

Assessing people's resilience

A gender sensitive toolkit for practitioners to
measure and compare women's and men's
resilience to disaster risks at local levels

VIRGINIE LE MASSON
AND EMMA LOVELL



act:onaid



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Acronyms

ANC	Antenatal Care
CSO	Civil Society Organisation
EWS	Early Warning System
FGD	Focus Group Discussion
GBV	Gender Based Violence
HRBA	Human Rights-Based Approach
LRP	Local Rights Programmes
PNC	Postnatal Care
SHG	Self Help Group
WRI	Women's Resilience Index

Glossary of Key Definitions

From UNISDR (2009) UNISDR Terminology on Disaster Risk Reduction. UNISDR: Geneva.

Disaster

A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

Early Warning System

The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organisations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss.

Hazard

A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage. Hazards can be both slow-onset (e.g. droughts) or rapid-onset events (e.g. earthquakes).

Recovery

The restoration, and improvement where appropriate, of facilities, livelihoods and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors.

Resilience

The ability of a system, community or society exposed to hazards to resist, absorb, accommodate and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

Vulnerability

The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

Why this Toolkit?

This toolkit aims to support ActionAid Country Programmes and Local Rights Programmes (LRPs) to **score women's and men's resilience** at the local level. It helps ActionAid Country Programmes and LRPs to identify any differences that exist between the two sexes in terms of resilience to disaster risks. They can then use this information to identify areas that need to be strengthened, and can advocate for positive change to build women's and community resilience at the local level.

This toolkit builds upon the South Asia Women's Resilience Index (WRI) which examines the role of women in preparing for and recovering from disasters in countries across South Asia. It also builds upon ActionAid's Human Rights-Based Approach (HRBA) and ActionAid's Resilience Framework.

Toolkit

Objective:

To compare women's and men's resilience to disaster risks (related to both slow and rapid onset events)

How:

By producing a report that includes:

- 1 score to measure **women's** resilience
- 1 score to measure **men's** resilience

+

Case studies

Methods:

A survey at household level to collect data against 37 indicators under 4 categories:

-  Economic
-  Infrastructure
-  Social
-  Institutional

Focus group discussions with different gender groups

Interviews with key informants

Next steps:

For local partners to identify inequalities that exist between women's and men's resilience, and to help them identify ways to improve their resilience.

Use the score to advocate for increased attention and investment in gender-sensitive disaster risk reduction

STEP 1: Understand the Framework

This toolkit is aimed at scoring the gender sensitive resilience of local communities. It uses four categories (see below) with a set of 36 indicators to assess different aspects of people's resilience at the community level, in the context of South Asia.* Practitioners must collect **responses from an equal number of women and men** for each indicator. This will result in two resilience scores: one for women and one for men, which can then be compared to demonstrate any inequalities that exist.



Economic

Access and control of economic resources makes it easier for people to prepare for and respond to disasters. This category considers the overall economic strength of households, the availability of personal finance and opportunities to access financial instruments. Key indicators in this category also measure people's access to, and control over, natural resources and livestock to support their livelihood options, as well as their engagement in small and medium-sized business enterprises.



Infrastructure

Reliable infrastructure ensures communities can reduce the initial effects of a disaster, minimise structural damage and allow for evacuation. Thereafter, good infrastructure enables faster recovery. Key indicators in this category measure the extensiveness and reliability of infrastructure for people to access basic services (i.e. safe locations, housing, clean water and sanitation, transport, power and communications technology); and whether there is a functioning early warning system (EWS).



Social

Human resources (e.g. people's health status and educational attainment) and social resources (e.g. being able to rely on support from household members or neighbours and belonging to community or religious groups) are critical to the resilience of people in terms of being able to prepare for, cope with and respond to disasters. Key indicators in this category also assess how people's resilience is influenced by migration patterns, the prevalence of gender based violence and the level of personal disaster preparedness.



Institutional

This category examines the extent to which people are participating in and leading decision-making processes and whether their perspectives are accounted for by public institutions. Key indicators in this category also measure how effective the government is in the implementation of disaster management plans and activities and whether people trust local government and the media to reflect and respond to their needs.

* The toolkit is based on the South Asia Women's Resilience Index developed in 2014 by ActionAid in partnership with The Economist Intelligence Unit.

STEP 2: Preparing the Data Collection

Research should be designed, reviewed and undertaken to ensure integrity, quality and transparency. It is essential that the person(s) carrying out the interviews and questionnaires do so in-line with ActionAid's best practices and ethical guidelines for participatory research. Participation must be voluntary, and data collectors' must ensure respondents' anonymity and confidentiality.

✓ Select the area(s) of study



✓ Select a gender balanced team of data collectors:

- Make sure there is an equal number of men and women to conduct the survey (female data collectors will interview women, and male data collectors will interview men in the study area in order to make respondents feel more comfortable and to avoid any power imbalances that may exist).
- Select people who can speak the local language of the targeted communities.

✓ Decide on the timeframe you will need to complete the study, for example:



100 surveys



4 interviews



4FGDs



4 to 5 data collectors



Between 3 and 4 surveys/
per researcher/
per day



Approximately
2 weeks
to collect data

✓ Translate the questionnaires and interviews into the relevant language(s)

Conduct pre-fieldwork training covering key principles:

- Dedicate a full day before you start any research, in order to ensure that all data collectors are informed about the purpose of the survey, what methods/tools are being used to carry out the research and that the team have the same understanding about the definitions of terms used.
- Go through the tools, the list of indicators and related questions to make sure that the team understands what kind of information they need to collect, and how to score the information they are provided with.
- Agree on a timeframe and individual responsibilities for the data collectors using Tool #1.

✓ Conduct the survey using tools #2, #3 and #4

Tool #1: Timeline and Responsibilities

TARGET	TOOLS	LOCATION	INFORMANTS NAME and contact number if any	DATE When is the activity planned?	LOCATION Village Name/ Sub-district	INTERVIEWER + NOTE TAKER Who is responsible for organising and doing the activity?
Survey with 100 Respondents	Tool #2 Survey	Site 1				
		Site 2				
4 Interviews with key informants	Tool #3 Interview Guide for interviews with key informants					
	<i>Example:</i>	<i>Elected member of the Union Parishad</i>	<i>Mr. A. Khan 01821 XX XX XXXX</i>	<i>2/06/15 Morning</i>	<i>Patuakhali</i>	<i>Mahfuza Akter</i>
4 Focus Group Discussions	Tool #4 Focus Group Discussion Guide		Group of women			

STEP 3: Collecting Data

1. Survey

The survey will enable ActionAid to score women's and men's resilience within a village. It will involve a questionnaire which will be filled out at the household level in order to collect information about 36 indicators that have been defined in collaboration with ActionAid country programmes in Bangladesh and Pakistan.

Please refer to Tool #2 - Survey - which will be used to complete the survey. Each data collector should use one copy of this template per respondent.

Make sure an equal number of women and men are selected for the interviews.

Data collectors should have gone through the survey at least once with the rest of the team during the one day training workshop in order to ensure that they are familiar with the terms, questions, format and how to score the results.

When going through the survey, data collectors should circle respondent's answers or write down numbers depending on the question format and make sure that all questions have been asked. Data collectors should also note down any key observations that they have when going through the survey.

Once the 100 surveys have been completed, data collectors should compile the copies and take them back to the office for data entry using the Excel spreadsheet (see Step 4).

Do you have access to electricity?	Yes = 1 No = 0
How many sources of energy do you have?	Write number down for the number of sources mentioned 3



Things to consider when undertaking the survey:

Identifying who in the household should be interviewed:

Different people in the household will have access to different types of information, have different perspectives and will therefore respond differently to the same question. Respondents should be minimum 18 years old. This can be achieved by using the following criteria, among others when selecting participants:

- Women and men who are the most vulnerable to disasters
- Participants from different age groups
- Participants from different livelihood groups
- Participants from different ethnic and religious groups

Selecting who will be doing the data collection:

In some contexts respondents may be more comfortable with same sex interviewers. It is suggested that an equal number of women and men in the team interview the same sex respondents. This approach enables data collectors to respect the position of the head of the household (often a man) whilst at the same time being able to engage with other household members who may be more marginalised, such as women.

Maintaining privacy of responses:

It is particularly important to take into account existing power structures and violence, which may be sensitive issues within the household. Make sure the interview takes place in a quiet and private space and do not hesitate to move somewhere else if people start to gather around the respondent.

Adapting question style and format:

During the data collection process adjust the style and format to respondents' level of education so that the questionnaire is accessible and can be understood by all respondents.

Quality control of data:

It is important to ensure quality data is collected throughout the process. This can be achieved by:

- Using easy and simple language to minimize possible confusion with the questions.
- Field testing the questionnaire - This will help to make appropriate changes prior to capturing data from communities.
- Following the quality control procedures during and after data collection to ensure all details are carefully documented in the procedures manual.

Tool#2: Survey

Introduction

My name is:

I work for:

[insert local partner]

An organisation based in:

[insert location]

We are conducting a study on the way people experience disasters in:

[Insert district name]

The purpose of this study is to understand the factors that help people in this community protect themselves from the impacts of natural hazards.

Survey Number:

Date of interview (dd/mm/yy):

Time of interview:

District:

Village:

Interviewer's name
and phone number:

Name of the supervisor
and phone number:

#	Question	Response options/codes
0	Village	Write down the answer:
1	Sex of respondent	<input type="checkbox"/> Female = 0 <input type="checkbox"/> Male = 1
2	How old are you?	<input type="text"/> Years
3	What is your current marital status? (Single/Married/Divorced-separated/Widow)	<input type="checkbox"/> Single = 0 <input type="checkbox"/> Married = 1 <input type="checkbox"/> Divorced = 2 <input type="checkbox"/> Widowed = 3 <input type="checkbox"/> Separated = 4
4	How long have you lived in the village? (if less than 1 year, record "0 year")	<input type="text"/> Years
5	How many people live in your household? (A household in the Bangladeshi context consists of one or more people who live in the same dwelling and also share meals from same hearth.)	<input type="text"/> People
6	What is your position in the family? (e.g. Wife, Husband, Son, Daughter, Grandparent, etc.)	<input type="checkbox"/> Wife = 1 <input type="checkbox"/> Widow / Female Head = 2 <input type="checkbox"/> Husband = 3 <input type="checkbox"/> Son = 4 <input type="checkbox"/> Daughter = 5 <input type="checkbox"/> Grandparent (mother side & father side) = 6 <input type="checkbox"/> Uncle (mother side & father side) = 7 <input type="checkbox"/> Aunt (mother side & father side) = 8 <input type="checkbox"/> Nephew = 9 <input type="checkbox"/> Niece = 10 <input type="checkbox"/> Others = 11

#	Question	Response options/codes
7	What are your main occupations? (If multiple jobs please to the main source of income)	<input type="checkbox"/> Jobless = 1 <input type="checkbox"/> Peasant (own land) = 2 <input type="checkbox"/> Sharecropper peasant = 3 <input type="checkbox"/> Peasant (own land & sharecropper) = 4 <input type="checkbox"/> Homemaker = 5 <input type="checkbox"/> Livestock rearing = 6 <input type="checkbox"/> Day labour (in agricultural sector) = 7 <input type="checkbox"/> Day labour (other sectors) = 8 <input type="checkbox"/> Fisherman = 9 <input type="checkbox"/> Housekeeper = 10 <input type="checkbox"/> Skilled labour (blacksmith, fuller, shoemaker, weaver, carpenter, mason) = 11 <input type="checkbox"/> Businessperson (small size) = 12 <input type="checkbox"/> Businessperson (large and medium size) = 13 <input type="checkbox"/> Tailor = 14 <input type="checkbox"/> Rickshaw puller/van puller/boatman = 15 <input type="checkbox"/> Bus/motorbike/auto/three wheeler driver/helper = 16 <input type="checkbox"/> School teacher = 17 <input type="checkbox"/> Student = 18 <input type="checkbox"/> Dependable person (age under 05/ above 65+ years) = 19 <input type="checkbox"/> Beggar = 20 <input type="checkbox"/> Forest dependable people = 21 <input type="checkbox"/> Service = 22 <input type="checkbox"/> Others (please specify) = 23
8	What is your household's main source of income?	<input type="checkbox"/> Peasant (own land) = 1 <input type="checkbox"/> Sharecropper peasant = 2 <input type="checkbox"/> Peasant (own land & sharecropper) = 3 <input type="checkbox"/> Day labour (in agricultural sector) = 4 <input type="checkbox"/> Day labour (others sectors) = 5 <input type="checkbox"/> Livestock rearing = 6 <input type="checkbox"/> Fisherman = 7 <input type="checkbox"/> Businessperson (small size) = 8 <input type="checkbox"/> Businessperson (large and medium size) = 9 <input type="checkbox"/> Service = 10 <input type="checkbox"/> Skilled labour (blacksmith, fuller, shoemaker, weaver, carpenter, mason) = 11 <input type="checkbox"/> Housekeeper = 12 <input type="checkbox"/> Tailor = 13 <input type="checkbox"/> Rickshaw puller/van puller/boatman = 14 <input type="checkbox"/> Bus/motorbike/auto/three wheeler driver/helper = 15 <input type="checkbox"/> School teacher = 16 <input type="checkbox"/> Beggar = 17 <input type="checkbox"/> Forest dependable people = 18 <input type="checkbox"/> Remittance = 19 <input type="checkbox"/> Others (please specify) = 20

9	What are the main materials your house is made of?	<input type="checkbox"/> Concrete = 1, <input type="checkbox"/> Semi-concrete = 2, <input type="checkbox"/> Tin = 3 <input type="checkbox"/> Hut = 4 <input type="checkbox"/> Other = 0
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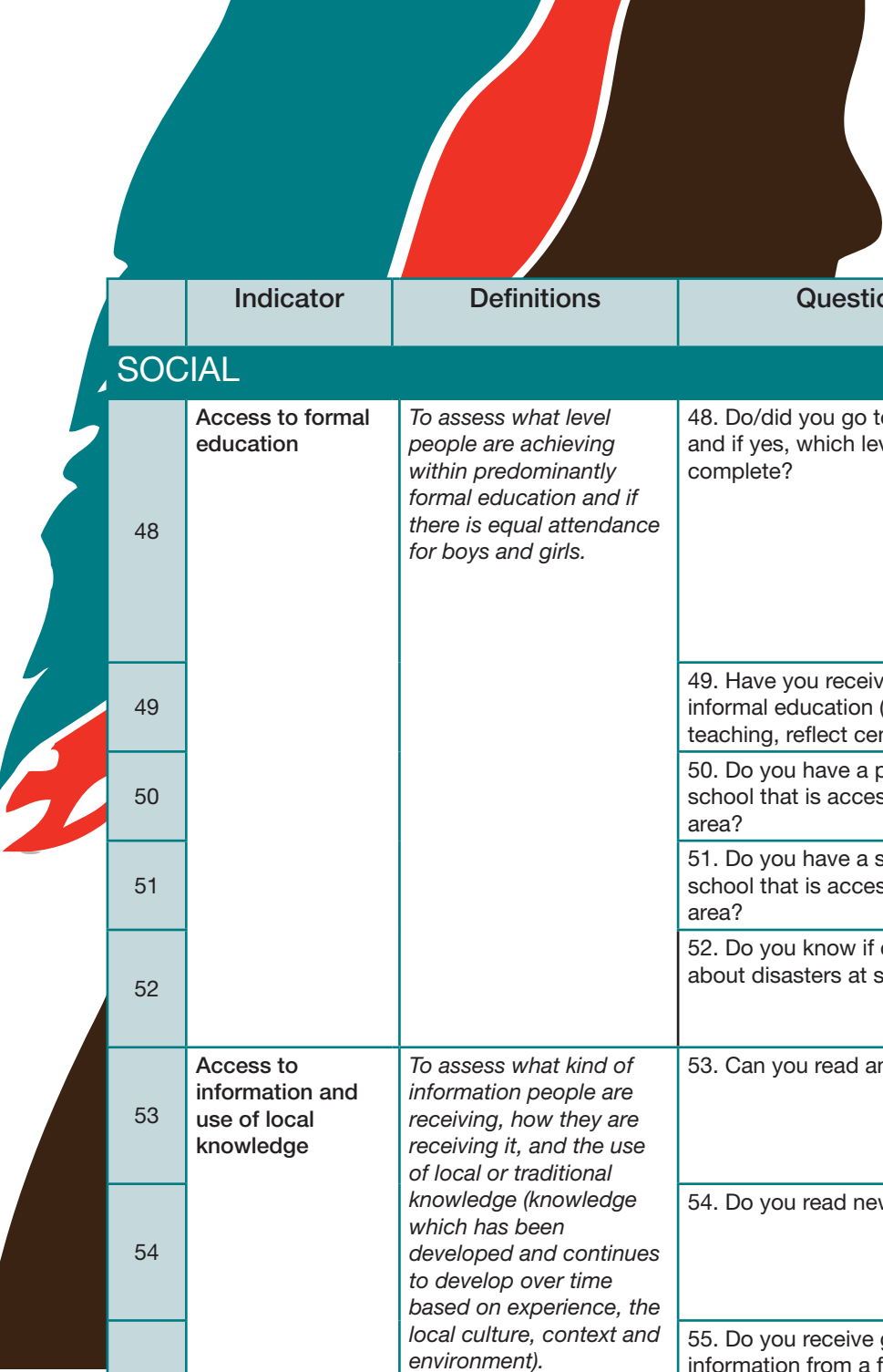
INFRASTRUCTURE

10	Robust/ resilient housing	<i>To measure how well the respondent thinks his/her house has been made, including whether it will be able to withstand and recover quickly from an event.</i> <i>By hazard or event, we mean both slow onset events (droughts) and rapid events (floods, earthquake, etc.).</i>	10. Do you feel your house is safe? (Probe: would it stand if a hazard strikes?)	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
11			11. Are there any building codes in place and are these enforced?	<input type="checkbox"/> Yes and they are enforced = 3 <input type="checkbox"/> Yes (but doesn't say if they are enforced) = 2 <input type="checkbox"/> No = 1 <input type="checkbox"/> I don't know = 0
12	Living in a safe location	<i>To measure whether the respondent thinks his/her house is located in an area which is not at risk of hazards or in danger.</i>	12. Do you feel your house is located in a safe area?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
13			13. Has your house become prone to disasters?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
14			14. Is your house located in an illegal area?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
15			15. Are there land use regulations in place here?	<input type="checkbox"/> Yes and they are enforced = 3 <input type="checkbox"/> Yes (but doesn't say if they are enforced) = 2 <input type="checkbox"/> No = 1 <input type="checkbox"/> I don't know = 0

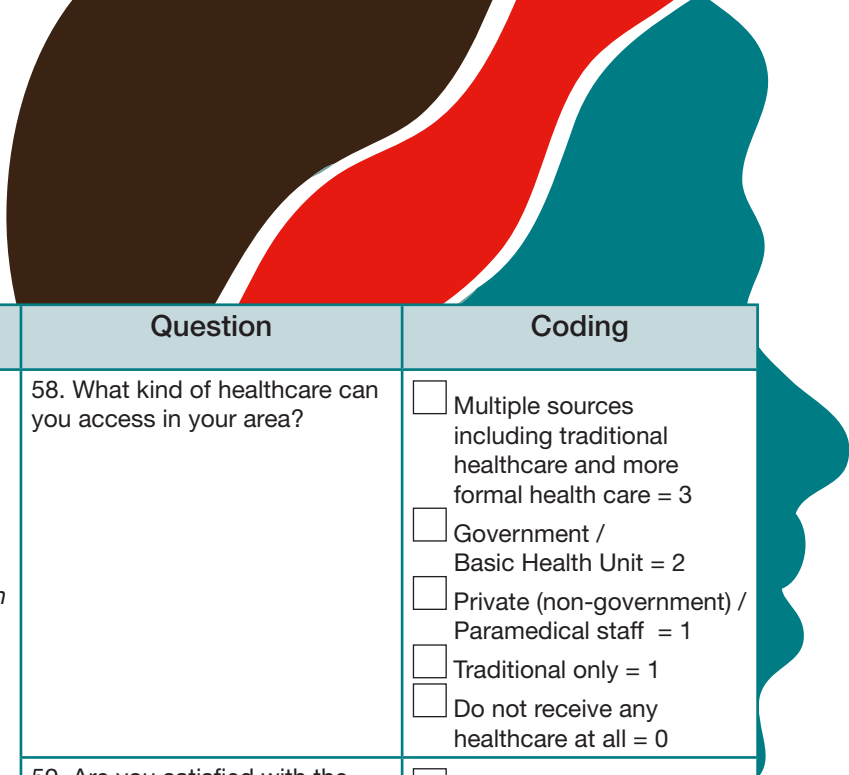
	Indicator	Definitions	Question	Coding
16	Reliable access to transport	<i>To measure the respondents ability to get from one place to another, on a route which is trusted and has been maintained to a good standard.</i>	16. If you need to leave your village by road or water, are you able to throughout the year?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
17			17. Do you feel safe using it?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
18			18. What are the conditions of the roads like?	<input type="checkbox"/> Good = 2 <input type="checkbox"/> Depends on the weather = 1 <input type="checkbox"/> Bad = 0
19	Access to affordable energy	<i>To measure respondent's access to different sources of energy and their ability to access these safely throughout the year.</i>	19. Do you have access to electricity?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
20			20. How many sources of energy do you have (e.g. electricity, solar power, firewood, cow dung, fossil fuel)?	<input type="checkbox"/> Write number down for the number of sources mentioned
21			21. Can you cover these costs throughout the year?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
22			22. Does it pose any health risks/issues (e.g. respiratory problems, burning yourself, unreliable connection)?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> Sometimes = 1 <input type="checkbox"/> No = 2
23			23. Do you have access to energy throughout the year?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
24	Access to communications technology	<i>The ability to access the Internet, wireless networks, mobile phones, and other means of communication technology.</i>	24. Do you have access to a phone you can use?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
25			25. Do you have access to internet?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
26			26. Do you have access to a radio?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
27			27. Do you have access to a TV?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0

	Indicator	Definitions	Question	Coding
28	Accessible and effective early warning system	<i>To measure whether the respondent receives an early warning on time that they can understand and trust.</i>	28. Please think about the last weather event/hazard that affected your household. Did you know about it in advance?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
29			29. Do you trust these warnings and act when you receive them?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
30	Access to input and equipment for livelihoods	<i>To assess the different inputs (such as fertilizer, pesticides and seeds) and equipment (or machinery such as a tractor) to support the respondents' livelihood.</i>	30. Do you have access (which includes the availability of resources) to inputs, equipment /technology that you need to support your livelihood?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
31			31. Are inputs and technology environmentally friendly?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> Not applicable = 0
32	Access to water - drinking, household work	<i>To assess the access and use of water for drinking, washing and household work.</i>	32. Do you have access to safe water for drinking?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
33			33. Is it available throughout the year?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> Not applicable = 0
34			34. Do you have access to clean water for cooking and household work?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
35			35. Do you have to walk further than 500 metres to get water?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
36			36. Do you fetch water for your household?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
37	Access to adequate and safe sanitation	<i>To measure a person's ability to use sanitation which is satisfactory in terms of quality, accessibility and safety.</i>	37. Does your house have a sanitary toilet?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
38			38. Do you have a toilet you feel safe using?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
39			39. Do you defecate outside?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
40			40. Do you have a functional sewage system in the village?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0

	Indicator	Definitions	Question	Coding
41	Structural protection from natural hazards	<i>Structural adaptation measures - such as an embankment, flood barriers, sea walls etc. - that are in place to protect a person from natural hazards, and the condition these are in.</i>	41. Are there any structural measures (e.g. embankment, flood barriers etc.) in place to protect you from natural hazards?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
42			42. Are they in good condition?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> Not applicable = 0
43			43. Do you think they are adequate?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> N/A = 0
44	Shelter/safe places	<i>To measure the respondents knowledge of a safe place that they can go to before, during or after an emergency, and the condition this is in, in terms of accessibility, safety etc.</i>	44. Do you know if a shelter/safe place exists for people to seek refuge in before, during or after an emergency?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> I don't know = 0
45			45. Is this shelter/safe place accessible (in terms of distance, disability, women/child/elderly friendly)?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> I don't know = 0 <input type="checkbox"/> Not applicable = 0
46			46. Do you feel safe staying in the shelter/safe place?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> I don't know = 0 <input type="checkbox"/> Not applicable = 0
47			47. If you get an early warning would you go to the shelter/safe space?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> Not applicable = 0



	Indicator	Definitions	Question	Coding
SOCIAL				
48	Access to formal education	<i>To assess what level people are achieving within predominantly formal education and if there is equal attendance for boys and girls.</i>	48. Do/did you go to school and if yes, which level did you complete?	<input type="checkbox"/> Did not go to school = 0 <input type="checkbox"/> Level 1 - 5 = 1 <input type="checkbox"/> Level 6 - 8 = 2 <input type="checkbox"/> Level 9 - 10 = 3 <input type="checkbox"/> Level 11 - 12 = 4 <input type="checkbox"/> Graduation = 5 <input type="checkbox"/> Post graduation = 6
49			49. Have you received any informal education (e.g. religious teaching, reflect centre)?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
50			50. Do you have a primary school that is accessible in your area?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
51			51. Do you have a secondary school that is accessible in your area?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
52			52. Do you know if children learn about disasters at school?	<input type="checkbox"/> Yes, they do = 1 <input type="checkbox"/> No/I don't know = 0
53	Access to information and use of local knowledge	<i>To assess what kind of information people are receiving, how they are receiving it, and the use of local or traditional knowledge (knowledge which has been developed and continues to develop over time based on experience, the local culture, context and environment).</i>	53. Can you read and write?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
54			54. Do you read newspapers?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
55			55. Do you receive general information from a formal source (from the government) (e.g. prices of crops, government schemes, announcements, news)?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
56			56. Do you receive general information from an informal source (e.g. relatives, neighbours)?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
57			57. Do you rely on traditional or local knowledge for preparing, coping with and responding to a disaster?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0



	Indicator	Definitions	Question	Coding
58	Access and affordability of health care	<i>To assess what kind of health care people are able to access; whether it is affordable, e.g. if households can pay for it with their own incomes/savings; and whether or not health care is adequate to meet their needs. For example to recover from illness and injuries.</i>	58. What kind of healthcare can you access in your area?	<input type="checkbox"/> Multiple sources including traditional healthcare and more formal health care = 3 <input type="checkbox"/> Government / Basic Health Unit = 2 <input type="checkbox"/> Private (non-government) / Paramedical staff = 1 <input type="checkbox"/> Traditional only = 1 <input type="checkbox"/> Do not receive any healthcare at all = 0
59			59. Are you satisfied with the health services that are provided to you?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
60			60. Are you/or your family members able to receive skilled birth attendance in your area?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
61			61. Are you/or your family members able to receive reproductive health, Antenatal Care (ANC), Postnatal Care (PNC) and other health care services as appropriate?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
62			62. If you need to go to hospital can you get there by your own means (e.g. cash, vehicle)?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
63			63. Do you need to use a middle man to access healthcare?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
64			64. Do you have health insurance?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
65	Food/Nutrition security	<i>Measuring the respondent's access to sufficient/reliable quantity and nutritious food.</i>	65. Is there enough food in the household to feed everyone adequately throughout the year?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
66			66. Do you think your diet is balanced (e.g. during a week do you eat grain, vegetables/fruits, dairy, meat/fish/egg)?	<input type="checkbox"/> Yes, I eat all 4 categories = 2 <input type="checkbox"/> Yes, I eat at least 2 of the categories = 1 <input type="checkbox"/> No, I eat 2 or less of the categories = 1
67			67. Has your diet improved over the last 5 years?	<input type="checkbox"/> Yes/improved = 2 <input type="checkbox"/> Same = 1 <input type="checkbox"/> No/decreased = 0

	Indicator	Definitions	Questions	Coding
68	Social mobility	<i>To measure the respondent's freedom and ability to move around.</i>	68. Do you need to ask permission from a household member to go outside of the village (including the market)?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
69			69. Do you have to be accompanied when you leave the house or when you go outside the village (including the market area)?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
70			70. Do you feel safe to go outside of the village (including the market) whenever you want?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
71	Migration patterns	<i>To measure the movement of people within a household from one place to another with the intention of settling temporarily or permanently in the new location, and the implications of this on the rest of the household.</i>	71. Do you or does someone in your house have to go out of the district for work?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
72			72. Does migration help you and your family have a better income?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> Not applicable = 0
73			73. Do you feel safe in the household, when this person migrates?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> Not applicable = 0
74			74. Do emergencies force your household to migrate?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
75	Access to social safety nets	<i>To measure a person's access to programmes/ community groups that aim to support them, and help prevent them from becoming more vulnerable to shocks.</i>	75. Are you aware of social safety net programmes (including government grants, Self Help Group (SHG) accounts) that exist in your area and are you a part of any of these programmes?	<input type="checkbox"/> Yes and I am part of a safety net programme = 2 <input type="checkbox"/> Yes they exist, but I am not currently a member = 1 <input type="checkbox"/> No they do not exist = 0 <input type="checkbox"/> I do not know = 0
76			<i>Safety net programmes include Food for Work, Cash for work, 100 days work and other special allowances.</i>	76. Is anyone else in your family a member of a social safety net programme?
77	Religious Groups	<i>To assess whether religious groups play a supportive or unsupportive role.</i>	77. Do you find religious groups to be supportive of your daily needs?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
78			78. Do religious groups support you before, during and after a disaster?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0

	Indicator	Definitions	Questions	Coding
79	Prevalence of gender based violence (GBV)	<i>To assess if violence exists on the basis of gender, this could include physical, sexual and psychological abuse. Such acts could include (but are not limited to) domestic violence, sexual violence, rape, forced marriage including child marriage and female genital mutilation.</i>	79. Is domestic violence a problem in your village?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
80			80. Is child marriage practiced in this community?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
81			81. Do you fear the chance of rape or sexual harassment in your village?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
82			82. Does gender based violence increase after a disaster (e.g. sexual abuse, rape, sexual harassment, verbal or emotional abuse)?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
83			83. Would you report cases of gender based violence to the police/village court?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
84	Personal disaster preparednes	<i>To measure if the respondent feels prepared and knows in advance what to do if there is a disaster, including whether they feel that they are part of the disaster preparedness planning process.</i>	84. If a disaster occurs, how likely is it that your household would be well prepared in advance?	<input type="checkbox"/> Extremely likely = 3 <input type="checkbox"/> Very likely = 2 <input type="checkbox"/> Not very likely = 1 <input type="checkbox"/> Not at all = 0
85			85. Do you know what to do during a disaster and did you receive training?	<input type="checkbox"/> Yes, and received training = 2 <input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
86			86. If a disaster occurs, how likely is it that your household could change its source of income and/or livelihood, if needed?	<input type="checkbox"/> Extremely likely = 3 <input type="checkbox"/> Very likely = 2 <input type="checkbox"/> Not very likely = 1 <input type="checkbox"/> Not at all = 0
87			87. If a disaster occurs, how likely is it that your household could recover fully within 6 months?	<input type="checkbox"/> Extremely likely = 3 <input type="checkbox"/> Very likely = 2 <input type="checkbox"/> Not very likely = 1 <input type="checkbox"/> Not at all = 0



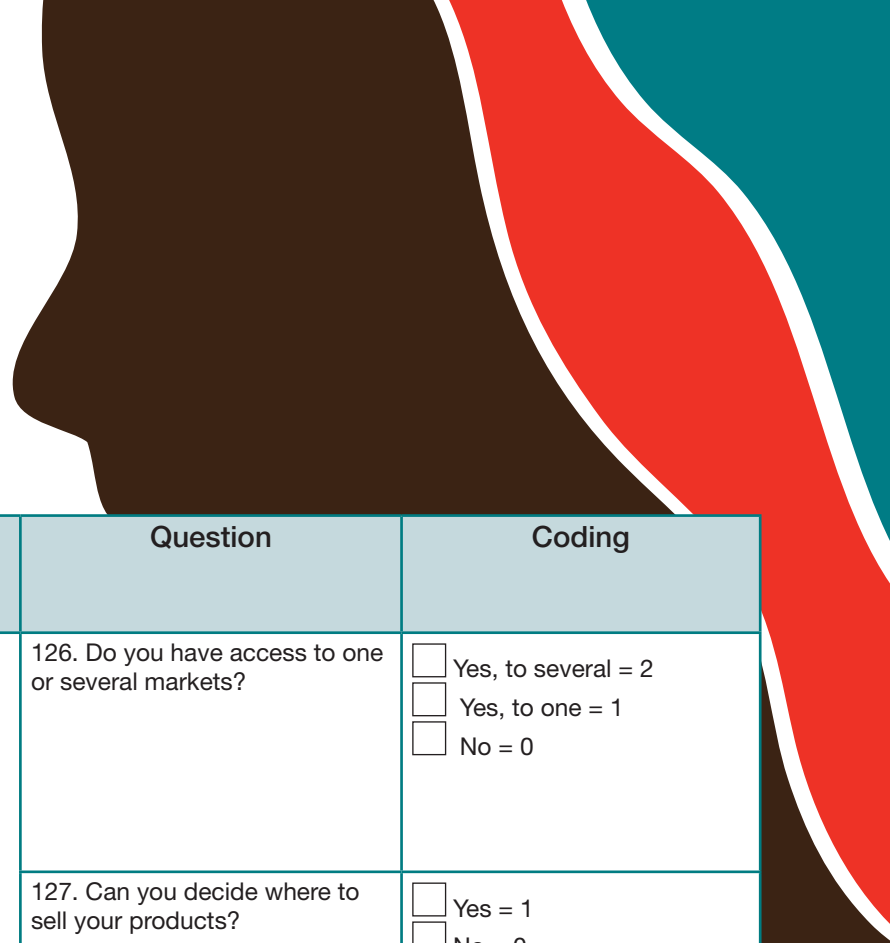
	Indicator	Definitions	Question	Coding
INSTITUTIONAL				
88	Access to decision-making	<i>To assess if there is equal participation of women and men in the decision-making process.</i>	88. Do you take part in decisions in your household?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
89			89. Do you take part in decisions in your community?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
90	Equal and just power	<i>To assess if there is equal access (i.e. ability and right to use) between women and men to resources, training (which could be formal or informal means of enhancing skills and/or knowledge), information (both formal and informal) and leadership opportunities.</i> <i>'Some access' means that respondent may use resources in theory but in reality they have lesser abilities or rights to use resources and control them.</i>	90. Do you have the same access to financial resources as your husband/wife/other family members?	<input type="checkbox"/> Yes, equal access = 2 <input type="checkbox"/> I have some access = 1 <input type="checkbox"/> No = 0
91			91. Do you have the same access to training as your husband/wife/other family members?	<input type="checkbox"/> Yes, equal access = 2 <input type="checkbox"/> I have some access = 1 <input type="checkbox"/> No = 0
92			92. Do you have the same access to information as your husband/wife/other family members?	<input type="checkbox"/> Yes, equal access = 2 <input type="checkbox"/> I have some access = 1 <input type="checkbox"/> No = 0
93			93. Do you have the same access to leadership opportunities as your husband/wife/other family members?	<input type="checkbox"/> Yes, equal access = 2 <input type="checkbox"/> I have some access = 1 <input type="checkbox"/> No = 0
94	Disaster management plan	<i>To assess whether the respondent is aware of a disaster management committee or plan, whether this is operational and what this means for their preparedness.</i>	94. Do you know if there is a Disaster Management committee?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No/I don't know = 0
95			95. Do you know if there is an official disaster plan at the district level?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No/I don't know = 0
96			96. Is there a disaster management plan at the village level (e.g. those implemented by Civil Society Organisations)?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No/I don't know = 0

	Indicator	Definitions	Question	Coding
97	External assistance when needed	To assess if the respondent receives money, goods, services and/or relief to support them in disaster risk reduction or response activities from an external actor.	97. Do you have access to external assistance following a disaster when needed?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
98			98. Who provides this external assistance?	<input type="checkbox"/> Multiple sources = 4 <input type="checkbox"/> Government = 3 <input type="checkbox"/> NGO = 2 <input type="checkbox"/> Others = 1 <input type="checkbox"/> I don't receive support = 0
99	Supportive local governance	<i>Looking at the government structures and services that are in place to support the respondent in terms of their needs, interests, rights and security.</i>	99. Are you allowed to vote according to your own choice?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
100			100. Do you understand what the role of the local government is?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No/I don't know = 0
101			101. Do you feel listened to by the local government?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
102			102. Have you ever had to pay an official representative (including civil servants) for them to support you?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
103	Supportive role of media	<i>To assess the role that journalists play in supporting people's needs, interests and rights by influencing or reaching out to others through radio, television and/or newspapers.</i>	103. Do you feel journalists can help advocate for your needs?	<input type="checkbox"/> Yes = 2 <input type="checkbox"/> No = 1 <input type="checkbox"/> I don't know = 0
104			104. Do you feel that the media reports your needs enough?	<input type="checkbox"/> Yes = 2 <input type="checkbox"/> No = 1 <input type="checkbox"/> I don't know = 0

	Indicator	Definition	Question	Coding
ECONOMIC				
105	Earnings per day	<i>Amount of money earned by an individual on average per day (e.g. selling vegetables, dairy, handicrafts).</i>	105. Do you earn some cash on average per day?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
106			106. How much do you earn on average per day?	Bangladesh: <input type="checkbox"/> Nothing or below 100 BDT = 0 <input type="checkbox"/> Between 100 – 200 BDT = 1 <input type="checkbox"/> Above 200 BDT = 2
107	Household monthly income and savings	<i>Sum of all income made by household members on average in one month.</i>	107. What is your average household income per month?	Bangladesh: <input type="checkbox"/> Below 35,000 BDT = 0 <input type="checkbox"/> Between 35,000 - 70,000 BDT = 1 <input type="checkbox"/> Above 70,000 BDT = 2
108			108. Are your family able to save money during a month?	<input type="checkbox"/> Yes, every month = 2 <input type="checkbox"/> Sometimes = 1 <input type="checkbox"/> Never = 0
109	Access to stable / secure source of income for the respondent	<i>Looking at the stability and diversity of livelihood options.</i>	109. How many sources of income does your household have?	<input type="checkbox"/> Write the number down for the number of sources they provide
110			110. Does your personal income remain stable throughout the year?	<input type="checkbox"/> Yes = 2 <input type="checkbox"/> Stable for at least 6 months = 1 <input type="checkbox"/> No/unstable for more than 6 months = 0

	Indicator	Definition	Question	Coding
111	Access to formal and informal loans/credit	<i>Access: Right and ability to use the loan/credit.</i>	111. Do you think you will be able to access a loan if you need one?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
112			112. Who have you taken these loans from? From whom can you take these loans?	<input type="checkbox"/> From a private institution with high interest = 0 <input type="checkbox"/> Loan from a person with high interest = 1 <input type="checkbox"/> From multiple sources = 1 <input type="checkbox"/> Micro Finance = 2 <input type="checkbox"/> Self-help group or relatives = 3 <input type="checkbox"/> Government = 4 <input type="checkbox"/> For now, I managed to not have to take a loan = 5
113			113. Are you able to repay your loans on time?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0 <input type="checkbox"/> Not applicable = 1
114			114. Are you able to access a credit/grant from the government if you want to?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No/I don't know = 0
115	Control over expenditure	<i>To measure how much decision making the respondent has in terms of spending his/her income and the household income.</i>	115. Do you decide how your personal income is spent?	<input type="checkbox"/> Yes, I have final decision or I have equal decision = 2 <input type="checkbox"/> Yes, I have partial decision = 1 <input type="checkbox"/> No = 0
116			116. Do you decide how the household income is spent?	<input type="checkbox"/> Yes, I have final decision or I have equal decision = 2 <input type="checkbox"/> Yes, I have partial decision = 1 <input type="checkbox"/> No = 0

	Indicator	Definition	Question	Coding
117	Ownership of land	<i>To measure respondent's access and control over land.</i>	117. Do you own the land you live on?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
118			118. Do you have to pay to use the land you use?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
119	Access and use of natural resources and livestock to support livelihood options	<i>To measure respondent's access and use of any natural resources that they need (including land, forest, water, livestock and biodiversity) to support their livelihoods.</i>	119. Do you have difficulties accessing natural resources needed for your livelihoods?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
120			120. Do you have to pay to access land, forests or water bodies needed to sustain your livelihood?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
121			121. Do you have any livestock?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
122	Sustainability of natural resources and other sources of livelihood	<i>To measure the sustainability //long-term viability of the natural resources in terms of quality and quantity (including land, forest, water and biodiversity) and livestock used to sustain livelihood options.</i>	122. Is the quality of the natural resources you need for your livelihood changing for the better or the worse? (e.g. is the water more polluted? Is the land less productive?)	<input type="checkbox"/> Changing for the better = 2 <input type="checkbox"/> Same = 1 <input type="checkbox"/> For the worse = 0
123			123. Is the quantity of the natural resources you need for your livelihood changing for the better or the worse? (e.g. does the amount of water decrease? Does the number of livestock decrease?)	<input type="checkbox"/> Changing for the better = 2 <input type="checkbox"/> Same = 1 <input type="checkbox"/> For the worse = 0
124			124. Is there competition over natural resources that affect your livelihood?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1
125			125. Do you experience increased risk as a result of land/water/forest management carried out elsewhere?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1



	Indicator	Definition	Question	Coding
126	Access to markets	<i>Right and ability to get to a market both for selling and buying goods and services.</i>	126. Do you have access to one or several markets?	<input type="checkbox"/> Yes, to several = 2 <input type="checkbox"/> Yes, to one = 1 <input type="checkbox"/> No = 0
127			127. Can you decide where to sell your products?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
128			128. Can you decide where you buy your products?	<input type="checkbox"/> Yes = 1 <input type="checkbox"/> No = 0
129			129. Is your access to the market disrupted when there is a disaster?	<input type="checkbox"/> Yes = 0 <input type="checkbox"/> No = 1

2. Face to Face Interviews

What is a semi-structured interview?

Semi-structured interviews are conducted face to face, and are fairly open allowing for focused conversations and two-way communication. Not all questions are designed ahead of time, and the person leading the interview often uses an interview guide rather than a set of fixed questions.

Why use this tool?

1. To obtain more in-depth information including examples and case studies, to help explain the scores obtained in the survey.
2. To provide different types of information that it is not possible to capture in a survey.

Who to interview?

Select people in the community to be 'key informants' who can provide information on important aspects of a community's resilience. Try to ensure an equal number of women and men when selecting key informants.

Suggestions for selecting key informants:

- Government representative (e.g. mayor, councillor, district representative)
 - Member of a disaster management committee
 - Head of a Self Help Group
 - School teacher
 - Representative of the Red Crescent/Red Cross national society
 - Medical worker (doctor, nurse, midwife)
 - NGO worker/ volunteer
-

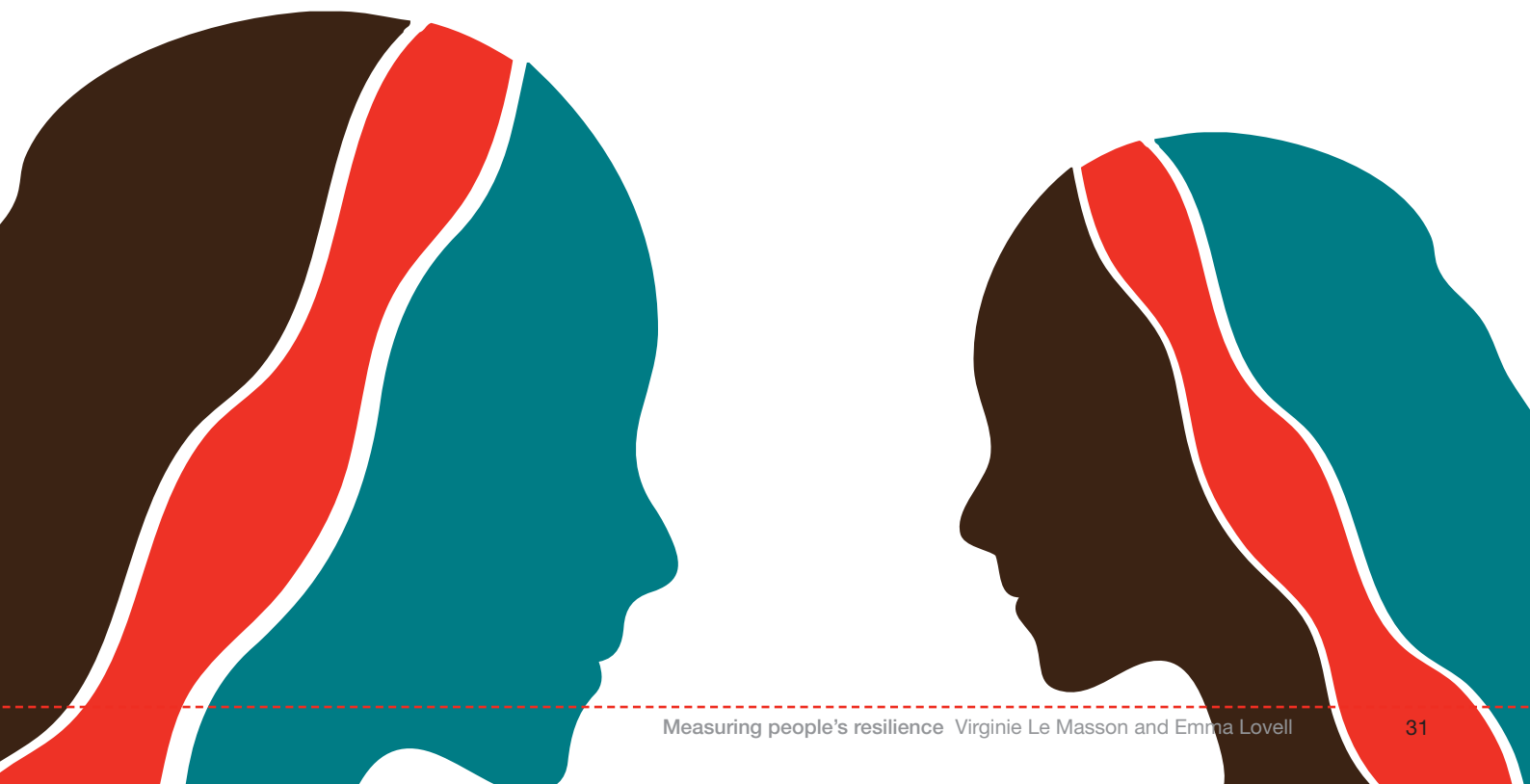
Conducting Initial Analysis of the data:

Once the survey data has been collected conduct an initial analysis of the findings. This will assist in the next step - the interview process.

How to conduct an interview?

Ideally, two people should conduct the interview, with one person asking questions and one person taking notes. In that way, the person conducting the interview can have full concentration on the interview and the responses that are given. There is no template for collecting answers, so the person taking notes should use a notepad and write down: first the question that is asked; and second, (underneath the question) the respondent's answer. If it is not possible for two people to do the interview, then the interviewer should take notes during the interview in the same way mentioned above.

Please use Tool #3 Interview Guide to ask questions. All interviewers should ensure that they have been trained on how to conduct an interview and that they respect the respondents' anonymity.



Tool #3: Interview Guide for Interviews

Interviews should ideally be conducted by two team members (one person conducting the interview and one person taking notes). The person taking notes should use a notepad and write down: first the question that is asked; and second, (underneath the question) the respondent's answer. If it is not possible for two people to do the interview, then the interviewer should take notes during the interview in the same way mentioned above.

Interviewers should start by explaining who they are and what organisation they come from, followed by the purpose of the interview and the research. Advise the respondent that they will not be named when writing the report.

Introduction
My name is:
I work for: <i>[insert local partner]</i>
An organisation based in: <i>[insert location]</i>
We are conducting a study on the way people experience disasters in: <i>[Insert district]</i>

The note-taker must record the following information at the start of each interview:

Position/organisation of the respondent:
Is the respondent female or male?
Date of interview (dd/mm/yy):
Time of interview:
District / LRP:
Village:
Interviewer's name:
Note takers name:

The interviewer can adapt the following questions according to the respondent. Feel free to add or remove questions that are more or less relevant. Remember the purpose of conducting this interview is:

1. to obtain more in-depth information including examples and case studies, to help explain the scores obtained in the survey which will in turn help to strengthen the final report.
2. to provide different types of information that it is not possible to capture in a survey.

Questions linked to environment and risks:

What are the major environmental concerns in the area you live in?

What changes have you seen in terms of the use of natural resources?

Is there any competition over natural resources?

How have local communities responded to recent disasters?

What changes have you seen in the community in response to recent disasters (in the last 10 years)?

Do you feel that communities are learning and changing to better prepare/cope with disasters?

How do you find out if there is going to be a disaster?

If you receive an early warning, who do you receive the warning from?

Do you think the local government is prepared in case a disaster strikes?

Do you know if children learn about disaster preparedness at school?

Questions linked to economic resources:

Is it challenging for people in this area to access a stable income throughout the year? Why?

Why and when do people take a loan?

In general, do women and men have equal access to financial resources?

Questions related to differences between women and men:

What do you think is needed to make women and men more resilient to disaster risks?

In general, do you think that women and men have equal status in this area?

What is the general attitude towards women in your community?

Do you think this has changed since you were young?

Do you find that women and men have equal access to resources (e.g. financial resources, employment opportunities, decision making, ownership of assets like land or house)?

Do women or men suffer from violence in this area (e.g. domestic violence, sexual violence, physical violence, emotional/verbal abuse)?

Do you know/do you find that violence increases during and after a disaster event?

Specific questions for government representatives and members of disaster committees:

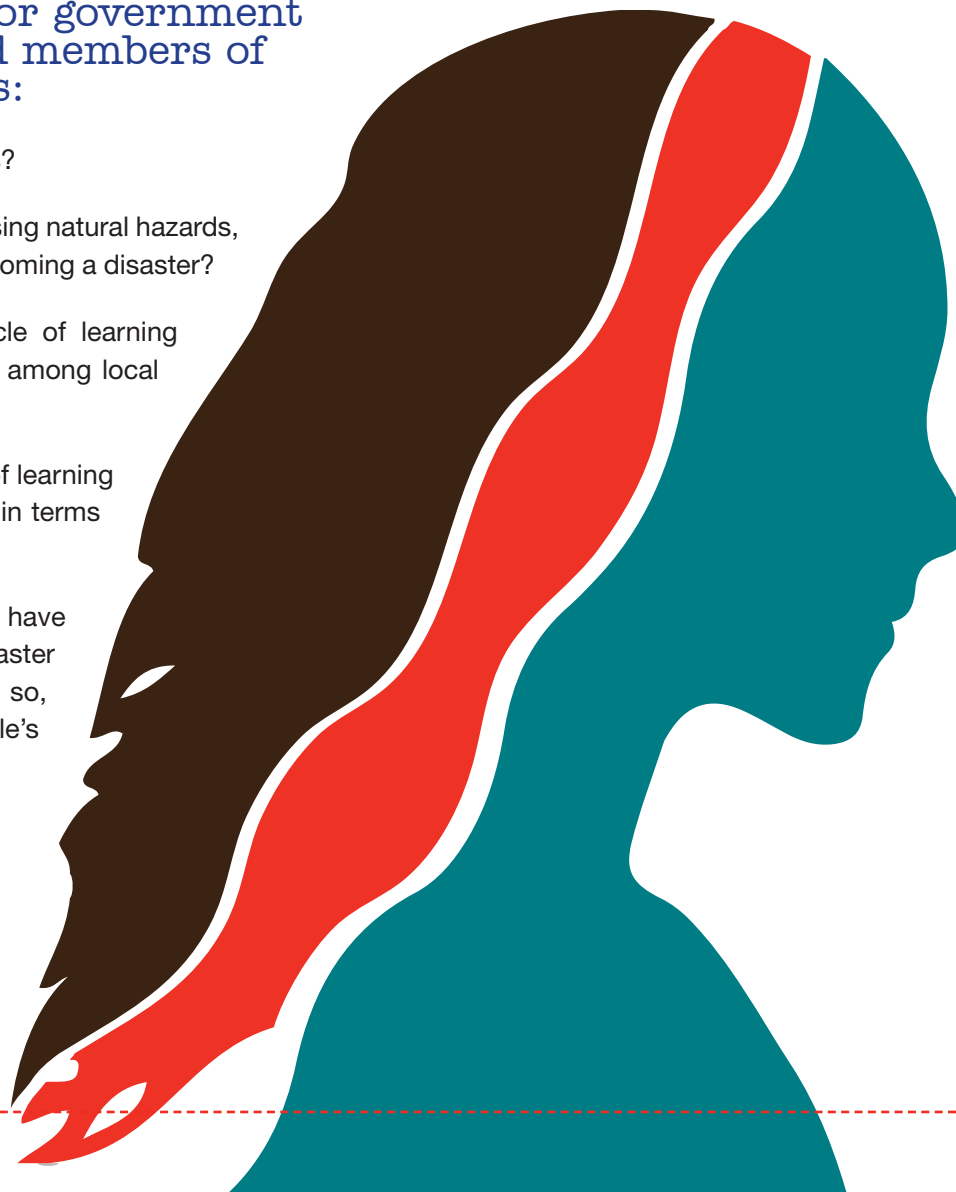
How do you assess disaster risks?

What are the priorities for addressing natural hazards, in order to prevent them from becoming a disaster?

Do you feel that there is a cycle of learning and changing which takes place among local communities?

Do you feel that there is a cycle of learning and changing which takes place in terms of government practice?

Do religious groups and leaders have a role to play in terms of disaster preparedness and recovery? If so, how do they enhance people's capacities?



3. Focus Group Discussions

What is a focus group discussion (FGD)?

FGDs consist of a meeting of approximately 6 - 12 people who discuss questions asked by a facilitator. Group members talk freely and spontaneously about certain guided topics. The purpose of a FGD is to obtain in-depth information on perceptions and ideas from a group.

When should a FGD be used?

FGDs can be useful to:

- gather perspectives of particular groups (e.g. women or men, young or old, wealthy or poor, different ethnic groups).
- explore controversial topics and issues which are important to community members, which they may feel more comfortable discussing in a group situation.

Limits to be aware of:

There may be less time to explore people's perspectives in depth. Louder voices may dominate quieter ones. Facilitators should try to hear from everyone, and should also ask participants who are quiet what they think. Note that FGDs are not always appropriate for sensitive topics.

Suggestions for selecting different FGD groups:

-
- 1 FGD consisting of men
 - 1 FGD consisting of women
 - 1 FGD consisting of young people (gender separated or mixed)
(between ages of approximately 15-24. Note that under 18 years old is considered girl/boy.)
 - 1 FGD consisting of ethnic minorities
-

Use Tool #4 - Focus Group Discussion guide for all groups as this will allow you to compare information. Data collectors should edit the questions according to the group of people they are talking to, and based on the various responses and issues which come up during the FGD.

FGDs should be conducted by at least two team members, with one person asking questions and one person taking notes. This is so that the person conducting the FGD can have full concentration on the discussions taking place during the FGD. The person taking notes should use a notepad and write down the questions asked, followed by the responses from all participants. For instance:

Facilitator: Question 4, How do you find out if there is going to be a disaster?

Participant 1 [young woman]: We know when looking at the weather

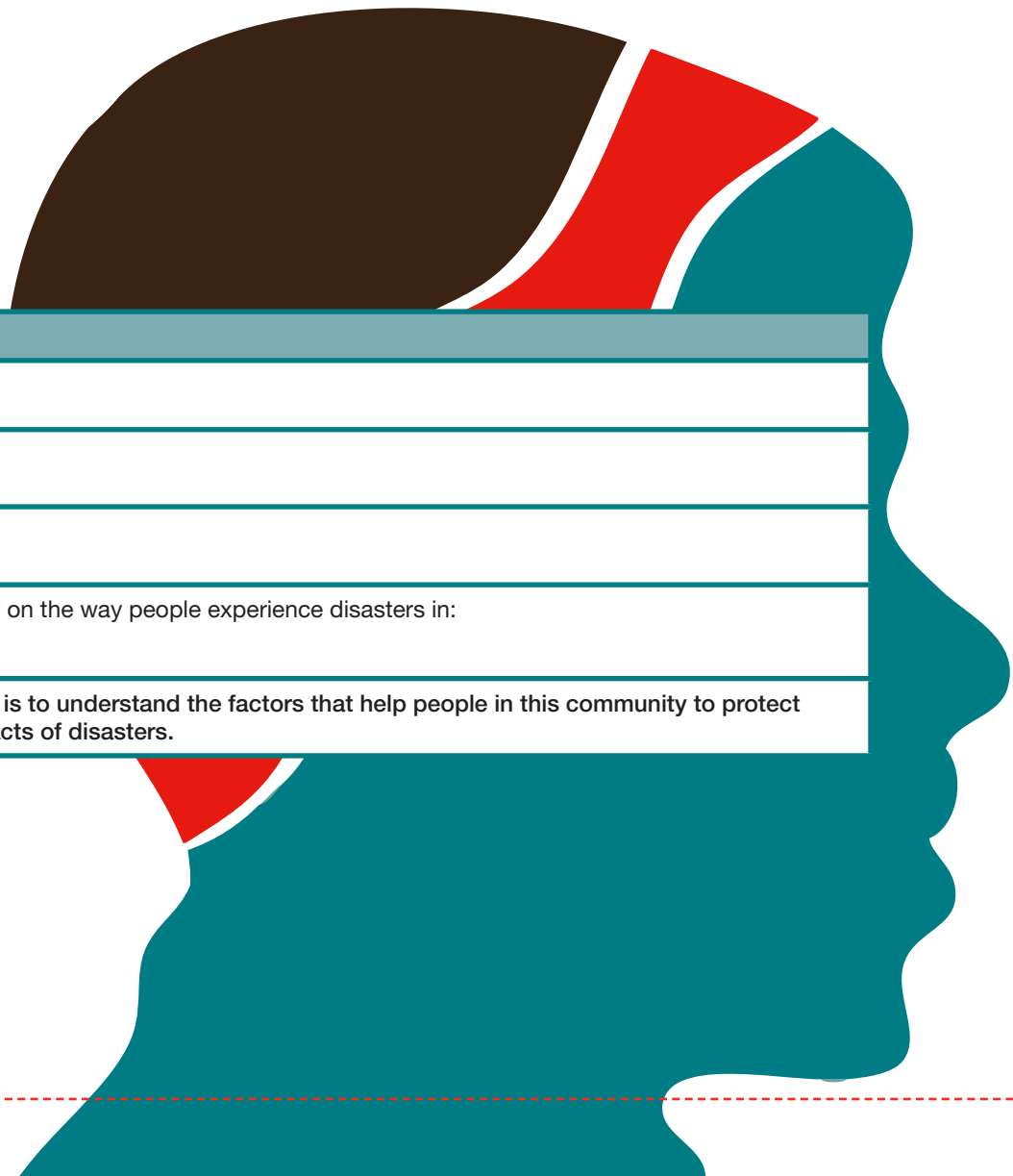
Participant 2 [older woman]: But no, sometimes we don't know, like for the floods...

Participant 1: Yes, sometimes, we have no idea

Tool #4: Focus Group Discussion Guide

FGDs should be conducted by at least two team members, with one person asking questions and one person taking notes. The person taking notes should use a notepad and write down: first the question that is asked; and second, (underneath the question) the respondent's answer. The note taker must make sure that they record who provided the quote. If possible, audio tape the discussion so that it is easier to reflect and go back to what has been said at a later date if necessary. If possible, take photos of any visual materials used or created. The facilitator should note down any key observations that they have when conducting the FGDs.

Facilitators should start by explaining who they are and what organisation they come from, followed by the purpose of the meeting and the research. Advise the respondents that they will not be named when writing the report (it is best if you do not even ask for the respondents names to ensure anonymity).



Introduction
My name is:
I work for: <i>[insert local partner]</i>
An organisation based in: <i>[insert location]</i>
We are conducting a study on the way people experience disasters in: <i>[Insert district name]</i>
The purpose of this study is to understand the factors that help people in this community to protect themselves from the impacts of disasters.

The note taker must record the following information at the start of each FGD:

Date of FGD (dd/mm/yy)
Time of FGD
Interviewer's + note taker's names
District
Village
Number of women (18 years of age or older) present at the FGD
Number of men (18 years of age or older) at the FGD
Number of girls (younger than 18 years old) present at the FGD
Number of boys (younger than 18 years old) present at the FGD
Number of people with disabilities present at the FGD
(if formal group already) What is the name of the group and how often does the group meet?

Questions

1 What do you think is needed to make women and men more resilient to disaster risks?

Economic

2 Does competition exist over access to natural resources?

Infrastructure

3 If you need to leave your village by road or water, are you able to throughout the year, and what type of transport do you use?

4 Do you feel your houses are safe from natural hazards (for example, would it stand if a hazard strikes? If no, what could you do to change this)?

5 How do you find out if there is going to be a disaster?

Social

6 What is the general attitude towards women in the community and is this changing?

7 Do women and marginalised people have equal access to resources and decision-making?

8 Do women or men suffer from violence in this community?

9 Does gender based violence increase after a disaster? (probe - which type of violence)

Political

10 Do you trust the local government? Do you find their activities to be adequate to address your needs?

STEP 4: Analysis

Once all surveys are completed, the next step is to enter the data into one spreadsheet and analyse the results in order to determine the final score. The process for entering data into the excel spreadsheet will take several days. All people entering data should be trained on how to do so in order to ensure quality and consistency for all of the data and across LRPs.

Survey

Coding

Back in the office, the team should use Tool #5 - the Excel spreadsheet provided, to enter data collected. Please get familiar with the Excel spreadsheet by reading the first table called 'Readme'.

1. On the 'Question Table' spreadsheet (see below),

8	ECONOMIC	28	Is the quantity of the natural resources y
8	ECONOMIC	29	Is there competition over natural resourc
8	ECONOMIC	30	Do you experience increased risk as a re
Readme		Questions Table	Check Answer

Survey 1 (Tool #2):

Do you decide how your personal income is spent?	Yes, I have final say or I have equal say= 2 Yes, I have partial say = 1 No = 0
--	---

And enter the number in the orange space, filling the column whose number equals the number of the survey (e.g. Column 1 = survey 1):

Excel spreadsheet (Tool #5):

QUESTIONS	Coding rule	MINIMUM	MAXIMUM	1
Questionnaire Number	insert the code of the questionnaire (two first letter of the village + questionnaire number)			DG101
1 Sex of respondent	Female = 1; Male = 0	0	1	1
2 How old are you?	number = age in year	14	100	52
5 Do you decide how your personal income is spent?	Yes, I have final say or I	0	2	1

Fill the entire orange space in the Questions Table using the 100 survey copies.

2. Using the 'Check Answer' table:

30	8	ECONOMIC	0	1	0.99	99
31	9	ECONOMIC	0	2	0.02	2
32	9	ECONOMIC	0	1	1	100

Readme | Questions Table | **Check Answer** | IND

Verify if there are any crosses in the purple space. One cross indicates that the coding has a mistake. For example, a cross in column 1 and line 25, means that the coding in the Questions Table spreadsheet is wrong because the code can only be 0 or 1 for that question.

DN	DN	DO	DP	DQ	25	Have you taken a loan in the past 12 months?	Yes = 1 No = 0	0	1
	VERIFICATI ON Borne sup	1	2	3					
		DG101	DG102	DG103					
25	X	X							

Please note that you do not have to modify anything on this table. Instead, go back to the Questions Table and modify the entry of the code (so in the last example, go to the cell crossing column 1 and line 25 and correct the code).

This step is to ensure that the final score is correct. You will need to verify the entire purple space on the Check Answer table until you do not spot any crosses and make the changes accordingly if you need to, on the Questions Table.

3. Go to the INDEX RESILIENCE-GENDER table:

STRUCTURE		0.79	0.73	0.00	0.091	1/11
STRUCTURE		0.99	0.90	0.00	0.091	1/11
STRUCTURE		0.66	0.64	0.00	0.091	1/11
STRUCTURE		0.98	0.85	0.00	0.091	1/11

Questions Table | Check Answer | **INDEX RESILIENCE-GENDER** | Diagram Resilience Gender

The scores will be automatically calculated for each of the indicators (a) and for each category (b). Each time, the score will be disaggregated by gender in order to compare women's and men's scores.

(a)

IND CODE	CATEGORY	Questions code	SCORE TOTAL	SCORE MALE	SCORE FEMALE
1 Average	ECONOMIC		0.02	0.38	0.02
2 Average	ECONOMIC		0.50	0.56	0.51
3 Average	ECONOMIC		0.35	0.28	0.35

(b)

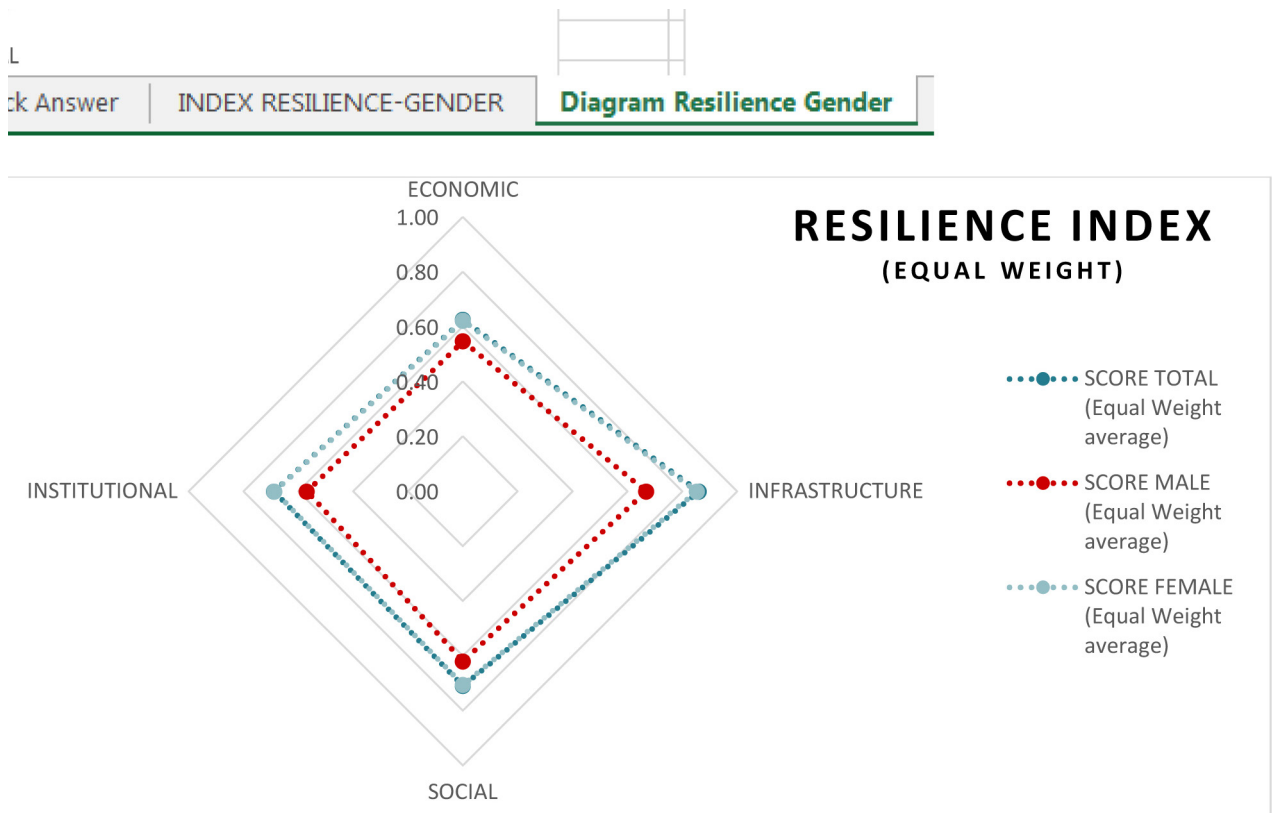
CATEGORY	SCORE TOTAL (Equal Weight average)	SCORE MALE (Equal Weight average)	SCORE FEMALE (Equal Weight average)
ECONOMIC	0.63	0.55	0.62
INFRASTRUCTURE	0.86	0.67	0.85
SOCIAL	0.71	0.62	0.71
INSTITUTIONAL	0.69	0.57	0.69
RESILIENCE INDEX	0.72	0.60	0.72

All indicators and categories have the equal weight.

However, if the team becomes familiar with the excel spreadsheet and feels that certain indicators and categories should be given more weight than others, they can change the weightage in the orange columns and see if this modifies the score dramatically.

NON- EQUAL WEIGHT SCORE	CATEGORY	SCORE TOTAL Non equal Weight	SCORE MALE Non equal Weight	SCORE FEMALE Non equal Weight	CAT Weight	Equal Weight
	ECONOMIC	0.63	0.55	0.62	0.25	1/4
	INFRASTRUCTURE	0.86	0.67	0.85	0.25	1/4
	SOCIAL	0.71	0.62	0.71	0.25	1/4
	INSTITUTIONAL	0.69	0.57	0.69	0.25	1/4
	RESILIENCE INDEX	0.72	0.60	0.72	Verif	

The scores will be illustrated by a radar chart or spider web diagram that is automatically created on the next spreadsheet called Diagram Resilience Gender:



Different resilience scores will also be automatically calculated to compare two villages, as well as women's and men's scores within those villages. You will find the score in the table called INDEX RESILIENCE VILLAGE and the spider web diagram in the next table called Diagram Resilience Village.

CATEGORY	SCORE TOTAL	SCORE VILLAGE 1	SCORE VILLAGE 2	SCORE VILLAGE 1 FEMALE	SCORE VILLAGE 1 MALE
ECONOMIC	0.60	0.58	0.61	0.57	0.58
INFRASTRUCTURE	0.86	0.87	0.86	0.87	0.87
SOCIAL	0.71	0.71	0.71	0.71	0.71
INSTITUTIONAL	0.69	0.69	0.69	0.69	0.69
RESILIENCE INDEX	0.72	0.71	0.72	0.71	0.71

Order **INDEX RESILIENCE-VILLAGE** Diagram Resilience Village Questions Normalised

Note: The team only needs to fill in the orange space in the Question Table. The rest of the Excel document is fixed and has been protected with a password in order to avoid any mistakes (e.g. changing the content of a cell or deleting a formula) when entering the data. The password is **Resilience** and the team can enter this password if they want to change anything in the document.

Interviews and FGDs

Use Tool #6 to enter and summarise notes taken during the interviews and FGDs and highlight any information that will be useful to explain the resilience scores.

Note that depending on the information collected in the different meetings, not every cell will be filled in, but this table aims to provide the team with a tool to structure their analysis.

The table should be copied and pasted into a word document and then you can fill in any quotes and information provided by respondents as well as any observations made by data collectors. The results in the table might go over several pages.

Tool #6: Summary Table

	Key challenges and how they exacerbate people's vulnerabilities		Key strategies highlighted by people to increase their capacities	
	Women	Men	Women	Men
ECONOMIC RESOURCES (cash, salary, subsistence agriculture, etc.)				
PHYSICAL RESOURCES (house, power, communications, means of transport, etc.)				
HUMAN RESOURCES (health status, education, knowledge, faith, etc.)				
SOCIAL RESOURCES (social network, (un)supportive family members, strong/weak neighbourhood, constraining social norms, etc.)				
NATURAL RESOURCES (access/lack of access to land, water, forests, livestock, competition, pollution, etc.)				
POLITICAL RESOURCES (weak/strong local governance, government schemes and grants, freedom of press and expression, open and participatory decision-making processes, etc.)				
Any other key information noted by respondents				

Step 5: Writing up



The final report, which will present the level of resilience of women compared to men, should be in the following format using the four categories used in the survey:

Tool #7: Final Report

1. Introduction [half a page]

Introduce the objective of the study, the reason(s) for creating a score at the local level and what the report aims to achieve.

2. Methodology [half a page]

Summarise the process and methods used for collecting the data: survey, with x number of surveys, x number of interviews and FGDs. Who conducted the surveys? Where and when?

3. Analysis

Include the score for each category disaggregated by gender

3.1 Economic

1. What are the key economic concerns highlighted by respondents? How is this different from women and men?
2. How does the lack of economic resources exacerbate people's vulnerabilities? (e.g. how does it prevent them from protecting their lives and their livelihoods? How does it restrict their ability to respond to and recover from the aftermath of a disaster?)
3. What economic resources/opportunities seem to enhance people's capacity to prepare for and respond to a disaster? How is this different for women and men?

[Use information on economic resources from the excel spreadsheet/Tool #5]

3.2 Infrastructure

What are the key concerns highlighted by respondents in terms of infrastructure and access to basic services including water and sanitation, food, education and healthcare? How is this different for women and men?

How does inadequate infrastructure exacerbate people's vulnerabilities (e.g. how does it prevent them from protecting their lives and their livelihoods? How does it restrict their ability to respond to and recover from the aftermath of a disaster?)

What infrastructure seems to enhance people's capacity to prepare for and respond to a disaster?
How is this different for women and men?

Include the scores of any particular indicator that shows significant differences between women and men/or between different locations of study

[Combine information on physical resources and natural resources from Tool #5: Excel Spreadsheet]

3.3 Social

What are the key social concerns highlighted by respondents? How is this different for women and men?

How does the lack of social resources exacerbate people's vulnerabilities (e.g. how does it prevent them from protecting their lives and their livelihoods? How does it restrict their ability to respond to and recover from the aftermath of a disaster?)

What social resources/opportunities seem to enhance people's capacity to prepare for and respond to a disaster? How is this different for women and men?

[Combine information on human resources and social resources from the Tool #5: Excel Spreadsheet]

3.4 Institutional

What are the key institutional concerns highlighted by respondents?
How is this different for women and men?

How does the lack of political representativeness and weak institutions exacerbate people's vulnerabilities (e.g. how does it prevent them from protecting their lives and their livelihoods? How does it restrict their ability to respond to and recover from the aftermath of a disaster?)

What political resources/opportunities seem to enhance people's capacity to prepare for and respond to a disaster? How is this different for women and men?

Include pictures to illustrate observations and people's responses

[Use information on political resources from the Tool #5: Excel Spreadsheet]

Again, include the scores of any particular indicator that emphasises or illustrates a particular statement, and do so for each of the categories and questions

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act:onaid

ActionAid Australia
Locked Bag 5515
Camperdown
NSW 1450
Australia
Tel +61 2 9565 9111
Fax +61 2 9550 4509
www.actionaid.org/au



Overseas Development Institute
203 Blackfriars Road
London SE1 8NJ,
UK
Tel +44 (0)20 7922 0300
Fax +44 (0)20 7922 0399

