



## MAINSTREAMING RESILIENCE GUIDANCE FOR PROGRAMME STAFF

### Introduction

This introductory guide has been developed for programme staff and managers, to help you understand how your activities contribute to individual, household, community and systems resilience. This tool can be used when developing new projects, conducting a learning review with your team, or when updating the country programme strategy. It can also be used as a group exercise when introducing the Resilience Building Sector Strategy to your teams. Although you can use this guide by yourself, it is recommended to carry out the exercises as a group and benefit from the ideas and experience of colleagues from different sectors and departments. This process will take at least 2 to 4 hours, depending on the size of the group, previous experience of the concept, and how

### KEY TERMS

**HAZARD** is a dangerous event or condition that may, if happening, cause loss of life, livelihoods, services, socio-economic disruption and environmental damage.

**RISK** refers to the probability of an event combined with its potential negative consequences.

**SHOCK** is a sudden event that impacts on the vulnerability of a system and its components. For example, sudden onset natural disasters.

**STRESSES** are negative pressures that occur over time and which strain the ability of a person or community to reach its potential. For example, drought or prolonged conflict.

*Each section of the guide contains an orange box with facilitator tips to guide your group work. In addition, example answers are provided for each exercise to help initiate discussions.*

many ideas you come up with!

As a first step, users are recommended to re-read the Resilience Building Strategy, found [here](#). The strategy explains the terminology used below and describes PIN's integrated, multi-sector approach to addressing the many factors that influence risk and vulnerability.

This guide will help you first assess the **risks** faced by your target group – whether individuals, households, a community or system. Then you will identify what **resilience factors** people have or need to cope and bounce back from these shocks and stresses. This information can help to understand which parts of your programme already help people to manage risks. Finally, you will use this analysis to design new **activities** for **building the resilience** of your target group.

People in Need defines resilience as:

**“the ability of individuals, households, communities and systems to anticipate, prepare for, cope with, and quickly recover from external shocks and stresses in a manner that does not compromise the prospects of their further development”.**

*Facilitator tips: Ask your group how “resilience” translates into local languages. Does it have exactly the same meaning? Does it need a whole sentence? This can help the group understand the concept in the coming exercises.*

The factors that contribute to resilience can be analysed under five areas. This framework is adapted from the Sustainable Livelihood Approach, more information on the SLA can be found [here](#):

**Human** (E.g. education, traditional knowledge, health status, skills, labour force)

**Natural** (e.g. agricultural land, clean water, land degradation)

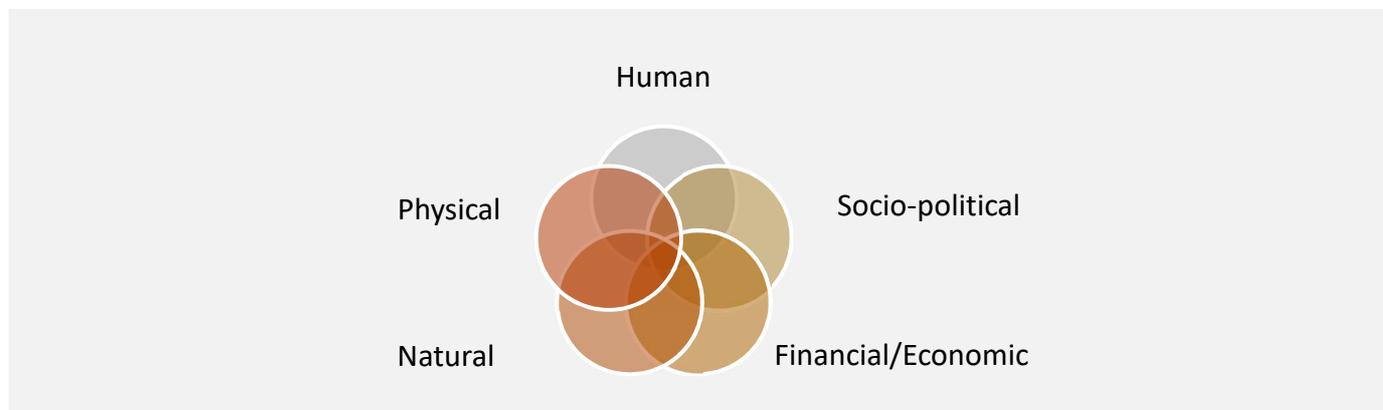
**Socio-political** (e.g. support and info-sharing networks, mutual trust, policy environment, status, gender norms, discrimination)

**Financial/Economic** (e.g. income, financial services, functioning markets, social protection, insurance)

**Physical** (e.g. technology, infrastructure, energy, mitigation works, evacuation shelters)

These are not distinct areas; for example, education could be considered under several areas: individual attainment (human), ability to afford fees (economic), school infrastructure (physical), national education policy or gendered expectations (socio-political). However, this analysis can help you to see the interconnectedness of resilience factors. Typically, a target group may have more resources or capacities in one area, but gaps or shortages in another.

**Fig. 1 Five areas of resilience factors**



Let's imagine how education is connected to the resilience of a woman small scale poultry farmer, according to these areas.

**Human:** She may have learnt traditional animal husbandry skills from her mother and new methods from an agricultural extension worker.

**Socio-political:** Her family may not have prioritised her education, so she may find it difficult to follow ministry guidance on poultry farming, or pay too much for inputs.

**Economy:** She might not have enough information to make an informed choice on investing in chicken vaccinations



**Natural:** Limited access to land and water reduces her farming income, which pays her children’s school fees.

**Physical:** She is able to work while her children study at the local earthquake-resistant school building, which also acts as the community evacuation centre

*Facilitator tips: Decide if your group would benefit from analysing your context in this level of detail, or if you want to skip this section. You can draw the 5 labelled circles on a flipchart, then adapt the example of the woman farmer to your context: give her a local name and explain the ideas through a story. Also ask the group for more examples, to strengthen understanding.*

There are plenty of resources for you to learn more about resilience concepts and case studies, see [ELO](#) for recommended examples. It is easy to become lost in the conceptual debates, so this guidance note provides a simple tool to ensure your programming meets the PIN global indicator:

**“Country strategies include a realistic approach to reducing specific vulnerabilities and strengthening resilience.”**

## Section 1: What are the risks?

Do you know the shocks and stresses your target groups are facing? Are communities facing natural hazards, such as typhoons or earthquakes? Is there civil or inter-ethnic conflict? Are people becoming sick due to polluted air or water?

Think about how disasters may have different effects on individuals, households, communities and systems, and how they might be connected. Are there particular groups of people who are more vulnerable?

You can find this information in the country Emergency Preparedness Plan and risk register, country profiles on [INFORM](#), proposal risks and assumptions, and develop it further through discussions with your team.

*Facilitator tips: The group may come up with many answers to this exercise. Support them to identify the 3 to 5 most significant shocks or stresses in your context. Ask the group: Which are most likely? Which will have the most severe impact? Do some shocks and stresses have similar or overlapping impacts? Which groups of people are the most vulnerable?*

**Make a list of the most significant shocks and stresses and their possible impacts in the Exercise 1 template found in Annex 1 – see below example.**

Shocks & Stresses	Impacts
<i>E.g. Flash flood shock</i>	<i>Individual level: loss of livelihood assets, loss of life</i>
	<i>Household level: loss of life of main earner, loss of shelter, polluted water source</i>



	<i>Community/system level: bridge destroyed, no access to market, landslide, damaged health centre, breakdown of community ties</i>
<b>E.g. Drought stress</b>	<i>Household level: children taken out of school to collect water, livestock deaths, income reduction</i>
	<i>Community/system level: spring dries up, food and fodder prices increase, increase in WASH-related diseases</i>

## Section 2: Resilience Factors

In your target area, what are the factors that increase people’s ability to face the shocks and stresses identified in Section 1?

*Facilitator tips: During the discussion, ask the group if the suggested resilience factors work at the individual, household, community, or system levels. Highlight any suggested resilience factors that help people to face more than one type of shock or stress. Ask if ongoing PIN projects are helping to strengthen any of these factors.*

**Consider what possible assets and capacities could help people cope with and recover from disasters, and list them in the Exercise 2 template found in Annex 1. See the examples in the table below.**

		Shocks and Stresses	
		<i>E.g. Flash flood Shock</i>	<i>E.g. Drought Stress</i>
		<i>Add columns as required</i>	
<b>Resilience Factors</b>	<i>Knowing how to swim</i> <i>Knowing the flood is coming</i> <i>Access to savings and money</i> <i>Flood-resistant crops</i> <i>Having a boat</i> <i>Distance from water/landslide risks</i>	<i>Safe, reliable and nearby water source</i> <i>Access to savings and money</i> <i>Variety of income sources</i> <i>Access to markets &amp; veterinary services</i> <i>Water storage capacity</i> <i>Drought resistant crops</i>	

## Section 3: Resilience Building Activities

You now have a list of the main risks faced by people in your target area, and a better understanding of the factors that can help them to face shocks and stresses. Think about your existing and planned project activities. Do they support these resilience factors?



Are there any factors identified above that remain unaddressed – can you identify new activities that would contribute to building resilience to shocks and stresses? **List all your activity ideas in the Exercise 3 template found in Annex 1.**

Shocks and Stresses			
	<i>E.g. Flash flood Shock</i>	<i>E.g. Drought Stress</i>	<i>Add columns as required</i>
<b>Resilience Building Actions</b>	<i>Swimming lessons for girls</i> <i>Install Early Warning System</i> <i>Promote fast growing crop varieties</i> <i>Construct community boat and evacuation centre</i> <i>Advocate for land rights</i> <i>Teach new shelter designs, e.g. on stilts, raised well</i> <i>Install flood and landslide barriers</i>	<i>Drill boreholes, spring rehabilitation</i> <i>Women's self-help groups, crop insurance, financial inclusion</i> <i>Drought resistant crop varieties</i> <i>Livelihood grants, TVET</i> <i>Improved household water treatment and storage</i>	
<b>Potential PIN Activities</b>	<i>Early Warning Systems (Priority 2)</i> <i>New crop varieties (4)</i>	<i>Boreholes, spring rehabilitation (1)</i> <i>New crop varieties (3)</i>	

Once you have a list of resilience building actions, assess the viability of each activity and decide if it aligns with your country programme strategy and available skills and resources. Resilience building takes many stakeholders, and PIN is not able or required to implement every type of intervention.

**Select the most appropriate potential PIN activities and list in the second row of the table. Prioritise the selected activities** and include them in current and upcoming projects. Don't forget to link the proposed activities to PIN's resilience strategy and commitment to integrated and multi-sector programming when writing proposals!

*Facilitator tips: Remind the group to consider the most vulnerable groups. Do you need specific activities that target women and girls, or persons with disabilities? Highlight activities that can help build resilience against more than 1 type of shock or stress. Encourage the group to come up with multi-sector solutions to the identified challenges.*

> Do you have a suggestion for improving the guidance note's content? Let us know: [resource@peopleinneed.cz](mailto:resource@peopleinneed.cz)