, drought) than households with some income from other sources, such as wages, pensions, labour, and business income.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Begin by reading out the basic statement. Ask: what do 'diverse economic opportunities' mean to you? Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> What economic capacities do you have in this community? What gaps or challenges exist in this community? What could you do to address these gaps and strengthen diverse economic opportunities'? <p>You may probe for:</p> <p><u>Livelihood diversity</u></p> <ul style="list-style-type: none"> What are the major sources of income/ livelihood in this community? To what extent can people meet basic needs with their income? To what extent are there regular up/downturns over the year? <p><u>Sensitivity to shocks and stressors</u></p> <ul style="list-style-type: none"> To what extent are these main sources exposed to external stressors or shocks, such as price volatility, weather extremes? How do you cope with such effects? To what extent is support available? <p><u>Resilience measures</u></p> <ul style="list-style-type: none"> To what extent do people have insurance for assets, crops, health? To what extent do people keep financial buffers/savings for times of hardship? To what extent are there savings groups or calamity funds? To what extent is it possible to get credit for people in this community? To what extent do households receive remittances from relatives in other places? To what extent are there associations or groups for mutual support and risk-sharing (e.g. rice farmers collective)? | <p><u>Urban, general</u></p> <p>Consider job security (casual vs contract/permanent labour), labour rights and safe working conditions</p> <p><u>Rural, general</u></p> <p>Consider sensitivity to extreme weather events (to what extent are households prepared for them</p> | <p>Standard indicator LIV</p> <table border="1"> <tr> <td colspan="2">8a. We have a diverse range of income opportunities.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">8b. Households have multiple income sources to rely on.</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, none of the households</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">8c. Households can meet basic needs with their income.</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, none of the households</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">8d. We have livelihoods that are not easily affected by common external shocks and stressors (e.g. extreme weather events, market downturns).</td> </tr> <tr> <td>Yes, all/most of the houses</td> <td>2</td> </tr> <tr> <td>Yes, some of the houses</td> <td>1</td> </tr> <tr> <td>No, none of the houses</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">8e. Households have resilience measures in place for times of crisis (insurance, savings, access to credit).</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, none of the households</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 8a. We have a diverse range of income opportunities. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 8b. Households have multiple income sources to rely on. | | Yes, all/most households | 2 | Yes, some households | 1 | No, none of the households | 0 | 8c. Households can meet basic needs with their income. | | Yes, all/most households | 2 | Yes, some households | 1 | No, none of the households | 0 | 8d. We have livelihoods that are not easily affected by common external shocks and stressors (e.g. extreme weather events, market downturns). | | Yes, all/most of the houses | 2 | Yes, some of the houses | 1 | No, none of the houses | 0 | 8e. Households have resilience measures in place for times of crisis (insurance, savings, access to credit). | | Yes, all/most households | 2 | Yes, some households | 1 | No, none of the households | 0 |
| 8a. We have a diverse range of income opportunities. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8b. Households have multiple income sources to rely on. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the households | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8c. Households can meet basic needs with their income. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the households | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Yes, all/most of the houses | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some of the houses | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the houses | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8e. Households have resilience measures in place for times of crisis (insurance, savings, access to credit). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the households | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|---|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|-----------------------|---|----------------|---|
| <p>9. Infrastructure and services</p> <p>A resilient community has well-maintained infrastructure and services.</p> | <p>This includes reliable and robust infrastructure (roads, utilities, public buildings) as well as accessible basic services (education, health, public administration).</p> | <p>Resilient communities need good basic services that are accessible to all community members. For instance, if there was only one school in town that charged high school fees, many poorer families would not be able to send their children to school – those kids would not only be deprived of an education, but also of general prospects for life.</p> <p>Furthermore, infrastructure should be reliable: if something is broken, it should be fixed. A village with only one access road is less resilient if the road is broken or unusable during the wet season.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Begin by reading out the basic statement. • Ask: what do ‘well-maintained infrastructure and services’ mean to you? • Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> • What capacities do you have in this community with regard to infrastructure and services? • What gaps or challenges exist in this community? • What could you do to address these gaps and improve infrastructure and services? <p>You may probe for:</p> <p><u>Services</u></p> <p>To what extent is <u>education</u> available (primary/secondary schools)? How is the quality of education? To what extent are kids enrolled? Are there any barriers to kids’ education (consider costs)? To what extent is higher education (university, college) and vocational training available?</p> <p>[Note that <u>health services were already covered under dimension 3</u>]</p> <p>Consider childcare services, services for persons with disabilities, aged care, social support services.</p> <p>To what extent are general <u>administrative and legal</u> services available (e.g. getting ID cards, official documents such as land titles). Consider also <u>emergency services</u> (police, fire service, ambulance) and access to courts.</p> <p><u>Infrastructure</u></p> <p>To what extent are there good roads, bridges, public spaces/community venues, public buildings? To what extent are these properly maintained and in safe condition?</p> <p><u>Utilities</u></p> <p>To what extent are common utilities available in your community (this may include water supply and sewage, electricity grid, landline phone networks/internet, mobile phone coverage)? How reliable is this provision? What share of the households is connected?</p> | <p>The aspects covered under this dimension may vary greatly depending on the local background (e.g. between high/middle/high-income countries).</p> <p>Make sure that you cover aspects that are most relevant to the local context.</p> | <p>Standard indicator IFS</p> <table border="1"> <tr> <td colspan="2">9a. There is good education available for children in our community.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">9b. We have good access to administrative services (e.g. getting formal documents).</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">9c. We have access to family and childcare services.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">9d. We have good infrastructure that is well-maintained.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">9e. We have good and reliable access to main utilities (<i>define for context</i>).</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 9a. There is good education available for children in our community. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 9b. We have good access to administrative services (e.g. getting formal documents). | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 9c. We have access to family and childcare services. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 9d. We have good infrastructure that is well-maintained. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 9e. We have good and reliable access to main utilities (<i>define for context</i>). | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 |
| 9a. There is good education available for children in our community. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9b. We have good access to administrative services (e.g. getting formal documents). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9c. We have access to family and childcare services. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9d. We have good infrastructure that is well-maintained. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9e. We have good and reliable access to main utilities (<i>define for context</i>). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|-----------------------|---|----------------|---|
| <p>10. Natural resource management</p> <p>A resilient community sustainably manages its natural resources.</p> | <p>This includes good management of fields, forests, fish, other marine life, and groundwater in such a manner that resources are sustained for future generations.</p> | <p>Managing natural resources well is an aspect that is easily overlooked. The resulting local degradation can exacerbate risks and make life more difficult in future. Examples of bad practices are dynamite fishing (which bring good yield immediately but kill fish stock for others and future users), excessive sand digging in rivers (which increase riverbank erosion and flood risk), or excessive use of pesticides and fertilisers (which pollute groundwater and may make produce from fields unhealthy for consumption). To manage natural resources sustainably and protect them for everyone, resilient communities put systems in place – for instance, they have committees that make and enforce regulations).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Begin by reading out the basic statement. • Ask: what does 'sustainable natural resource management' mean to you? • Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> • What natural resource management capacities do you have in this community? • What gaps or challenges exist in this community? • What could you do to address these gaps and improve natural resource management? <p>You may probe for:</p> <p>To what extent are systems in place that regulate the use of natural resources in the community? To what extent are these systems effective? Consider:</p> <ul style="list-style-type: none"> • groundwater extraction and general management of water for irrigation, • use of pesticides and fertilisers, • fishing quotas and practices, • land use and protection of slopes and riverbanks • use of timber and other forest products <p>To what extent is there an effective waste management system?</p> <p>To what extent is the current use of natural resources sustainable?</p> <p>To what extent are people aware of <u>climate change</u> and the manifestations it has/may have on this community? To what extent are these concerns addressed by the community?</p> | <p><u>Urban, general</u> Focus on waste management, consider air quality</p> <p><u>Rural, general</u> Focus on irrigation/water management, pollution from agriculture, forest management, land use</p> <p><u>Coastal areas</u> Consider land use along coastlines and river banks</p> <p><u>Mountainous areas</u> Consider land use along slopes</p> | <p>Standard indicator NRM</p> <table border="1" data-bbox="1098 551 1453 712"> <tr> <td colspan="2">10a. There is a system in place to ensure sustainable use and preservation of natural resources.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 719 1453 857"> <tr> <td colspan="2">10b. Regulations on natural resources are mostly complied with or enforced.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 864 1453 1025"> <tr> <td colspan="2">10c. With current usage patterns, natural resources will be preserved for future generations.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 1032 1453 1193"> <tr> <td colspan="2">10d. We have a good understanding of climate change and what it may mean for our community</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1" data-bbox="1098 1200 1453 1361"> <tr> <td colspan="2">10e. We address climate change concerns in our planning and use of natural resources.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 10a. There is a system in place to ensure sustainable use and preservation of natural resources. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 10b. Regulations on natural resources are mostly complied with or enforced. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 10c. With current usage patterns, natural resources will be preserved for future generations. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 10d. We have a good understanding of climate change and what it may mean for our community | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 10e. We address climate change concerns in our planning and use of natural resources. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 |
| 10a. There is a system in place to ensure sustainable use and preservation of natural resources. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10b. Regulations on natural resources are mostly complied with or enforced. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10c. With current usage patterns, natural resources will be preserved for future generations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10d. We have a good understanding of climate change and what it may mean for our community | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10e. We address climate change concerns in our planning and use of natural resources. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Dimension (with basic statement) | Description | How this dimension contributes to resilience | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|---|--|-----------------|---|-----------------------|---|----------------|---|--|--|-----------------|---|-----------------------|---|----------------|---|--|--|--------------------------|---|----------------------|---|----------------------------|---|
| <p>11.</p> <p>Connectedness</p> <p>A resilient community is connected.</p> | <p>This includes strong and supportive relationships with district government agencies and other external organisations, as well as access to information.</p> | <p>Connectedness is very important both during normal times and in times of crisis: after all, a community cannot master every task on its own. For instance, ongoing good relations with a township or district-level agency may mean that better targeted support to a community can be given – especially if community members have expressed and advocated for their needs. One aspect of connectedness is access to information: the more connected a community is (e.g. radio, TV, phone coverage, internet), the better it is informed (e.g. market prices, government programmes, long-term weather forecasts) and can make decisions accordingly.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. How to start the discussion | B. General questions you may ask | C. Specific questions for certain contexts | D. How to rate: indicator suggestion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Begin by reading out the basic statement. • Ask: what does 'connectedness' mean to you? • Give feedback and if needed some examples to ensure joint understanding. | <ul style="list-style-type: none"> • What capacities do you have in this community with regard to connectedness? • What gaps or challenges exist in this community? • What could you do to address these gaps and improve connectedness? <p>You may probe for:</p> <p><u>Working with the government</u> How strong is the collaboration between the community and higher-level government agencies? To what extent do people raise concerns and advocate for government action/support? How responsive is the government to such concerns? To what extent are people in the community aware of major planning instruments and funding streams of the government? To what extent do government agencies consult the community as part of their planning? To what extent does the government give support to the community in/after times of crisis?</p> <p><u>Collaborating with other external organisations</u> To what extent does the community work with other organisations (e.g. trade associations, business groups, religious organisations, non-government organisations)? To what extent do these organisations provide support to the community – in normal times and times of crisis?</p> <p><u>Access to information</u> To what extent do people in this community have access to TV, radio, newspapers, internet? To what extent do people keep themselves informed about current affairs, especially about initiatives that are relevant to this community?</p> | | <p>Standard indicator CON</p> <table border="1"> <tr> <td colspan="2">11a. Our community has strong relations to government agencies.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">11b. We approach the government to advocate of the needs of our community.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">11c. Government agencies usually take our concerns into account as part of their planning.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">11d. Our community is well-connected to other external organisations.</td> </tr> <tr> <td>Yes, absolutely</td> <td>2</td> </tr> <tr> <td>Yes, with limitations</td> <td>1</td> </tr> <tr> <td>No, not at all</td> <td>0</td> </tr> </table> <table border="1"> <tr> <td colspan="2">11e. We have good access to information and keep ourselves informed about current affairs that are relevant to our community.</td> </tr> <tr> <td>Yes, all/most households</td> <td>2</td> </tr> <tr> <td>Yes, some households</td> <td>1</td> </tr> <tr> <td>No, none of the households</td> <td>0</td> </tr> </table> <p>Scoring: add up the points for each item (minimum: 0, maximum: 10)</p> <p>Note: You can build different indicators – however, ensure a) that it is well defined and documented, and b) that the same min/max score is maintained (from 0 to 10 points).</p> | 11a. Our community has strong relations to government agencies. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 11b. We approach the government to advocate of the needs of our community. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 11c. Government agencies usually take our concerns into account as part of their planning. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 11d. Our community is well-connected to other external organisations. | | Yes, absolutely | 2 | Yes, with limitations | 1 | No, not at all | 0 | 11e. We have good access to information and keep ourselves informed about current affairs that are relevant to our community. | | Yes, all/most households | 2 | Yes, some households | 1 | No, none of the households | 0 |
| 11a. Our community has strong relations to government agencies. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11b. We approach the government to advocate of the needs of our community. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11c. Government agencies usually take our concerns into account as part of their planning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11d. Our community is well-connected to other external organisations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, absolutely | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, with limitations | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, not at all | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11e. We have good access to information and keep ourselves informed about current affairs that are relevant to our community. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, all/most households | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes, some households | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No, none of the households | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |