MERCY CORPS

RESILIENCE FOUNDATIONS
AFRICA REGION CURRICULUM

PARTICIPANT WORKBOOK

WELCOME TO MERCY CORPS' RESILIENCE FOUNDATIONS COURSE!

ABOUT THE COURSE

This two-day course draws on over eight years of Mercy Corps' resilience learning, experience and expertise, gleaned through rich partnerships across field and global teams, implementing partners, research and academic partners, donors, and program participants.

This course uses a central question — **what does a resilience approach require us to do differently** — as the basis for exploring **basic resilience concepts and their application** in foreign assistance / aid programming contexts. While the term "development" is used frequently throughout this curriculum, this course proposes a wide interpretation of the term inclusive of all forms of humanitarian assistance (both short-term and extended emergency response), medium and longer-term development approaches, and even new models like investing in ventures for social impact. This expansive definition of development encourages aid actors to work across often siloed "relief, recovery, and development" spaces toward a collective vision for well-being. This shift reflects a growing consensus that aid models must embrace increasingly complex landscapes of interconnected risks and commit to understanding how they influence longer-term outcomes across systems and scales. In these spaces, we are learning that well-being progress is often dynamic and nonlinear, requiring us to operate across sectors leveraging multiple forms of aid simulta-

neously. In introducing the basic resilience concepts, this course aims to build a collective language for discussing resilience. This common language is foundational to our ability to collaborate, innovate, and learn what works for building resilience to achieve and sustain well-being outcomes.

Building on Mercy Corps' *Resilience 101* training, the curriculum incorporates themes and vocabulary from other foundational Mercy Corps approaches and standards (e.g., *Program Management at Mercy Corps, Gender Minimum Standards*). Content and pedagogical tools were refined and piloted under the leadership of Mercy Corps' *Resilience Knowledge Hub* program in Zimbabwe.

This is Version 1 of the Resilience Foundations course. We look forward to your feedback and recommendations to continue to improve it!

WHO SHOULD TAKE THE COURSE

Mercy Corps designed this Resilience Foundations course for all aid practitioners, regardless of the sector or aid context (e.g., humanitarian, long-term development) in which their work is rooted. **No previous experience in resilience is required.** The only prerequisite is a desire to learn.

THE AFRICA REGION CURRICULUM

Mercy Corps developed this version Resilience Foundations curriculum to reflect common team members' experiences across the wider Mercy Corps Africa Region. Contextual examples within practical exercises strive to cover a range of geographies and typical program scenarios from the countries where Mercy Corps has operations. Drawing from Mercy Corps' learning, the curriculum often uses fictional contexts and characters to ensure the stories are relatable across a wider audience.

SPECIAL THANKS

LEARN MORE

On our public website:
www.mercycorps.org/resilience

On Workplace:
https://mercycorps.facebook.com/groups/1249652615124594/

On the Digital Library:
https://mcdl.mercycorps.org/gsdl/cgi-bin/library?a=p&p=resilience

On The Hub:
https://thehub.mercycorps.org/page/10561

SHARE FEEDBACK

Olga Petryniak, Senior Director - Resilience
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〉DAY ONE

〉DAY TWO

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SESSION ONE
INTRODUCING OURSELVES AND OUR PURPOSE

SESSION 1: INTRODUCING OURSELVES & OUR PURPOSE

PART 1: BUILDING A TRUSTFUL, ASSET-DRIVEN LEARNING ENVIRONMENT

Worksheet 1: Course Objectives And Course Overview

My expectations for this course:

RESILIENCE FOUNDATIONS COURSE LEARNING OBJECTIVES

After this course, participants will walk away with:

1. *The ability to articulate clearly how applying a resilience approach to development is different from the typical development approach.*

2. *A shared language of guiding resilience concepts and terminology.*

3. *Tangible examples of what applying a resilience approach to a program or a set of programs looks like.*

4. *Action items for applying a resilience approach to their everyday work.*
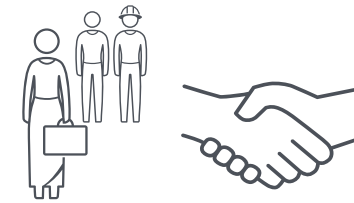
COURSE OVERVIEW

	DAY ONE		DAY TWO
SESSION 1	**SESSION 2**	**SESSION 3**	**SESSION 4**

time / *well-being*

gears icon

Africa map icon

people and handshake icon
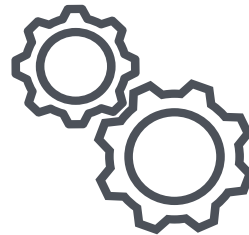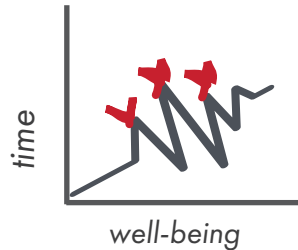
Why resilience?

Achieving and sustaining well-being through a resilience approach to development.

Why systems?

How systems dynamics require us to adopt a resilience approach.

What does a resilience approach look like in our Africa Region context?

Asking the 5 guiding resilience questions in our Africa Region.

How can we apply a resilience approach as organizations, teams, and individuals?

Using the 5 questions to shift how we work.

ASKING THE 5 GUIDING RESILIENCE QUESTIONS:

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WHAT DO WE MEAN BY "DEVELOPMENT" IN THIS COURSE?

DEFINING DEVELOPMENT INCLUSIVELY:

Development: the ongoing efforts that communities and the larger societies around them — composed of the private sector, public sector, and civil society — are involved in to bring about positive change in their society and increase well-being. Aid actors like Mercy Corps are collaborators in this development process.

This course considers a full range of development spaces that aid industry practitioners engage in, such as:
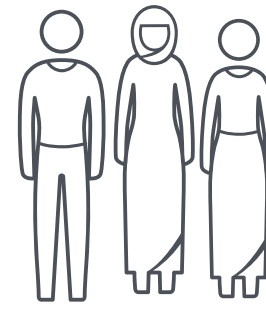
- Multi-year development programs
- Emergency response and early recovery
- Investment in ventures for social impact

Public Sector   Private Sector   Civil Society   Aid Actors

SESSION 1: INTRODUCING OURSELVES & OUR PURPOSE

PART 1: BUILDING A TRUSTFUL, ASSET-DRIVEN LEARNING ENVIRONMENT

Worksheet 2: Learning Styles, Assets, and Needs and Partner Introductions

Instructions: Spend a few minutes individually reflecting on the following 3 questions. Record your thoughts next to each question.

1. Learning Style: What kind of learner style(s) best describes me? • **Visual:** I like to <u>see</u> visual depictions of new concepts that I am learning. Diagrams, drawings, and seeing concepts written down on paper all help me learn. • **Auditory:** I like to <u>hear</u> descriptions of new concepts that I am learning. Oral lecture, stories, and listening to my peers all help me learn. • **Kinesthetic:** I like to <u>experience</u> new concepts I am learning. Games, physical movement, and anything tactile all help me learn.	

Worksheet 2: Learning Styles, Assets, and Needs and Partner Introductions

2. Learning Assets: What kind of assets can I offer a community of learners? *Examples:* • *Good notetaker* • *Good small group facilitator* • *Good at synthesizing lengthy discussions* • *Good at including others* • *Etc.*	
3. Learning Needs: How can my colleagues and facilitators help support my learning style and capitalize on my assets? *Examples:* • *Give me time for personal reflection* • *Listen actively* • *Minimize distractions* • *Etc.*	

Worksheet 2: Learning Styles, Assets, and Needs and Partner Introductions

Instructions: Find someone whom you don't know already and introduce yourself. Tell them your name, your role, and how long you have worked with Mercy Corps. Then share your response to the three questions in the table above. Take notes about your partner's responses in this box.

Notes About My Partner:

SESSION 1: INTRODUCING OURSELVES & OUR PURPOSE

PART 2: DEFINING RESILIENCE

Worksheet 3: Africa Development Statistics

I. INCIDENCES AND SEVERITY OF SHOCKS AND STRESSES IS RISING
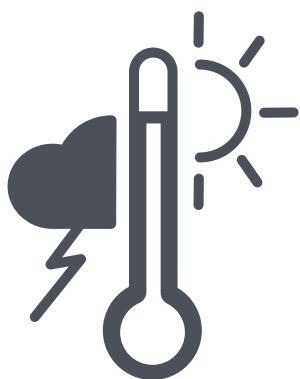
CHANGING CLIMATE PATTERNS & EXTREME WEATHER:

New patterns: hotter days, increasingly variable rainfall, frequent dry spells, droughts, flooding, and cyclones

48% of Africa's GDP will be vulnerable to extreme climate patterns within the next three years (World Economic Forum)

50% of the countries Mercy Corps works in in Africa have experienced at least 1 major drought in the last five years, and 71% experienced annual flooding in 2019

1 in 3 Water scarcity affects 1 in 3 people in Africa (WHO)

CROP PESTS & ANIMAL DISEASE:

In 2017-2018, the rapid spread of Fall Armyworm infested maize and sorghum fields across 44 countries in sub-Saharan Africa (FAO), causing billions of dollars worth of damage to crops, especially maize.

ECONOMIC, SOCIAL AND HEALTH RISKS:

- *Economic instability, currency devaluation, extreme inflation*
- *Persistent underemployment and unemployment*
- *Health shocks*
- *Growing urbanization, new risks: crime, traffic accidents, overcrowding, housing shortages and pollution*

2/3 of young Africans age 18-25 are unemployed or vulnerably employed, with the majority of them are working in the informal sector (African Development Bank)

5% of GDP in Africa is lost annually due to illness and death caused by dirty water and poor sanitation (World Water Council)

CONFLICT & PROTACTED CRISES:

- *Violence, displacement, loss of property and life; food crises*
- *Protracted humanitarian needs*

75% Conflict caused 75% of Africa's new displacement in 2017

18.4 million 18.4 million Africans were forcibly displaced due to conflict in 2017 (Pew)

II. FOREIGN ASSISTANCE SPENDING

Graph source: ONE, based on OECD data
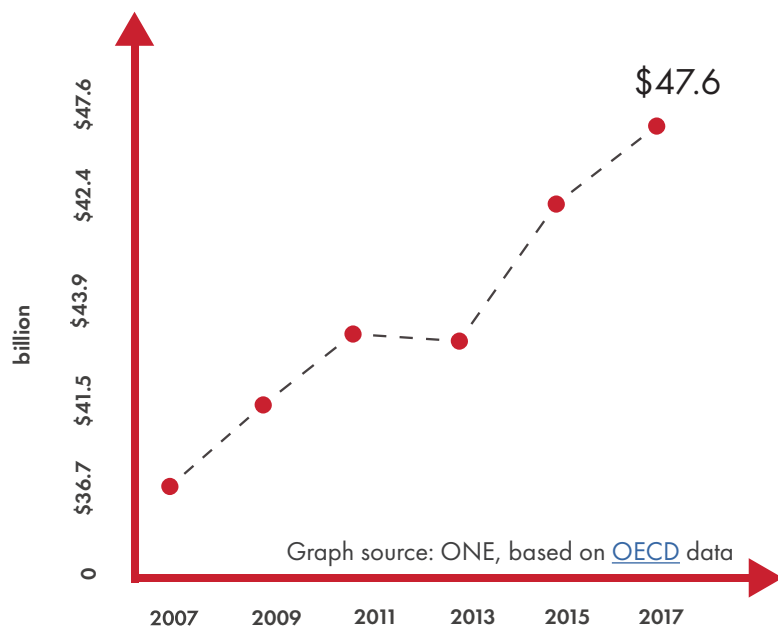
An average of $40 billion USD goes to Africa every year in overseas development assistance.

Brookings

III. PROGRESS TOWARDS DEVELOPMENT OUTCOMES

Sean Sheridan for Mercy Corps

Life expectancy in sub-Saharan Africa has increased. In 2010, it was 56.9 yrs; in 2017 it was 60.8 yrs.[1]

The net primary school enrollment rate in sub-Saharan Africa has increased from 59% in 1999 to 79% in 2012.[2]

Overall rates of stunting among children in sub-Saharan Africa went down from 48% to 38% between 1990 and 2013.[3]

BUT PROGRESS IS STALLING......

However, while the percentage of undernourished people in sub-Saharan Africa decreased from **33%** in **1992** to **23%** in **2016**,

the number of undernourished people

grew by 44 million people during the same period.[4]

1 World Bank   3 UNESCO
2 UNESCO   4 FAO

✎ *My notes:*

DEFINING RESILIENCE

Mercy Corps defines resilience as:

"The capacity of people and systems to advance and protect long-term well-being, despite shocks *and* stresses*."*

Typical Development: IDEAL

WELL-BEING

TIME
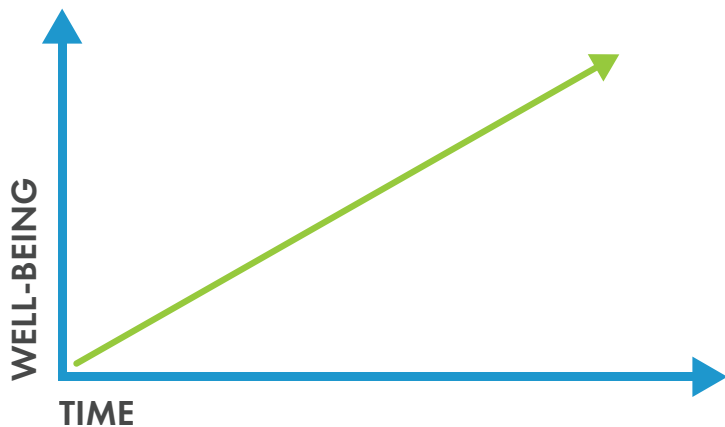
Typical development: Typical development sets wellbeing goals and designs strategies and interventions to achieve these goals. It assumes that if these interventions and strategies are successful, and communities continue to do this work, they will maintain, and often improve, this progress over time.

✎ *My notes:*

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Typical Development: REALITY

WELL-BEING

TIME
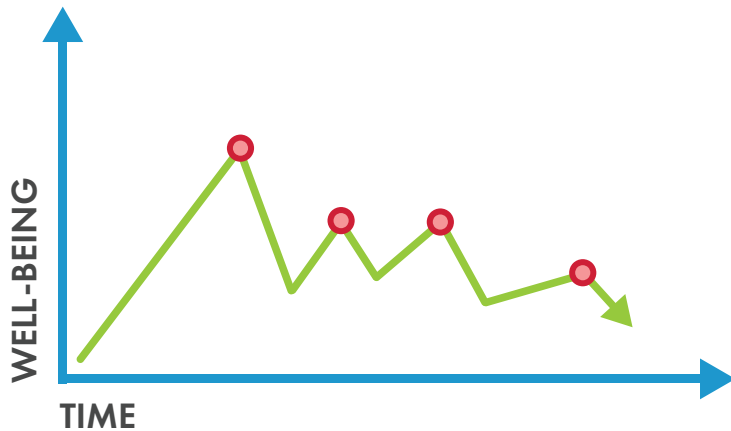
But big challenges—shocks, stresses, risks— often get in the way of achieving those goals. Even when we as aid actors make big plans to support communities to reach these well-being goals, in reality communities can easily—and often do —slip back into poverty, food insecurity, or economic distress when a new shock (like a drought, variable rain, a cyclone, a currency crisis) comes along or when a series of repeated shocks takes place.

✎ *My notes:*

A Resilience Approach to Development:

WELL-BEING

TIME
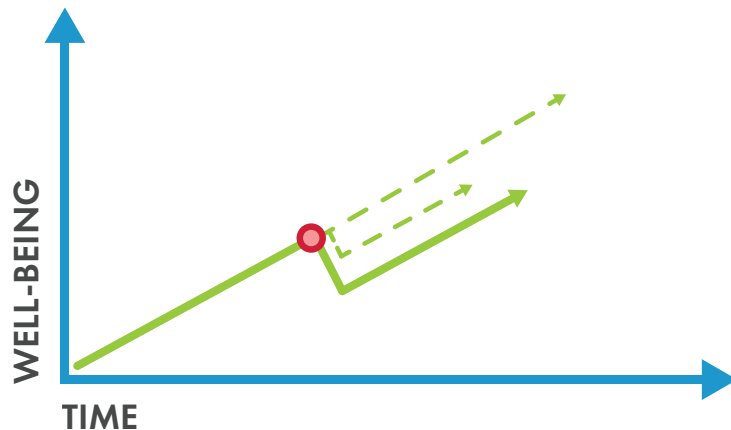
A resilience approach to development (remember this means all the ways we approach aid) considers the shocks and stresses that affect communities, how they're connected, how people and systems are vulnerable to them and why, and what capacities they need to ensure they can stay on track towards their well-being goals, even when facing shocks and stresses.

✎ *My notes:*

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SESSION 1: INTRODUCING OURSELVES & OUR PURPOSE

PART 3: INTRO TO THE RESILIENCE QUESTIONS & VISIONING EXERCISE

Worksheet 4: Five Guiding Resilience Questions & Visioning

INTRODUCING THE FIVE GUIDING RESILIENCE QUESTIONS

The **five guiding resilience questions** are our "go-to" tool for resilience thinking and acting.

Use the Five Guiding Resilience Questions:

- To keep resilience at the heart of how we think and what we do
- To develop a full picture of resilience dynamics the first time we work in a new context
- To maintain an up-to-date understanding of the changing context and how these changes affect resilience dynamics by asking the questions over and over again in the places where we work

✎ *My notes:*

RESILIENCE OF WHAT?

Defines the system boundaries: the place or limits of where a resilience approach is being applied. This question also defines and describes the systems that are within the defined boundary, including any systemic constraints.

KEY TERM

System boundaries: the defined area where a resilience approach is being applied. Boundaries are usually geographic, though can be ecological (e.g. an agroecological zone); economic (e.g. a shared currency zone); geopolitical (e.g. nation, district, ward,) or issue based (e.g. an area affected by cross-border conflict and refugee crisis).

EXAMPLES

Ecosystem or agro-ecological zone:

- Drylands of southern Africa
- Sahara Desert
- Congo River basin
- Nile Delta

My notes:

Geopolitical boundary:

- Country or nation (e.g. South Sudan)
- Specific areas within a country (e.g. *cercle*, ward, district, commune, municipality)

Other types:

- **Issue-defined**: Lake Chad Basin crisis-affected area
- **Economic zone**: such as countries included in a trade agreement/system (e.g. ECOWAS)

RESILIENCE TO WHAT END?

Defines the ultimate well-being goal that a resilience approach is intended to support and sustain. Resilience itself is not the ultimate goal, but instead is an approach or pathway to achieving and protecting a long-term goal.

This question asks: what is the well-being that communities are striving towards? What do we ultimately want to see? Commonly referred to as well-being outcomes, development goals or development objectives.

KEY TERM

Well-being outcome: High-level outcome measures for a given population's improved development (e.g., food and nutrition security, improved economic status, improved health, peace). Also referred to as development goal or development objective.

My notes:

VISIONING EXERCISE

INSTRUCTIONS: Use the group flipchart at your table to record answers to two of the five Resilience Questions:

System Boundaries: Work with your group to define the system boundary for your visioning.

Well-being Outcome: Work with your group to identify and prioritize TWO maximum well-being goals.

SESSION TWO

RESILIENCE CONCEPTS: ESTABLISHING THE BASICS

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SESSION 2: RESILIENCE CONCEPTS: ESTABLISHING THE BASICS

PART 1: SYSTEMS GAME

Worksheet 5: Systems Game Reflections

PART 1 QUESTIONS

What did you notice about:

1. You/your movement? (How did you feel? How much control did you have?)

2. Your relationship with your two connection points?

3. Your relationship with the larger system?

4. The overall dynamics of the larger system?

Worksheet 5: Systems Game Reflections

PART 2 QUESTIONS

5. What shocks and stresses were you personally experiencing?

6. How did the initial stress (land degradation) of covering one eye affect your ability to stay equidistant between your points of reference?

7. How did the first systemic constraint (the market isolation/poor road) of having to avoid the circle affect your movement?

8. How did the first shock (cholera) that affected displaced households have an impact on your movement? How did it affect the dynamics of the larger system?

9. How did the second shock (price increase) affect you? How did it affect the dynamics of the larger system?

Worksheet 5: Systems Game Reflections

10. How was your movement affected by the young people carrying chairs and walking backwards?

11. What strategies did you try or use in order to stay equidistant?

12. Did our community achieve peace?

✎   *My notes:*

SESSION 2: RESILIENCE CONCEPTS: ESTABLISHING THE BASICS

PART 1: SYSTEMS GAME

Worksheet 6: Systems Game Debrief

RESILIENCE TO WHAT?

This question helps us characterize shocks and stresses (e.g., their duration, total impact) within a given boundary (defined through resilience of what?). It also helps us understand how these shocks and stresses interact and are connected with each other, and ultimately how these dynamics undermine long-term achievement of well-being outcomes. They can also be referred to as hazards or risks.

KEY TERM

Shocks: High-impact events that are time-bound, usually of limited duration and often sudden onset.

EXAMPLES

- Livestock disease outbreak
- Flood
- Communal violence
- Sudden political transition
- Forced displacement

My notes:

Worksheet 6: Systems Game Debrief

KEY TERM

Stresses: Slow onset events, changes and longer-term dynamics that are lengthier disruptions and can be high impact (similar to shocks), but generally occur over a longer period; time bound (as opposed to an endemic condition).

EXAMPLES

- Gradual inflation in the cost of living
- Out-migration of skilled workers in a certain sector
- Pollution of ground and surface water sources

My notes:

KEY TERM

Idiosyncratic: A shock or stress that is experienced individually; affects one household or one class of households.

EXAMPLES

- Malaria or another illness
- Property theft
- Gender-based violence

My notes:

KEY TERM

Covariate: A shock or stress that is experienced widely; affects many people or communities at the same time in a given geographic area.

EXAMPLES

- Drought
- Large-scale plant disease
- Enforcement of a curfew or security restrictions

My notes:

RESILIENCE FOR WHOM?

Examines how and why different population groups are affected in different ways by shocks and stresses, and how this ultimately impacts their attainment and ability to sustain well-being outcomes. Specifically, the question helps us unpack the factors that determine the extent to which a person or certain sub-group is vulnerable to the defined shocks and stresses.

KEY TERM

Differential Vulnerability: Recognition that groups of people have different levels of vulnerability (exposure and sensitivity) to shocks and stresses based on certain factors, such as identity (gender, age, ethnicity, social norms, disability), geography (where you live), socioeconomic status, etc.

✎ *My notes:*

RESILIENCE OF WHAT?

This question helps us define the systems, including boundaries and systemic constraints. In addition to defining the boundary, this question examines what systems are important for well-being outcomes for the population within the defined area, how the systems function, and the ways in which different shocks and stresses and constraints influence how systems work.

KEY TERM

System: An interconnected collection of elements organized in a pattern or structure that changes frequently. There are different interacting systems within a defined system boundary.

EXAMPLES

- **Social** systems (like those that support social services, such as a health care system, and social network systems)
- **Ecological** systems (rainforest system; marine ecosystem)
- **Economic** systems (agricultural market system; fiscal or monetary system)
- **Political** systems (formal and informal governance systems)

My notes:

CHARACTERISTICS OF SYSTEMS

- Systems are made of **many interdependent parts**—one can change and have a profound impact on another though we may not know all these connections
- Systems are **dynamic**, always changing, and can never be fully understood, and have no knowable end-point
- Systems are **nonlinear** —there is not a clear linear start and end
- Systems show **emergent behavior**— we can describe some of the elements of a system based on studying its parts, even if we can't fully see or describe the whole system
- Systems are **self-organizing**, in that they may have no single central control, but are often "characterized by a certain order"
- Systems are **multi-scale**, in that systems exist at multiple levels simultaneously. A system can be enclosed within another system.

My notes:

REGION
COMMUNITY
HOUSEHOLD

LARGER ECOSYSTEM
WATERSHED
TREES

GLOBAL MARKET
REGIONAL TRADE ZONE
LOCAL MARKET

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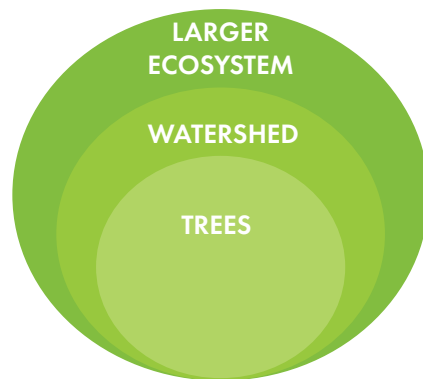
Worksheet 6: Systems Game Debrief

KEY TERM

Systemic Constraints: Underlying factors that negatively influence how a system functions, including formal or informal regulations; rules; policies; social norms; and perceptions, attitudes, beliefs, and behaviors.

Systemic constraints play a role in determining differential vulnerability because they influence the extent to which certain population groups can access or use of resilience capacities they need to address shocks and stresses.

EXAMPLES

- Policy excluding certain classes or ages of people from engaging in a good or service (e.g. membership in a group based on gender or age)
- Harmful social belief not grounded in evidence that influences how people behave (e.g. belief in what foods should or shouldn't be eaten by pregnant women)
- Poor or unequal application of resource governance (e.g. privileging infrastructure development in one area over another for personal gain)

My notes:

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SESSION THREE
RESILIENCE BASICS IN OUR AFRICA REGION

SESSION 3: RESILIENCE BASICS IN OUR AFRICA REGION

PART 1: SHOCKS AND STRESSES

Worksheet 7: Shock/Stress, Driver, & Effect Matching

KEY TERMINOLOGY & DEFINITIONS:

- **Shock**: High-impact events, either sudden or slow-onset, that are time-bound and usually of a limited duration
- **Stress:** Slow-onset events, changes, and longer-term dynamics that are often not clearly time-bound. Stresses are lengthier disruptions that can be high impact (similar to shocks), but generally occur over a longer period.
- **Driver:** The cause of a shock or stress.
- **Effect:** The impact or change caused by a shock or stress.

✎ *My notes:*

DRIVER AND EFFECT MATCHING

EXAMPLE 1

Shock: Increase in the price of inputs

Scenario: In the central part of Borno State, located in Northeast Nigeria, security forces have cited ongoing conflict as a reason for closing several major roads used to transport agricultural input supplies. Many local market vendors have to pay more for transport along longer and more difficult alternative routes. The local vendors are then passing these costs along to farmers. As a result, many smallholder farmers cannot afford to buy high quality seeds or fertilizer. Sorghum yields are likely going to decrease this next harvest season.

Driver(s)	Shock/Stress	Effect(s)
	Increase in the price of inputs	

Worksheet 7: Shock/Stress, Driver, & Effect Matching

EXAMPLE 2

Shock: Mid-season dry spell

Scenario: After an initially positive onset of the rainy season, farmers in dryland areas of southern Zimbabwe experienced a significant dry spell that started in mid-January and lasted until mid-February. There was little-to-no rain in farming communities during this period, resulting in poor germination. Farmers in some areas report there is likely to be permanent crop wilting. Farmers expect they will likely lose 50% of their crop. Zimbabwe's National Meteorological Services report that the low rainfall may have been caused by an extension of El Niño patterns as well as a result of climate-change, which causes changes in rainfall patterns.

Driver(s)	Shock/Stress	Effect(s)
	Mid-season dry spell	

EXAMPLE 3

Shock: Cholera outbreak

Scenario: Three households in a small village along the Niger River in the Gao region of northeast Mali haven't been able to work consistently for two weeks. They are increasingly worried they may not be able to harvest their crops in time. All of the family members in these three households contracted cholera. Most of the village does not have access to sanitation facilities, like toilets, making it hard to practice good sanitation. Potable water is not easily available either, so households rely on unimproved water for drinking and cooking. It is also the end of the rainy season, and village water sources are likely to have been contaminated as rains mixed with solid waste.

Driver(s)	Shock/Stress	Effect(s)
	Cholera outbreak	

Worksheet 7: Shock/Stress, Driver, & Effect Matching

EXAMPLE 4

Shock: Crop theft

Scenario: Just before they are set to harvest their cassava, a number of farmers living in small towns in South Kivu (an eastern province in the Democratic Republic of the Congo) arrive at the fields to find their crops have been stolen. Most of the farmers had planned to sell the majority of their cassava at market. Without the profit many will not have enough money to purchase food for their families, decreasing their food security. Some may have to take a loan from a high-interest money lender, putting them at risk of increased debt in the future. The Pygmies were recently displaced from nearby Kahuzi Biega Park, and they have been prohibited from hunting and gathering resources. Without access to what was their primary livelihood, many have turned to crop theft in nearby villages as a survival strategy.

Driver(s)	Shock/Stress	Effect(s)
	Crop theft	

EXAMPLE 5

Stress: Land degradation

Scenario: In Karamoja, a sub-region in northern Uganda, the lack of land tenure policies and enforcement has contributed to overuse of grazing lands. This overgrazing - along with clearing of the land for farming and creation of charcoal - has degraded the soil and land over time. As a result, the government placed restrictions on where herders can graze. These restrictions have made it harder for herders to graze their cattle, and many women from pastoralist families have turned to farming to feed their families. This has put an extra burden on women, who already have many household responsibilities, because there is a cultural perception that farming is women's work.

Driver(s)	Shock/Stress	Effect(s)
	Land degradation	

SESSION 3: RESILIENCE BASICS IN OUR AFRICA REGION
PART 1: SHOCKS AND STRESSES
Worksheet 8: Mapping Drivers and Effects

E. Dalziel for Mercy Corps

Ndaya's Story

Section 1:
Ndaya, a 22-year-old farmer, and her husband Bintu, have three children. Two years ago, they moved to Tusenge, a hilly agricultural area in southern Congola. Unjust and poor land governance has left most of the quality land throughout southern Congola in the hands of a few political elites and large landholders. Some large landholders rent out their land on short-term leases, usually at inflated prices since there is high demand for land. The high cost to rent forces smallholder farmers like Ndaya, who have no land of their own, to compete for smaller and smaller plots.

Luckily, she has been able to rent the same small plot where she has grown cassava and maize since they arrived. To produce enough food on these small plots, Ndaya and other farmers in her situation plant intensively over consecutive planting cycles. This over-use of the plots has severely degraded the soil over time. This causes Ndaya's crop production to suffer.

✏️ *My notes:*

Worksheet 8: Mapping Drivers and Effects

EFFECTS

— — — — — — — — — —

DRIVERS

shock/
stress:

Worksheet 8: Mapping Drivers and Effects

GROUP PRACTICE

Section 2:
Ndaya has also noticed that climate patterns are changing. The rainy season has been longer than usual, bringing very heavy and intense rains that have occasionally washed away large sections of her crops and are accelerating land degradation. This is especially true on plots like Ndaya's, which were previously deforested and farmed without improvements to prevent erosion or stabilize the soil. Neighboring farmers confirmed her suspicion that it's also getting hotter. Hotter temperatures have led to more pests, which attack her crops. Ndaya would love to invest in some new practices to improve the soil, but it feels too risky to invest time or money when she doesn't know if she will be able to rent this same plot of land again next season. As her crop production decreases, Ndaya worries she may not be able to grow enough food for the family.

Continue mapping on the space previously provided.

Section 3:
For almost a decade, southern Congola has experienced conflict among armed groups and between armed groups and security forces. Sporadic, but intense periods of conflict can displace thousands for extended periods, but most people are able to return home eventually. This is the case in Tusenge, where many who were displaced during a major conflict three years ago, are now steadily returning. Last week, a neighbor told Ndaya two returning farmers showed up at her rented plot to say the land was theirs. She has tried to contact the man who leases her the plot, but she cannot reach him. Ndaya wants to understand what to do but the laws governing land rights are unclear and often conflict with one another.

Worksheet 8: Mapping Drivers and Effects

Ndaya is worried. She believes it is good that people have been able to come home, but those returning will only put more pressure on scarce land and resources. She has also heard that there have been a number of other farmers like her being confronted by those returning over their plots. In one case, the conflict turned violent and a man was severely injured. She is also concerned about her husband, who has been very frustrated by the influx of new neighbors. He helps her with their small plot, but he has yet to find work here in Tusenge like the mining he used to do before they moved. She saw him speaking with several young men who have been involved with a local armed group. Ndaya is concerned Bintu might join them to make some money for the household.

Continue mapping on the space previously provided.

My notes:

SESSION 3: RESILIENCE BASICS IN OUR AFRICA REGION

PART 2: VISIONGING EXERCISE CONTINUED: ANTICIPATING SHOCKS & STRESSES

Worksheet 9: Visioning Exercise Continued - Shocks and Stresses

INSTRUCTIONS: Together, review your group's visioning chart, recalling elements that you've already defined:

- The geography (system boundary, *resilience of what?*), and
- The well-being outcomes you prioritized (*resilience to what end?*)

Now, consider **resilience to what?** First, review the following shortlist of shocks and stresses common in different programming contexts across our Africa Region. Determine which from this list are most relevant for your group's selected system boundary. You can **add** any significant **new and/or current** shocks and stresses that are important for your context.

CLIMATE, ENVIRONMENT, AGRO-ECOLOGICAL	ECONOMIC	SOCIAL
• Drought, dry spells, rainfall variability • Floods • Land degradation • Crop pests and diseases • Livestock diseases	• Seasonal cereal price changes • Seasonal livestock price changes • Sudden job loss • Dramatic inflation, currency devaluation or currency instability • Blackouts, energy shortages	• Illnesses and diarrheal diseases (household) • Large-scale infectious disease outbreaks (e.g. Ebola) • Community-based conflict (e.g. over land and water resources) • Violence from organized armed groups (related to ethnic, religious or political conflict) • Forced displacement • Gender-based violence • Political transition • Civic unrest • Drug or alcohol addiction

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Worksheet 9: Visioning Exercise Continued - Shocks and Stresses

Next, decide as a group on **two** shocks/stresses that are the most significant for your geography (i.e., within the boundary you defined) and have the strongest potential to undermine your well-being outcomes. Write these two on your group's flipchart.

1.

2.

Finally, **describe** how these two shocks and stresses could undermine progress toward your well-being outcomes. Imagine that they were to occur tomorrow. How might they derail communities' progress toward well-being?
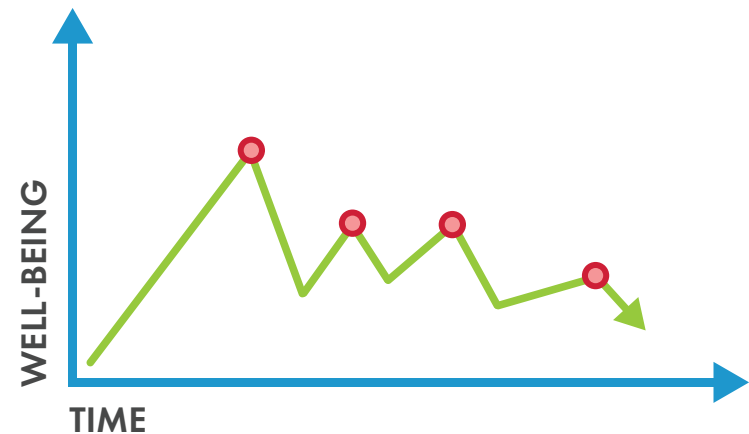
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SESSION 3: RESILIENCE BASICS IN OUR AFRICA REGION

PART 3: DIFFERENTIAL VULNERABILITY: EXPOSURE & SENSITIVITY

Worksheet 10: Differential Vulnerability: Exposure & Sensitivity

KEY TERMINOLOGY & DEFINITIONS:

- **Differential vulnerability:** The recognition that groups of people have differing levels of exposure and sensitivity to shocks and stresses based on certain factors, such as identity (gender, age, ethnicity, social norms), geography, socioeconomic status, etc.
- **Exposure:** A measure of how exposed or unprotected a group is to a shock or stress, considering measures like shock/stress frequency (how often) and duration (how long it lasts). A given place or population has a certain exposure level to a shock or stress.
- **Sensitivity:** How severely an individual, household, community or system is impacted by a given shock or stress.

Asking *Resilience of Whom?* Helps us understand how different groups are vulnerable to shocks and stresses and why. We call this differential vulnerability. The degree to which a target group is exposed and/or sensitive to a shock or stress can help determine their vulnerability to a shock or stress.

PRACTICE ACTIVITY: Stories from Around the World

Instructions: Read the following stories. Take a few minutes to reflect and record your thoughts about how vulnerability--specifically different groups' exposure and sensitivity--to shocks and stresses differs across groups.

Southeast Asia Tsunami - 2004
(Source: Oxfam, 2005)

A major tsunami hit Southeast Asia on 26 December 2004, killing more than 220,000 people in 12 countries. However, four times as many **women** died than **men** in three of the hardest hit countries: Indonesia, Sri Lanka, and India. Gender roles similar across the three

Worksheet 10: Differential Vulnerability: Exposure & Sensitivity

countries played a role in the higher death rate among women. Women in these areas often cannot swim or climb trees and so had a harder time escaping. Women also often stayed behind to look for their children and other relatives.

Cultural factors were also at play: in coastal Aceh, Indonesia, many women were more exposed than men because the tsunami hit on a Sunday morning when they were at home from work and the men were out on errands and away from the seafront. In agricultural areas, men were often out in the fields, working, or doing errands away from the house, or were taking produce to markets. Male economic migration to Malaysia is common in tsunami-affected areas of Indonesia, so some men were away from home. In India, women support the fishing industry and were waiting on the shore to collect the catch from fishermen when the wave struck. In a certain eastern district of Sri Lanka, women usually bathe in the sea at the time of day the tsunami hit.

Reflection Questions:

1. Who are the key characters or different groups in the story?

2. Who was most sensitive and who was most exposed? Use the vulnerability matrix to chart each group.

3. What are some of the factors or characteristics that made them more exposed and/or sensitive?

4. What factors, or characteristics (if any) made them less vulnerable?

5. Can you think of any potential systemic constraints that influenced their level of vulnerability?

HIGH EXPOSURE

LOW EXPOSURE

LOW SENSITIVITY　　　HIGH SENSITIVITY

Worksheet 10: Differential Vulnerability: Exposure & Sensitivity

Democratic Republic of Congo Ebola Outbreak - 2018
(Source: The Lancet, 2019 and The New York Times, 2019)

The Democratic Republic of the Congo (DRC) is experiencing the second largest Ebola outbreak ever recorded. While thousands of cases have been reported in both western and eastern parts of the country, western DRC was able to contain the outbreak in a matter of three months with fewer than 35 deaths. Eastern Congo, however, has seen over 2,000 deaths as of August 2019. Eastern Congo is still grappling with the outbreak, and a new resurgence is threatening hundreds of thousands more of people in cities like Beni, in North Kivu, one of the easternmost provinces of DRC. A few key differences between the eastern and western regions may be playing a role in their markedly different levels of vulnerability.

The most striking difference is the extensive, chronic violence and conflict in eastern DRC. Over 800 people were killed in Beni in recent years in massacres, and residents harbor deep mistrust of the current national government (with one study recording trust as low as 2%). Communities in Ebola-struck areas in the east are generally opposition strongholds, and in late 2018, the national government declared that eastern Congo was too affected by the Ebola crisis to participate in national elections.

Following this decision to cancel elections in the Kivu provinces, numerous health centers, including healthcare workers, were attacked and burned, and health centers and workers remain under threat. Conspiracy theories, misinformation that Ebola was being deliberately spread to eastern DRC, and general mistrust of services in Ebola healthcare responses took hold. For instance, because of the insecurity, vaccination teams and Ebola responders travel with military escort or armed police, feeding into suspicions that Ebola is somehow connected with politics. In contrast, in western DRC, health workers deployed an effective vaccination quickly, unhindered by conflict, and the vaccination was generally trusted and accepted by the local population. These experimental treatments contributed to the virus' swift containment.

Worksheet 10: Differential Vulnerability: Exposure & Sensitivity

Reflection Questions:

1. Who are the key characters or different groups in the story?

2. Who was most sensitive and who was most exposed? Use the vulnerability matrix to chart each group.

3. What are some of the factors or characteristics that made them more exposed and/or sensitive?

4. What factors, or characteristics (if any) made them less vulnerable?

5. Can you think of any potential systemic constraints that influenced their level of vulnerability?

HIGH EXPOSURE		
LOW EXPOSURE		
	LOW SENSITIVITY	**HIGH SENSITIVITY**

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SESSION 3: RESILIENCE BASICS IN OUR AFRICA REGION
PART 3: DIFFERENTIAL VULNERABILITY: EXPOSURE & SENSITIVITY
Worksheet 11: Differential Vulnerability in Tusenge

INDEPENDENT READING AND ANALYSIS

Instructions: Read the following paragraphs about three different characters living in the same area: Ndaya, Kasadi and Beya. As you read, think about the different factors that influence their exposure and sensitivity to the three main shocks and stresses occurring in Tusenge over the course of several months this year — heavy rains, crop pests and land conflict — and answer the reflection questions below the story.

NDAYA

E. Dalziel for Mercy Corps

Tusenge is two months into the first rainy season of the year, and Ndaya visits her rented plot one morning to find that half of her cassava and maize crops — which she had spent all month carefully planting and tending — was washed away during a heavy storm the night before. She wishes she could have done something to prevent the heavy rains from having such damaging effects, but Ndaya is new to Tusenge. The farmland is much hillier here than in her home village, and the soil easily washes down the hill during these heavy rains. She is eager to learn, but she does not have the same networks here, and she isn't sure how to access information about alternative planting or land management techniques. She worries, too, that even if she did know how to manage the heavy rains and her soil erosion, it would be too expensive, too much work for her to do on her own, or not worth the effort since she is unsure if she will be able to afford to rent this same plot for the next few seasons.

Worksheet 11: Differential Vulnerability in Tusenge

To make matters worse, the farmers who are resettling in Tusenge after being displaced are now confronting her more regularly — both at her plot and in the village. They say they want their land back. Ndaya has no other option— she has already planted this plot, and she continues to pay the landlord. Neither side has a clear understanding of how to resolve the issue legally. Bintu, her husband, is so angry that he has started leaving at night to meet with a local armed group which has seized on these emerging land conflicts as a recruitment strategy. Ndaya is worried he or members of the armed group will retaliate against the resettled farmers with violence, putting her and her family in even more danger. Anticipating only half of the harvest she was expecting and fearing she may lose her land, Ndaya is starting to cut back significantly on meals so her three children have enough to eat.

KASADI

C. Robins for Mercy Corps

On a different hillside in Tusenge lives Kasadi. At 63-years-old, Kasadi is just returning to Tusenge after being displaced by a violent conflict that took place three years ago. For three years, he moved between camps for internally displaced people and was never able to pursue farming or other work. With his wife having passed away just a year ago and their two children having migrated to Rwanda, Kasadi has few reasons to return to Tusenge. But he kept dreaming about being back on a plot that he owned and had farmed his whole life. When he finally arrives in Tusenge, he finds a much different reality: his land is now being farmed by several day-laborers. Kasadi learns that the day-laborers were dismissed two years ago from a nearby coffee plantation, whose wealthy owner converted it into a cattle ranch. Several laborers began farming Kasadi's land in his absence, but they had little farming experience. Their poor farming practices led to major soil degradation on Kasadi's plot.

Though he is unable to prove he is the legal owner, Kasadi gets several neighbors to vouch for him with a local chief and regains control of the land. With several health conditions, his ability to work the farm is limited. He saves some of the remittances from his children and negotiates with the day-laborers to help him work the plot. He teaches the laborers some farming techniques that help

Worksheet 11: Differential Vulnerability in Tusenge

control and reverse some of the soil erosion, including how to slow, trap and direct rainwater to reduce the topsoil from running off during heavy rains. The additional labor he is able to afford enables Kasadi to improve his whole plot with these techniques, and his maize and bean crops appear to be on track for a good harvest — that is until he discovers a crop pest has eaten through a third of his maize, his main source of food and income. Kasadi is worried: if he cannot maintain the rest of his production, he will have a hard decision to make: dismiss the day-laborers and carry out the rest of the season's labor all by himself, significantly reducing the crop he'll be able to tend, or risk being unable to pay them at harvest.

BEYA

E. Dalziel for Mercy Corps

At another end of Tusenge lives 35-year old Beya, who owns a small shop selling sundries and other basic goods. Income from his shop has always been consistent, and with the influx of returning villagers, his sales have increased. He is spending more time at the shop, while his wife Elonga works their farm where they grow cassava and maize like Ndaya. With some of the income from Beya's shop over the years, he and Elonga invested in planting some shrubs and trees which has helped to stabilize the soil and protect their crops during heavy rains. Elonga also takes care of a few goats and one steer that Beya purchased last year, and she uses their waste as organic fertilizer. They are expecting a good production.

While the nearest market is a four hour walk away in Kikavu, Beya has a brother with a motorcycle. Beya's brother learns from some input suppliers in the market about a new crop pest that is widely attacking maize and a new biopesticide that appears to be helping prevent the impact. With the extra sales from his shop, Beya purchases the biopesticide and applies it to his crops. Elonga and Beya are grateful they have been able to protect most of their maize from the pest and can keep earning some money from their shop to buy food, save a little and keep investing in their farming.

Worksheet 11: Differential Vulnerability in Tusenge

REFLECTION QUESTIONS:

1. For each character — Ndaya, Kasadi and Beya — how were their levels of **exposure** and **sensitivity** different to **heavy rains**? Plot each person on the graph.

   What are some of the factors or characteristics that made each of them exposed and/or sensitive?

   • **Ndaya:**

   • **Kasadi:**

   • **Beya:**

   HEAVY RAINS

   high exposure

   low exposure

   low sensitivity   high sensitivity
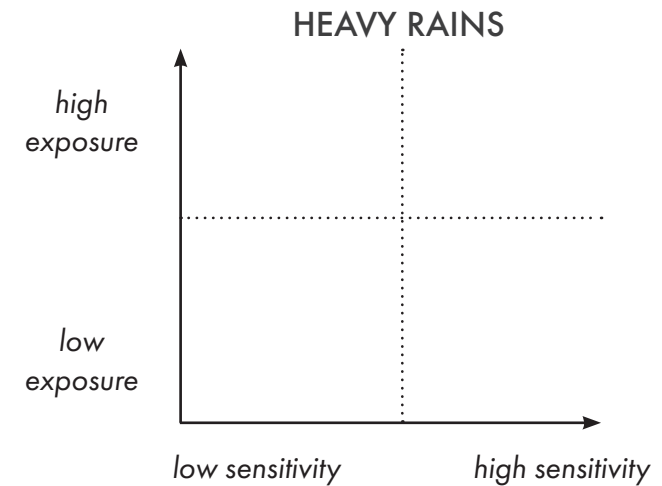
2. For each character — Ndaya, Kasadi and Beya — how were their levels of **exposure** and **sensitivity** different to **crop pests**? Plot each person on the graph.

   What are some of the factors or characteristics that made each of them exposed and/or sensitive?

Worksheet 11: Differential Vulnerability in Tusenge

- **Ndaya:**

- **Kasadi:**

- **Beya:**

CROP PESTS

high exposure

low exposure

low sensitivity   high sensitivity
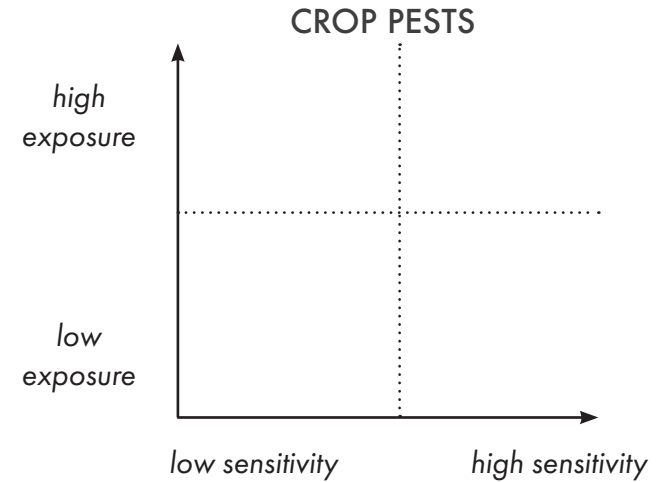
3. For each character — Ndaya, Kasadi and Beya — how were their levels of **exposure** and **sensitivity** different to **land conflict**? Plot each person on the graph.

What are some of the factors or characteristics that made each of them exposed and/or sensitive?

- **Ndaya:**

- **Kasadi:**

- **Beya:**

LAND CONFLICT

high exposure

low exposure

low sensitivity   high sensitivity
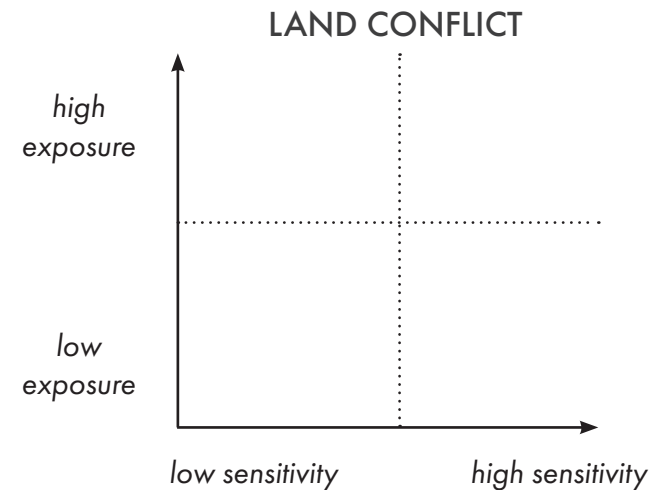
Worksheet 11: Differential Vulnerability in Tusenge

4. What factors or characteristics (if any) made each of the characters **less** vulnerable to these shocks?

- **Ndaya:**

- **Kasadi:**

- **Beya:**

SESSION 3: RESILIENCE BASICS IN OUR AFRICA REGION

PART 4: VISIONING PART 3 - DIFFERENTIAL VULNERABILITY

Worksheet 12: Visioning Exercise: Assessing Differential Vulnerability

Instructions: Review your group's visioning chart together, recalling elements that are already defined:

- The geography (system boundary—*resilience of what?*),
- The well-being outcomes you prioritized (*resilience to what end?*), and
- The two shocks and stresses you picked (*resilience to what?*)

Now, consider *Resilience of whom?* Imagine your team is working with one of these population groups (PICK ONE AS A GROUP):

a. Women smallholder women farmers of rain-fed cereals, aged 30-45 years

b. Adolescent boys and young men, aged 18-24, who are establishing urban or peri-urban livelihoods (non-farm related)

c. Male pastoralists, aged 30-45 years

d. Adolescent girls, aged 14-18, from agropastoralist communities

Discuss and record your group's reflections on the following two questions:

1. For the population group you selected, what are their exposure and sensitivity levels to the two shocks or stresses you picked? Plot your group on the graphs below:

SHOCK / STRESS 1: _____
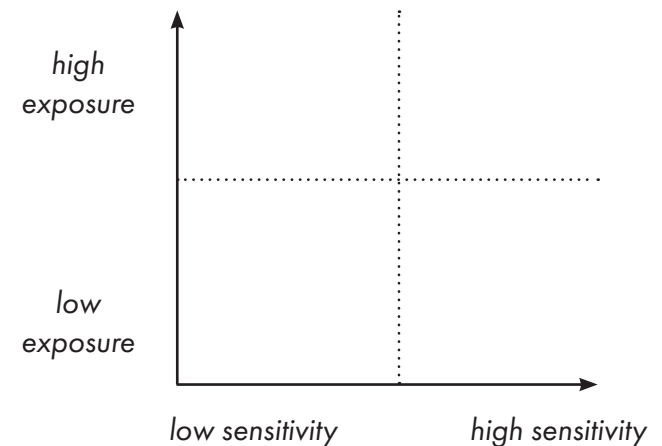
Worksheet 12: Visioning Exercise/Assessing Differential Vulnerability

SHOCK / STRESS 2: _____
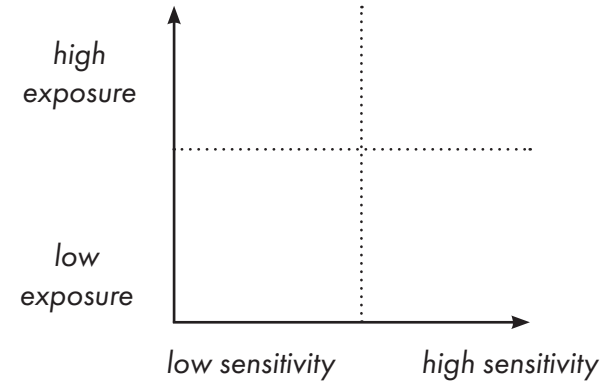
2. Now, discuss WHY for each shock/stress: what are the reasons for their high or low exposure and sensitivity?

POPULATION GROUP SELECTED:_____			
SHOCK / STRESS 1	Why? • • •	**SHOCK / STRESS 2**	Why? • • •

SESSION 3: RESILIENCE BASICS IN OUR AFRICA REGION

PART 5: RESILIENCE CAPACITIES

Worksheet 13: Defining Resilience Capacities

KEY TERMINOLOGY & DEFINITIONS:

- **Resilience Capacity:** Resilience capacities are resources that a person, household, community, or system has access to and uses in a certain way to address shocks and stresses, in order to minimize or prevent their impact, thereby protecting and advancing well-being outcomes.

  - *Absorptive capacity: resources used to minimize exposure and sensitivity to a shock or stress, in order to reduce the impact and recover more quickly.*

  - *Adaptive Capacity: resources used to proactively modify one's circumstances and strategies in anticipation of a shock/stress and changing conditions, in order to avoid exposure and/or reduce sensitivity.*

- **Resource:** A natural, physical, human, social, or financial asset that the target group, institution, or system can access or use in a certain way to address one or more shocks or stresses.
- **Systemic Constraint:** A formal or informal belief, behavior, attitude, perception, policy, rule, or regulation that can prevent the access and/or use of a resource.
- **Transformative Resilience Capacity:** A shift in or reversal of a systemic constraint which creates or reestablishes access to and/or use of a resource.
  - *Transformative resilience capacities enable system-level changes that reverse root causes of vulnerability and facilitate resilience over the long-term (such as shifts in policy, formal and informal rules, and underlying social norms or behaviors).*

We can think about the core building blocks of a resilience capacity like this:
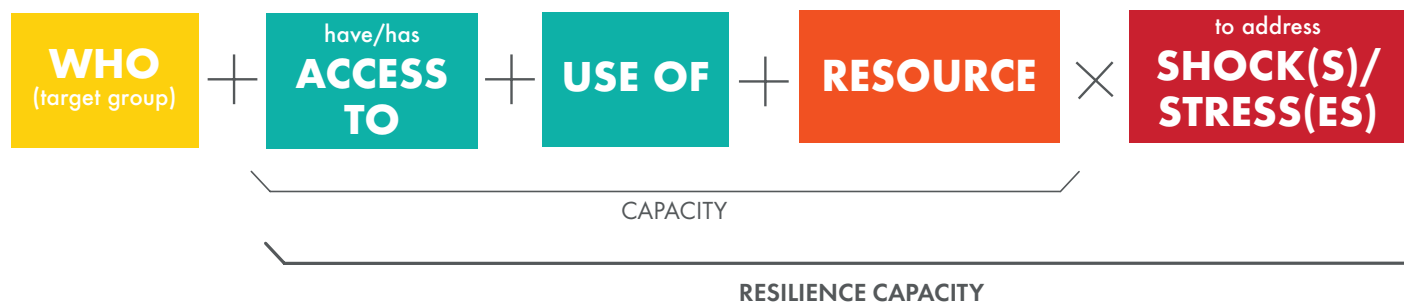
Worksheet 13: Defining Resilience Capacities

NOTE TAKING: Defining Resources

RESOURCE	AN ASSET THAT IS:	EXAMPLES:
NATURAL RESOURCE		
PHYSICAL RESOURCE		
HUMAN RESOURCE		
SOCIAL RESOURCE		
FINANCIAL RESOURCE		

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Worksheet 13: Defining Resilience Capacities

NOTE TAKING: Defining Resilience Capacities

ACCESS

USE

RESILIENCE FORMULA
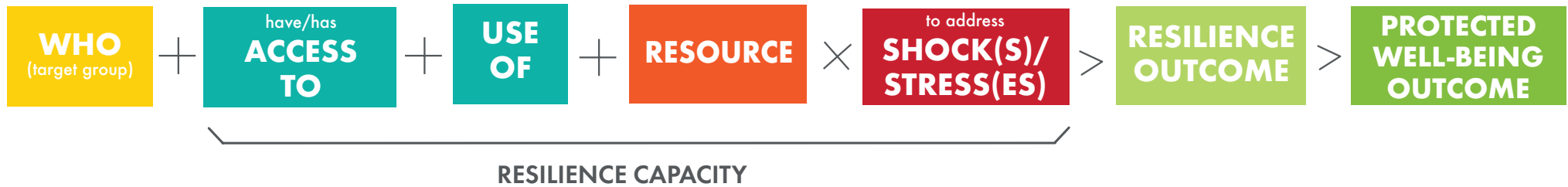
| **WHO** (target group) | + | have/has **ACCESS TO** | + | **USE OF** | + | **RESOURCE** | × | to address **SHOCK(S)/ STRESS(ES)** | > | **RESILIENCE OUTCOME** | > | **PROTECTED WELL-BEING OUTCOME** |

RESILIENCE CAPACITY

My notes:

Worksheet 13: Defining Resilience Capacities

INSTRUCTION: Zambezi River Flooding, Part 1: Building Blocks of Resilience Capacities

| WHO (target group) | + | have/has ACCESS TO | + | USE OF | + | RESOURCE | × | to address SHOCK(S)/ STRESS(ES) | > | RESILIENCE OUTCOME | > | PROTECTED WELL-BEING OUTCOME |

	RESILIENCE CAPACITY					

✎ *My notes:*

Worksheet 13: Defining Resilience Capacities

BRIEF GROUP PRACTICE: Flooding on the Zambezi, Part 1

Example 3:

Farmers have access to a new capacity building opportunity: they are going to learn new knowledge and skills relating to planting sugarcane in the river bank. They learn these skills and then apply them by planting the sugarcane in low-lying areas in the season before flooding is likely to occur. This sugarcane both stabilizes the riverbank, protecting their existing crops and property, and provides them a new source of income. If flooding does occur, their existing crop income source and property are protected, and they have diversified with a new source of income that is not vulnerable to flooding. This allows them to continue earning income from their crops and sugarcane despite the flooding. Ultimately, they are able to maintain or continue to increase their economic well-being.

| WHO (target group) | + | have/has ACCESS TO | + | USE OF | + | RESOURCE | × | to address SHOCK(S)/ STRESS(ES) | > | RESILIENCE OUTCOME | > | PROTECTED WELL-BEING OUTCOME |

RESILIENCE CAPACITY
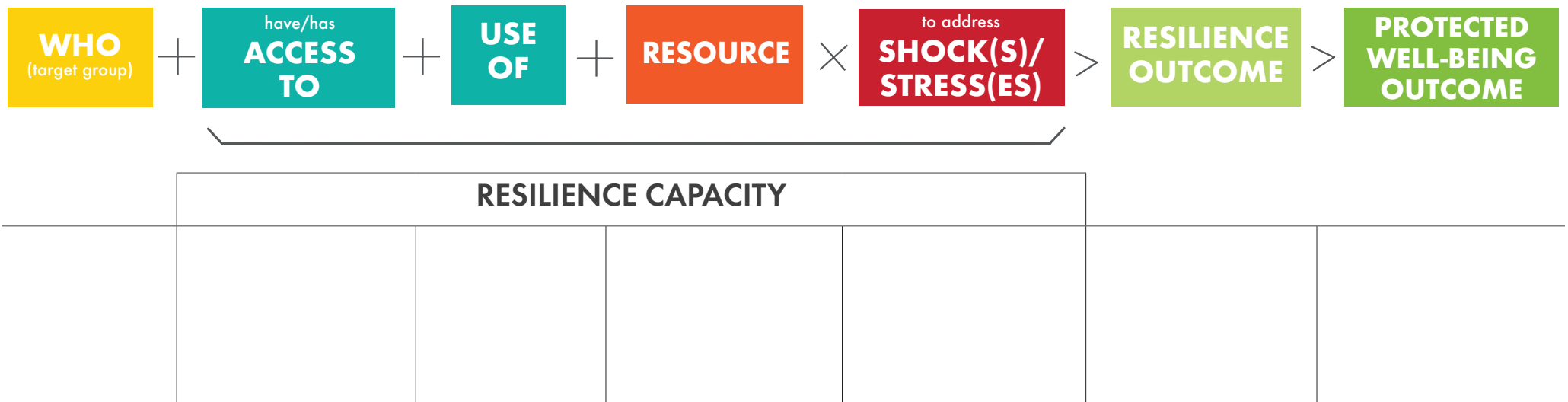
✎ *My notes:*

Worksheet 13: Defining Resilience Capacities

Example 4:

Farmers gain access to a new opportunity to insure their crops against flooding, something uncommon in the area. Farmers buy insurance and pay their premiums regularly and on time. When a flood hits and damages some of their crops, they file a claim and are reimbursed for some or all of the value of their lost harvest. So, even when flooding does occur their existing crop income source is protected. Ultimately, there are able to maintain their income even in the face of flooding. This allows them to protect their economic security.

| WHO (target group) | + | have/has ACCESS TO | + | USE OF | + | RESOURCE | × | to address SHOCK(S)/ STRESS(ES) | > | RESILIENCE OUTCOME | > | PROTECTED WELL-BEING OUTCOME |

RESILIENCE CAPACITY
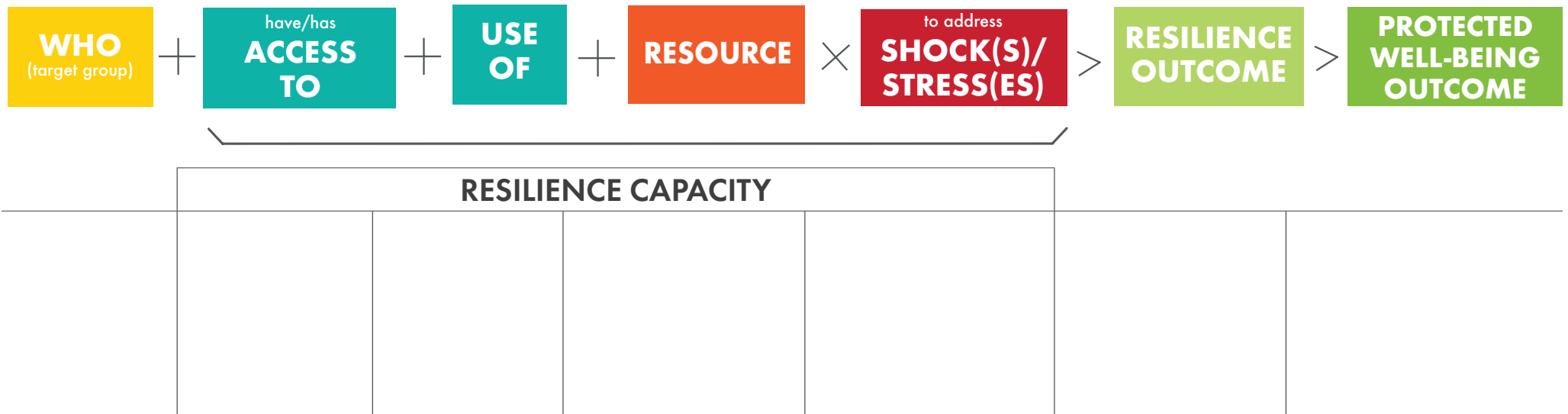
My notes:

Worksheet 13: Defining Resilience Capacities

GROUP PRACTICE: Ndaya's Story, Part 1: Building Blocks of Resilience Capacities

| WHO (target group) | + | have/has ACCESS TO | + | USE OF | + | RESOURCE | × | to address SHOCK(S)/ STRESS(ES) | > | RESILIENCE OUTCOME | > | PROTECTED WELL-BEING OUTCOME |

RESILIENCE CAPACITY			

Worksheet 13: Defining Resilience Capacities

INSTRUCTION: Zambezi River Flooding, Part 2: Systemic Constraints & Enabling Conditions (Transformative Capacities)

Systemic Constraints:

formal or informal rules, regulations policies, etc.

social norms

perceptions, attitudes, beliefs, behaviors, attitudes

that can block **access** or **use** of a **resource** to **address shocks** or **stresses**

ACCESS
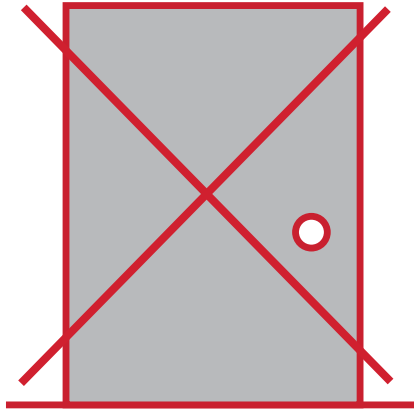
USE

My notes:

Worksheet 13: Defining Resilience Capacities

INSTRUCTION: Zambezi River Flooding, Part 2: Systemic Constraints & Enabling Conditions (Transformative Capacities)

Transformative Resilience Capacity: A shift in or reversal of a systemic constraint into a **positive enabling condition** which creates or reestablishes access to and/or use of a resource.

ACCESS   USE
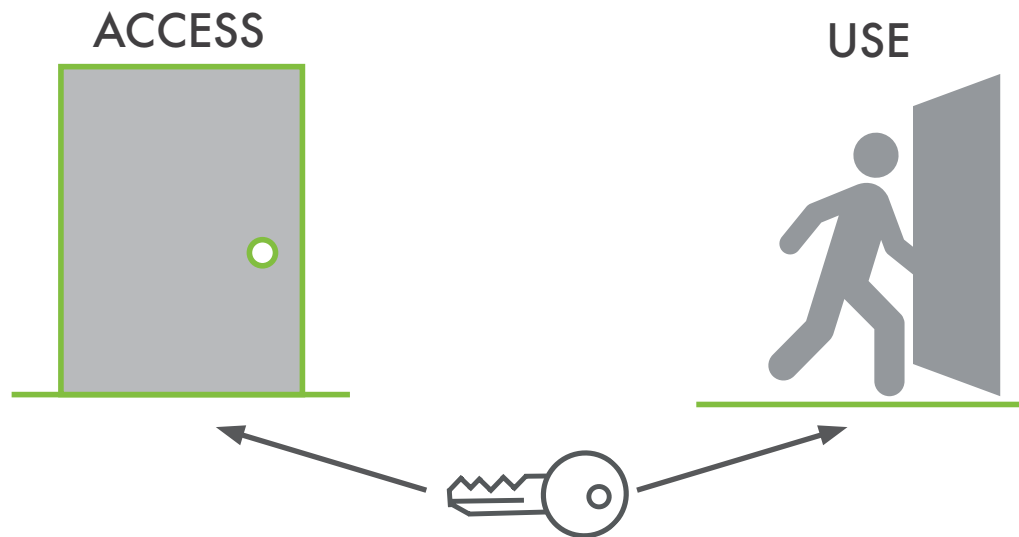
Transformation through **positive enabling conditions** can unlock **access** and **use.**

✎ *My notes:*

Worksheet 13: Defining Resilience Capacities

| WHO (target group) | + | have/has ACCESS TO | + | USE OF | + | RESOURCE | × | to address SHOCK(S)/ STRESS(ES) | > | RESILIENCE OUTCOME | > | PROTECTED WELL-BEING OUTCOME |

	RESILIENCE CAPACITY					
Farmers planting in low-lying areas, near the Zambezi River	Can access wood and other supplies for building elevated hut	Use supplies to build shed and move harvested crops here before or during flood	Wood and other supplies to build elevated hut	Floods	Minimizes damage to income source	Economic well-being

(-)Systemic constraint:

_____

→ (+)Enabling condition:

✎ *My notes:*

Worksheet 13: Defining Resilience Capacities

| WHO (target group) | + | have/has ACCESS TO | + | USE OF | + | RESOURCE | × | to address SHOCK(S)/ STRESS(ES) | > | RESILIENCE OUTCOME | > | PROTECTED WELL-BEING OUTCOME |

	RESILIENCE CAPACITY					
Farmers in low-lying areas near the Zambezi River	Access to credit	Use of credit to diversify livelihoods, investing in new, less risky income sources	Credit	Floods	Continue earning income	Economic well-being

(-)Systemic constraint:

_____

→ (+)Enabling condition:

🖊 *My notes:*

Worksheet 13: Defining Resilience Capacities

BRIEF GROUP PRACTICE: Flooding on the Zambezi, Part 2

WHO (target group)	+	have/has **ACCESS TO**	+	**USE OF**	+	**RESOURCE**	×	to address **SHOCK(S)/STRESS(ES)**	>	**RESILIENCE OUTCOME**	>	**PROTECTED WELL-BEING OUTCOME**

RESILIENCE CAPACITY

Farmers in low-lying areas near the Zambezi River	Access to credit Access to capacity building in sugarcane planting in riverbank for soil stabilization	Use of knowledge/skills to plant sugarcane in riverbank + harvesting of sugarcane post-flooding	Knowledge/skills to plant sugarcane in riverbed for soil stabilization and profit	Floods	Maintains and diversifies income source	Income and economic security protected

(-)Systemic constraint: Farmers do not trust that there is a market for sugarcane

→ (+)Enabling condition:

My notes:

Worksheet 13: Defining Resilience Capacities

BRIEF GROUP PRACTICE: Flooding on the Zambezi, Part 2

WHO (target group)	+	have/has ACCESS TO	+	USE OF	+	RESOURCE	×	to address SHOCK(S)/ STRESS(ES)	>	RESILIENCE OUTCOME	>	PROTECTED WELL-BEING OUTCOME

RESILIENCE CAPACITY

Farmers in low-lying areas near the Zambezi River	Access to crop insurance	Pay premium on-time, regularly before flooding hits, and file a claim after	Crop insurance	Floods	Receive payout (some or all of the value of their crops)	Income and economic security protected

(-)Systemic constraint: Insurance providers believe the areas near the Zambezi are too high-risk and that the client base (i.e., smallholder farmers) is too small scale to provide products there

→ (+)Enabling condition:

My notes:

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Worksheet 13: Defining Resilience Capacities

GROUP PRACTICE: Ndaya's Story, Part 2: Systemic Constraints & Enabling Conditions (Transformative Capacities)

(-) Systemic constraint: *Reason why the resource is not accessible or able to be used to address shock or stress*		(+) Positive enabling condition: *What conditions would allow the resource to be accessed and used to address shock or stress*
	→	
	→	
	→	
	→	
	→	

SESSION FOUR

APPLYING RESILIENCE AND SYSTEMS THINKING WITHIN ORGANIZATIONS AND OUR WORK

SESSION 4: APPLYING RESILIENCE AND SYSTEMS THINKING WITHIN ORGANISATIONS AND OUR WORK

PART 1: TRANSITIONING FROM CONCEPTUAL TO PRACTICAL RESILIENCE UNDERSTANDING

Worksheet 14: Continually Asking the Five Resilience Questions

What must we do to ensure our understanding of resilience deepens over time and reflects the changing dynamics of systems and contexts?
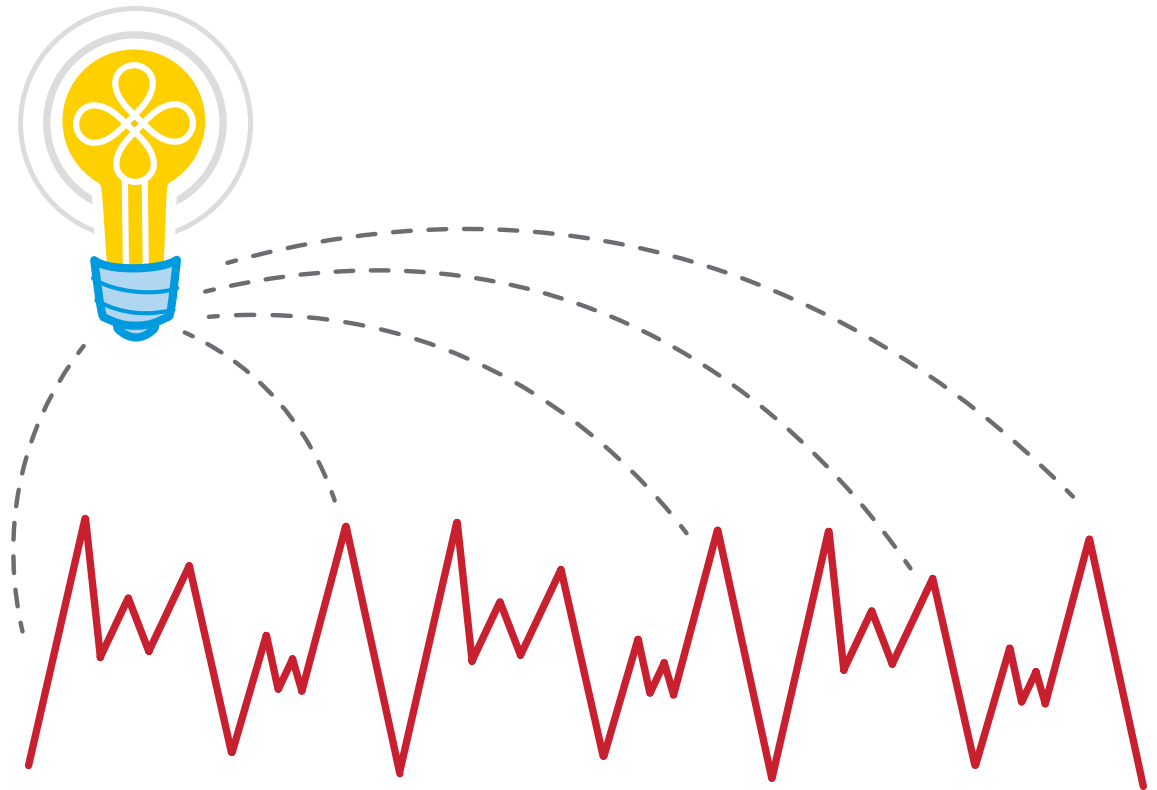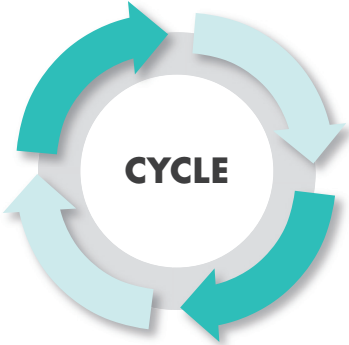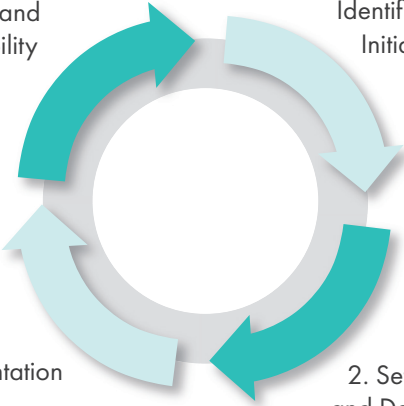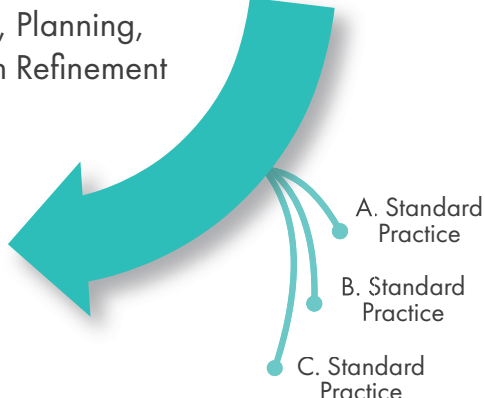
SESSION 4: APPLYING RESILIENCE AND SYSTEMS THINKING WITHIN ORGANISATIONS AND OUR WORK

PART 2: KEY BUILDING BLOCKS OF GOOD PROGRAM MANAGEMENT & STANDARD PRACTICES

Worksheet 15: Understanding Good Program Management

Table 1: Key Components of Good Program Management

PROGRAM CYCLE	PROGRAM PHASE	STANDARD PRACTICE
	  4. End of Program Transition and Sustainability 1. Program Identification and Initial Design 3. Implementation 2. Set-up, Planning, and Design Refinement	 2. Set-up, Planning, and Design Refinement A. Standard Practice B. Standard Practice C. Standard Practice
Why cycles? As organizations, we typically engage in projects or programs through cycles. If we utilize good management practices, each cycle should follow a similar pattern or phases.	**Why phases?** A phase is simply a stage of the program or project. Not all programs or projects follow the same exact pattern or phases, but identifying common phases helps us think about the best order to pursue good project management tasks or standard practices. Some themes or work areas—like monitoring, evaluation, and learning (MEL)—crosscut multiple phases, requiring work throughout the program cycle. *In this course we'll talk about* **four phases** *of a program cycle.*	**Why standard practices?** This is often a tool, practice, or process that is essential to good program management. Each phase includes many recommended standard practices for ensuring a program is managed well. Some standard practices may straddle two phases. *In this course we'll talk about* **five standard practices** *(among many) of the program cycle.*

Worksheet 15: Understanding Good Program Management

Table 2: Highlighted Standard Practices of Good Program Management

1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
Contextual Analysis: Any type of analysis or assessment that serves to better help understand the context	**Results Chains:** A results chain diagram is a series of boxes that describe the sequence of events expected to lead to a particular outcome. They help us think critically about cause and effect and encourage us to be clear about how and why we believe activities will lead to an overall goal. A results chain can also serve as a **theory of change (ToC)** because they are both ways of demonstrating the connection between what activities the project will implement and what is expected it will achieve as a result. **Monitoring & Evaluation (M&E) Indicator Plan:** One of several M&E related standard practices required (each at different phases within the project cycle), this plan defines how the project (logframe) will be measured, outlines key information required for each indicator (frequency for data collection, data collection method and tools, use) and summarizes the key MEL tasks for the project. It also provides detailed information for each project indicator to ensure all team members have the same understanding of the data collected.	**Activity Design:** Activity design exercises (often referred to as **activity terms of reference**) help outline detailed descriptions of the activity to be implemented in a project, including the target group, timeline for implementing, the budget needed, and how the activity relates to the overall technical sector and/or program strategy. The activity design process often occurs iteratively throughout Phase 3 (i.e., implementation), though teams may begin the initial design process during Phase 2 (i.e., Set-up, Planning, and Design Refinement) and update or refine activity design or create new activities in Phase 3. **Regular Review and Reflection Meetings:** These are regularly scheduled meetings which convene program stakeholders and use formal and informal data and evidence to reflect on progress, potential modifications to program implementation and activities, and next steps. These conversations and reflections can serve as the basis for updating strategies and activities based on new learning.	

Worksheet 15: Understanding Good Program Management

STATION 1A: CONTEXTUAL ANALYSIS & NEEDS ASSESSMENT

Definition: *Any type of analysis or assessment that serves to better help understand the context. These assessments can be sectoral in nature.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
Most often occurs during **Phase 1**, but can also occur in Phase 2			

BACKGROUND: The Governorate of Kasserine of Tunisia, which oversees 13 Districts in the west-central area of the country,   is planning their next set of development programs , but they feel they should collect some new data to understand the kinds of programs that are currently best suited for the districts within their Governorate.

STEPS:
1. Several department heads have ideas for programming in their areas: economic development through agriculture and education.
2. The Governorate conducts two contextual assessments, one focusing primarily on agriculture and markets and the other on primary and secondary education. The assessments draw on data from a number of diverse sources (e.g., reputable academic studies conducted in the local context, key informant interviews, focus group discussions).
3. They use this data to develop two new programs.

Worksheet 15: Understanding Good Program Management

STATION 2A: RESULTS CHAINS

Definition: *A series of boxes that describe the sequence of events expected to lead to a particular outcome. They help us think critically about cause and effect and encourage us to be clear about how and why we believe activities will lead to an overall goal. A results chain can also serve as a theory of change (ToC) because they are both ways of demonstrating the connection between what activities the project will implement and what is expected it will achieve as a result.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
	Most often occurs during **Phase 2**		

BACKGROUND: Mercy Corps team members working on the start-up of a new four year program in Sudan have conducted a series of assessments that have helped them better understand the context, and they are now ready to develop a results chain that describes the logic of their new agriculture and market systems development program.

STEPS:

1. Staff sit down to create the results chain, and they walk through the logical steps and sequence of events that will lead to each result necessary to arrive at the well-being outcomes.
2. They reference their high-level theory of change while they complete the results chain activity.
3. When they are finished, they have a clear and logical program design that explains how the interventions they will implement will lead to a series of results, which will then lead to their overall goal.

Worksheet 15: Understanding Good Program Management

STATION 3A: MONITORING & EVALUATION INDICATOR PLAN

Definition: *A plan that defines how the project will be measured (usually referencing the logframe), outlines key information required for each indicator (frequency for data collection, data collection method and tools, use) and summarizes the key monitoring, evaluation and learning (MEL) tasks for the project. It also provides detailed information for each project indicator to ensure all team members have the same understanding of the data collected.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
	Most often occurs during **Phase 2**[*]		

[*] While the Indicator Plan is often created during Phase 2, general M&E is a crosscutting objective and will require standard practices completed throughout the program cycle.

BACKGROUND: Government staff from the Filingue Department in Niger's north-west Tillaberi Region has created results chains for its new maternal health services project, and is ready to develop an indicator plan that lays out what it will measure, how, and why.

STEPS:
1. The team reviews their original project proposal that was approved for funding by authorities in Tillaberi's Regional Office, as well as the theory of change and recently-created results chains to ensure they fully understand the logical progression of the project.
2. Based on this logic, they develop indicators that measure well-being and intermediate and sub-outcomes.
3. These indicators serve as the foundation for the monitoring and evaluation indicator plan which includes a detailed timeline (i.e., how frequently they will measure each indicator) and which tools and methods they will use to measure them.

Worksheet 15: Understanding Good Program Management

STATION 4A: ACTIVITY DESIGN (OR ACTIVITY TERMS OF REFERENCE)

Definition: *Often referred to as activity terms of reference, this outlines detailed descriptions of the activity to be implemented in a project, including the target group, timeline for implementing, the budget needed, and how the activity relates to the overall technical sector and/or program strategy.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
	Most often begins in Phase 2 (initial activity design), but continues iteratively throughout **Phase 3**		

BACKGROUND: The team working on the REVIVE Program, which is targeting six districts across Somalia's Bay, Lower Shabelle and Middle Shabelle Regions, is ready to implement their new food security program focusing on agricultural recovery, markets, and financial services.

STEPS:

1. The program manager convenes the program officers in charge of each technical sector for a training on their new standards for activity design.
2. Program officers then spend the next two weeks working through activity design or activity terms of reference exercises for the activities that will be occurring under their respective sectors (agriculture, markets, and financial services) in the six target districts.
3. For each activity, they describe: the activity definition with the detailed steps required to implement it, who the activity will target, when it will occur and for how long, its sequencing with other activities, and how much it will cost.
4. They also make sure to explain how the activity fulfills their technical sector strategies for the program.

Worksheet 15: Understanding Good Program Management

STATION 5A: REGULAR REVIEW & REFLECTION MEETINGS

Definition: *These are regularly scheduled meetings which convene program stakeholders and use formal and informal data and evidence to reflect on progress, potential modifications to program implementation and activities, and next steps. These conversations and reflections can serve as the basis for updating strategies and activities based on new learning.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
		Most often begins in **Phase 3**	

BACKGROUND: A program officer working on climate smart agriculture in Biu, a Local Government Area in northeast Nigeria's Borno State, is preparing for her team's quarterly reflection meeting.

STEPS:
1. The program officer will soon be traveling to meet her colleagues who work across Borno State on the Mafarki Tare Program for their quarterly program team reflection meeting.
2. To prepare, she reflects on a series of formal monitoring and evaluation indicators relevant to her sector, climate smart agriculture.
3. She also reviews some observations she has recorded over the last month in her field notebook.
4. She then writes these up in a short report, summarizing her progress and opportunities for improvement.
5. During the regular review and reflection meeting, she and her teammates share their reflections and work toward a mutual understanding of progress, informed by both formal and informal evidence.
6. They then discuss opportunities for adapting, including ways they might enhance and replicate promising progress and opportunities to shift course or correct where progress has faltered.
7. After the meeting, the program officer integrates these program adaptations into her workplan and the cycle of reflection begins again.

Worksheet 15: Understanding Good Program Management

QUESTIONS
STATION 1A: CONTEXTUAL ANALYSIS & NEEDS ASSESSMENT

? Have you completed this standard practice or a related activity? If, so when? If so, did completing the standard practice help improve the quality of your program, and if so, how?

Why does this contextual analysis seem important to maintaining program quality? What might happen if the team did not conduct a contextual analysis?

STATION 2A: RESULTS CHAINS

? Have you completed a results chain or related activity? If, so when? If so, did completing the standard practice help improve the quality of your program, and if so, how?

Why do results chains seem important to maintaining program quality? What might happen if the team did not complete a results chain?

Worksheet 15: Understanding Good Program Management

STATION 3A: MONITORING & EVALUATION INDICATOR PLAN

? Have you completed a monitoring and evaluation indicator plan or related activity? If so, when? If so, did completing the standard practice help improve the quality of your program, and if so, how?

Why does a monitoring and evaluation indicator plan seem important to maintaining program quality? What might happen if the team does not complete a monitoring and evaluation indicator plan?

STATION 4A: ACTIVITY DESIGN (OR ACTIVITY TERMS OF REFERENCE)

? Have you completed activity design or activity terms of reference exercises or a related exercise? If so, when? If so, did completing the standard practice help improve the quality of your program, and if so, how?

Why does activity design seem important to maintaining program quality? What might happen if teams did not complete these activity design exercises?

Worksheet 15: Understanding Good Program Management

STATION 5A: REGULAR REVIEW & REFLECTION MEETINGS

? Have you ever participated in regular review and reflection meetings or related activities? If so, when? If so, did completing the standard practice help improve the quality of your program, and if so, how?

Why do regular review and reflection meetings seem important to maintaining program quality? What might happen if the team did not hold regular review and reflection meetings?

SESSION 4: APPLYING RESILIENCE AND SYSTEMS THINKING WITHIN ORGANISATIONS AND OUR WORK

PART 3: RESILIENCIFYING STANDARD PRACTICES

Worksheet 16: Resiliencifying Standard Practices

KEY TERMS:
- **Standard practice:** This can be a resource or process that is essential to managing a program well.
- **Resiliencified standard practice:** A resilience approach applied to a program management standard practice; a standard practice which deliberately accounts for resilience considerations (e.g., shocks and stresses, differential vulnerability, systems dynamics, etc.).

TABLE 1: PRIORITIZED RESILIENCIFIED STANDARD PRACTICES			
1. Program Identification & Initial Design	**2. Set-up, Planning, and Design Refinement**	**3. Implementation**	**4. End of Program Transition & Sustainability**
Standard Practice: Context Analysis and Initial Needs Assessment *Resiliencified: Risk and Resilience Assessment* **Description:** Conducted across sectors and often at multiple scales*, a **risk and resilience assessment** helps teams analyze the context with a specific emphasis on the five guiding resilience questions (i.e. systems dynamics,	**Standard Practice:** Results Chains *Resiliencified: Resilience Results Chain (or Resilience Pathways)* **Description: Resilience results chain** design helps teams account for risk (i.e., shocks and stresses) and differential vulnerability by developing a logical sequence of resilience capacities critical	**Standard Practice:** Activity Design (or Activity Terms of Reference) *Resiliencified: Resilience- Informed Activity Design* **Description: Resilience- Informed Activity Design** processes help teams account for risk (i.e., shocks and stresses) and differential vulnerability by helping them create activities that directly build toward resilience capacities and help ensure	*While we do not include any standard practices for this phase, we will highlight the critical role of resiliencified standard practices throughout the program cycle in ensuring long-term sustainability.*

Worksheet 16: Resiliencifying Standard Practices

1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation
risk/shocks, and stresses, and differential vulnerability). *Scales refers to different levels, such as: • Local, district, regional, national; • At the scale of a given watershed; • Other system boundary as defined	to the target groups' ability to maintain or increase progress toward well-being outcomes, despite shocks and stresses. It also defines the logical sequence of how the program's interventions will build those capacities. The resulting resilience program logic is critical to a team's ability to layer, sequence, and integrate programming; manage adaptively; and monitor and evaluate resilience (and other) indicators. **Standard Practice:** Monitoring & Evaluation (M&E) Indicator Plan *Resiliencified: Resilience-Informed M&E Indicator Plan* **Description:** The **M&E indicator plan should draw on the resilience results chain and resilience theory of change** to include indicators that measure progress towards building resilience capacities, shock and stress responses and effects, the impacts or effects on progress toward well-being outcomes, and a plan for context monitoring. These resilience indicators are key measures of whether the program is adequately building the target groups' ability to increase or maintain progress toward well-being outcomes in the face of shocks and stresses.	that target groups can maintain or increase progress toward well-being outcomes, despite shocks and stresses. Resilience-informed activity design processes also help teams to better define needs for activity integration, layering, and sequencing to make sure the program's interventions effectively strengthen resilience capacities as intended. **Standard Practice:** Regular Review & Reflection Meetings *Resiliencified: Resilience-Informed Regular Review & Reflection Meetings* **Description: Resilience-Informed Regular Review & Reflection** processes help teams better consider risk (i.e., shocks and stresses), differential vulnerability and other components of the five guiding resilience questions as they reflect regularly on their progress. Resilience-informed reflection processes provide a framework for reflecting on and learning from formal and informal data relating to resilience, and then using these reflections to update and adapt implementation strategies, workplans, and actions to increase overall program impact.

MERCY CORPS

MERCY CORPS RESILIENCE FOUNDATIONS

Worksheet 16: Resiliencifying Standard Practices

STATION 1B: RISK AND RESILIENCE ASSESSMENT
BASE STANDARD PRACTICE: Contextual Analysis & Needs Assessment

Definition: *Conducted across sectors and often at multiple scales, a risk and resilience assessment helps teams analyze the context with a specific emphasis on the five guiding resilience questions, including risk (i.e., shocks and stresses), systems dynamics and differential vulnerability.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
Most often occurs during **Phase 1**, but can also occur in Phase 2			

BACKGROUND: The Governorate of Kasserine of Tunisia, which oversees 13 Districts in the west-central area of the country, is planning their next set of development programs, but they feel they should collect some new data to understand the kinds of programs that are currently best suited for the Districts within their Governorate.

STEPS:

1. The administrator and council members across Districts from the Governorate of Kasserine know that contexts are constantly changing. They have done contextual assessments in the past, but they're worried these assessments don't help them fully consider systems dynamics, key risks (i.e., shocks and stresses) and differential vulnerability, nor do they do so across sectors or at multiple scales—making their projects more likely to operate separately rather than as an integrated program.

2. They sit down with the Governorate's various department heads across sectors to design a **risk and resilience assessment** that will help them define their collective well-being outcomes, assess which shocks and stresses are most impacting which vulnerable groups, and determine how and why this is the case.

3. They also want to make sure the assessment allows them to identify the capacities that communities across Districts in their Governorate—including any specific target population groups who are especially vulnerable—may need in order to maintain progress toward well-being outcomes in the face of shocks and stresses.

Worksheet 16: Resiliencifying Standard Practices

4. They will use this strategic information to design a set of cross-sectoral programs that address the highest-impact shocks and stresses in Kasserine among the target vulnerable population.

QUESTIONS:

? What big differences do we see between the team's use of a **standard practice** and a **resiliencified standard practice**?

Standard Practice *1A: Contextual Analysis & Initial Needs Assessment*	Resiliencified Standard Practice *1B: Risk & Resilience Assessment*

? How does the resiliencified standard practice (i.e., risk and resilience assessment) help ensure the target group is able to maintain or ensure progress toward well-being outcomes in the face of shocks and stresses?

Worksheet 16: Resiliencifying Standard Practices

STATION 2B: Resilience Results Chains (or Resilience Pathways)

BASE STANDARD PRACTICE: Results Chains

Definition: *Resilience Results Chains (or Resilience Pathways) development helps teams account for risk (i.e., shocks and stresses) and differential vulnerability by developing a logical sequence of resilience capacities critical to the target groups' ability to maintain or increase progress toward well-being outcomes, despite shocks and stresses. It also defines the logical sequence of how the program's interventions will build those capacities. The resulting resilience program logic is critical to a team's ability to layer, sequence, and integrate programming; manage adaptively; and monitor and evaluate resilience (and other) indicators.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
	Most often occurs during **Phase 2**		

BACKGROUND: Mercy Corps team members working on the start-up of a new four year program in Sudan have conducted a series of assessments that have helped them better understand the context, and they are now ready to develop a results chain that describes the logic of their new agriculture and market systems development program.

STEPS:

1. To prepare for this activity, the program manager convenes team members and key partner staff from all of the program's target regions and each of the program's sectors. First, the cross-sector team reviews:

   a. Their risk and resilience assessment (that identified key shocks and stresses; how they are connected and why; their impact on cross-system connections; who is most vulnerable and why; and the resilience capacities they must have),

   b. The sectoral assessments they conducted together using a resilience lens, and

   c. Their refined theory of change that identifies their collective well-being outcomes and the set of resilience capacities their program should strengthen in order to maintain and improve progress towards those goals.

Worksheet 16: Resiliencifying Standard Practices

2. They work to build out the logical sequencing of interventions and the chain of subsequent results that will lead to the well-being outcomes.
3. Their results chains illustrate clearly how the target population will use resilience capacities to address shocks or stresses and maintain or improve progress toward well-being outcomes.
4. By committing to discuss and build results chains that unite different sectors, the teams are able to identify key program integration points, and understand how this interdependence across sectors means they need to layer together their different activities in the same place and with the same target populations (and across partners). It also shows them how ultimately these activities should be sequenced across sectors in order to produce the resilience-oriented results.
5. This process also provides them with a framework for developing measurement and evaluation indicators for resilience, specifically resilience outcome measures.

QUESTIONS:

What big differences do we see between the team's use of a **standard practice** and a **resiliencified standard practice**?

Standard Practice 2A: *Results Chain*	Resiliencified Standard Practice 2B: *Resilience Results Chain (or Resilience Pathways)*

How does the resiliencified standard practice (resilience results chains) help ensure the target group is able to maintain or ensure progress toward well-being outcomes in the face of shocks and stresses?

Worksheet 16: Resiliencifying Standard Practices

STATION 3B: Resilience-Informed Monitoring & Evaluation Indicator Plan
BASE STANDARD PRACTICE: M&E Indicator Plan

Definition: *The M&E indicator plan should draw on the resilience results chain or resilience theory of change to include indicators that measure progress towards building resilience capacities, shock and stress responses and effects, the impacts or effects on progress toward well-being outcomes, and a plan for context monitoring. These resilience indicators are key measures of whether the program is adequately building the target groups' ability to increase or maintain progress toward well-being outcomes in the face of shocks and stresses.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
	Most often occurs during **Phase 2***		

* While the Indicator Plan is often created during Phase 2, general M&E is a crosscutting objective and will require standard practices completed throughout the program cycle.

BACKGROUND: Government staff from the Filingue Department in Niger's north-west Tillaberi Region has created results chains for its new maternal health services project, and is ready to develop an indicator plan that lays out what it will measure, how, and why.

STEPS:
1. Government staff from the Filingue Department recently convened and have created resilience results chains at the strategic and intervention levels, and they are ready to create their indicators.
2. Because the resilience results chains clearly articulate how the target populations in Filingue Department should use the resources and strategies strengthened through the project interventions in order to address shocks and stresses and maintain or improve their progress toward well-being outcomes, the staff can use this as a guide for developing indicators at each level that measure this progress.
3. They also develop a pre- and post-shock monitoring system to understand how the target group is able to anticipate, prevent, absorb, and/or adapt to a shock, as compared to at project baseline.
4. They also build in a system for monitoring a series of context measures, like waterborne and other disease outbreaks and food price data, that are either equal to or highly correlated with shocks and stresses and the overall resilience logic of the project.

Worksheet 16: Resiliencifying Standard Practices

QUESTIONS:

? What big differences do we see between the team's use of a **standard practice** and a **resiliencified standard practice**?

Standard Practice 3A: M&E Indicator Plan	Resiliencified Standard Practice 3B: Resilience-Informed M&E Indicator Plan

? How does the resiliencified standard practice (resilience-informed M&E indicator plan) help ensure the target group is able to maintain or ensure progress toward well-being outcomes in the face of shocks and stresses?

Worksheet 16: Resiliencifying Standard Practices

STATION 4B: Resilience-Informed Activity Design (or Activity Terms of Reference)
BASE STANDARD PRACTICE: Activity Design

Definition: *Resilience-Informed Activity Design processes help teams account for risk (i.e., shocks and stresses) and differential vulnerability by helping them create activities that directly build toward resilience capacities and help ensure that target groups can maintain or increase progress toward well-being outcomes, despite shocks and stresses. Resilience-informed activity design processes also help teams to better define needs for activity integration, layering, and sequencing to make sure the program's interventions effectively strengthen resilience capacities as intended.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
	Most often begins in Phase 2 (initial activity design), but continues iteratively throughout **Phase 3**		

BACKGROUND: The team working on the REVIVE Program, which is targeting six districts across Somalia's Bay, Lower Shabelle and Middle Shabelle Regions, is ready to implement their new food security program focusing on agricultural recovery, markets, and financial services.

STEPS:

1. The program manager convenes the program officers in charge of each technical sector (agriculture, markets, and financial services), M&E colleagues and other key staff as well as partner representatives, representing the program's six target districts.
2. It's a big group, but the program manager feels they all need to be in the same room to discuss a new process to ensure they can better coordinate the design of activities across sectors and districts.
3. They have a new system for developing and cataloguing their terms of reference for activities to ensure that they identify potential overlap and integration points across sectors.
4. The program manager also lets the team know that the process will include a step for specifying how each activity is designed to support the program's target groups in addressing shocks and stresses.
5. She explains that each activity will need to be justified in terms of how it links into the resilience results chains that explain the REVIVE

Worksheet 16: Resiliencifying Standard Practices

Program's resilience logic.

6. Specifically, each activity terms of reference (TOR) will need to explain to which resilience capacities (outcomes) it contributes and how. Activity TORs should also clearly indicate which other program activities, especially from other sectors, it depends upon in order to effectively strengthen resilience capacities.

QUESTIONS:

What big differences do we see between the team's use of a **standard practice** and a **resiliencified standard practice**?

Standard Practice *4A: Activity Design or Activity Terms of Reference*	Resiliencified Standard Practice *4B: Resilience Informed Activity Design/TOR*

How does the resiliencified standard practice (resilience informed activity design) help ensure the target group is able to maintain or ensure progress toward well-being outcomes in the face of shocks and stresses?

Worksheet 16: Resiliencifying Standard Practices

STATION 5B: Resilience-Informed Regular Review & Reflection Meetings
BASE STANDARD PRACTICE: Regular Review & Reflection Meetings

Definition: *Resilience-Informed Regular Review & Reflection processes help teams better consider risk (i.e., shocks and stresses), differential vulnerability and other components of the five guiding resilience questions as they reflect regularly on their progress. Resilience-informed reflection processes provide a framework for reflecting on and learning from formal and informal data relating to resilience, and then using these reflections to update and adapt implementation strategies, workplans, and actions to increase overall program impact.*

DURING WHICH PHASE DOES THIS STANDARD PRACTICE OCCUR?			
1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
		Most often begins in **Phase 3**	

BACKGROUND: A program officer working on climate smart agriculture in Biu, a Local Government Area in northeast Nigeria's Borno State, is preparing for her team's quarterly reflection meeting.

STEPS:
1. The program officer is preparing for the quarterly program team reflection meeting with her colleagues who work across Borno State on the Mafarki Tare Program.
2. For the last week, she has been checking back on the data collected recently on several formal resilience indicators related to her sector, climate smart agriculture.
3. It's not time to collect data again, but she uses the logic in her results chain, workplan, and activity terms of reference to organize some community observations and conversations she has scheduled in communities in Biu.
4. She wants to gather some information about whether community members are using the activities as designed to address shocks and stresses, and whether there are positive signs that they have been able to maintain or improve their progress toward the program's defined outcomes.

Worksheet 16: Resiliencifying Standard Practices

5. During a recent conversation with members of a farmers group in two separate villages, she learns that a strategy which was very successful in one community failed completely in another.

6. She conducts an additional set of interviews to figure out why, then writes up her reflections, including information about a new shock that hit the second community.

7. During the regular review and reflection meeting, she and her teammates share their reflections, and she asks her colleagues in several other sectoral components whether they are aware of this new issue and to share their informal or formal observations.

8. Together, they discuss opportunities for collecting more information needed and adapting the program to ensure the next set of activities addresses the new shock and helps communities still maintain or improve their progress toward well-being outcomes.

9. After the meeting, the program officer integrates these program adaptations into her workplan and the cycle of reflection begins again.

QUESTIONS:

? What big differences do we see between the team's use of a **standard practice** and a **resiliencified standard practice**?

Standard Practice 5A: Regular Review & Reflection Meetings	Resiliencified Standard Practice 5B: Resilience-Informed Regular Review & Reflection Meetings

? How does the resiliecified standard practice (i.e., resilience-informed regular review and reflection meetings) help to ensure that the target group is able to maintain or improve progress toward well-being outcomes in the face of shocks and stresses?

SESSION 4: APPLYING RESILIENCE AND SYSTEMS THINKING WITHIN ORGANISATIONS AND OUR WORK

PART 4: RESILIENCIFYING STANDARD PRACTICES AT SCALE: LOCAL, REGIONAL AND NATIONAL SCALES

Worksheet 17: Resiliencifying Standard Practices at Scale
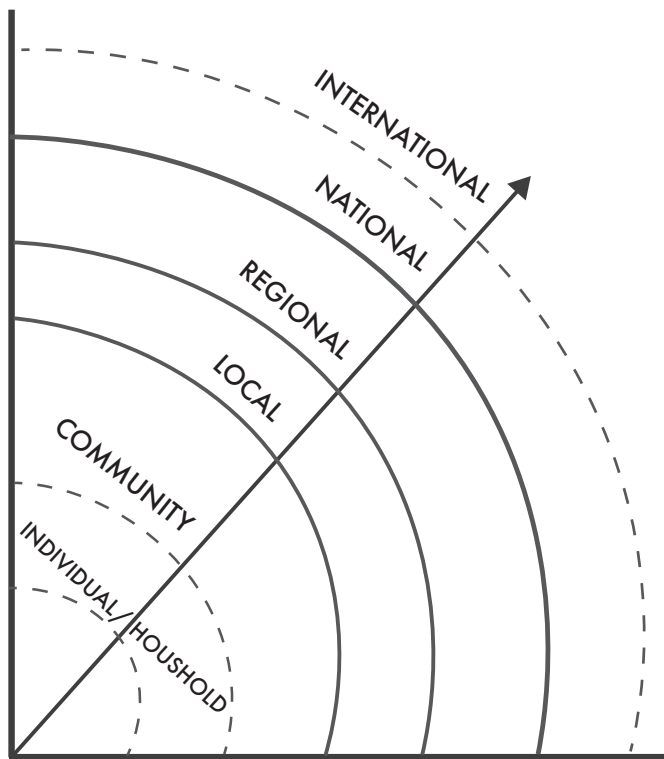
Figure 1: Focus Scales

Why is scale so important?

Systems are nested, meaning each system might include multiple other systems. They will not fit neatly into scales or specific levels, so we have to understand how to communicate and collaborate across scales too.

One way we can work more effectively across scales is to reflect together about the **important vantage or perspective** each scale brings to our work. For example, teams operating at a more local level will have more opportunities to observe what's happening on the ground in real time. Teams operating at the district or national level have more opportunities to analyze and synthesize what's happening across contexts to understand trends and patterns. **Each vantage is essential** to deepening our understanding of resilience.

In this section, we will be discussing how our organizations engage with resiliencified standard practices at different scales. Understanding how different scales or levels are responsible for different standard practices at different times gives us insight into each scale's **unique vantage and assets, why it is so critical to collaborate** across these scales, and **how we might do so** more effectively.

Worksheet 17: Resiliencifying Standard Practices at Scale

PHASE/ STANDARD PRACTICE	RESILIENCIFIED STANDARD PRACTICE	COMPLETED AT THIS LEVEL:		
1. Program Identification & Initial Design		Program Field Level	Program Central or Overall Level	Mercy Corps Country Level (portfolio)
Context Analysis and Initial Needs Assessment	*Risk and Resilience Assessment:* Conducted across sectors and often at multiple scales, a **risk and resilience assessment** helps teams teams analyze the context with a specific emphasis on risk (i.e., shocks and stresses), systems dynamics and differential vulnerability.	Can occur on smaller scale at local program levels in different field sites, usually to further contextualize activities	Most often occurs at the overall program scale when informing multi-year program design or start-up, or at a regional scale if informing strategy development for a particular region in the country	*Contributions at country level:* • Invest in regular data collection and analysis on indicators on risk and resilience across programs • Conduct higher level risk and resilience assessment to prioritize and inform country strategy
2. Set-up, Planning, and Design Refinement		Program Field Level	Program Central or Overall Level	Mercy Corps Country Level (portfolio)
Results Chains	*Resilience Results Chain (or Resilience Pathways):* **Resilience results chains** help teams account for risk (i.e., shocks and stresses) and differential vulnerability by developing a logical sequence of resilience capacities critical to the target groups' ability to maintain or increase progress toward well-being outcomes in the face of shocks and stresses.	Can occur at this level when more specific, contextualized intervention design is needed	Most often occurs at central program level, as per scope of a program	

Worksheet 17: Resiliencifying Standard Practices at Scale

		Program Field Level	Program Central or Overall Level	Mercy Corps Country Level (portfolio)
(M&E) Indicator Plan	*Resilience-Informed M&E Indicator Plan:* The **M&E indicator plan should draw on the resilience results chain or resilience theory of change** to include indicators that measure progress building resilience capacities, shock and stress responses and effects, the impacts or effects on progress toward well-being outcomes, and a plan for context monitoring.	May have local level context/risk monitoring (e.g. for "hotspots")	Most often occurs at central program level	*Contributions at country level:* • Invest in strategic MEL systems for capturing and sharing data on overall strategic resilience-building progress and results at a higher level and across programs
3. Implementation		**Program Field Level**	**Program Central or Overall Level**	**Mercy Corps Country Level (portfolio)**
Activity Design (or Terms of Reference)	*Resilience-Informed Activity Design:* **Resilience-Informed Activity Design** helps teams account for risk (i.e., shocks and stresses) and differential vulnerability by creating activities that directly build toward resilience capacities and help to ensure that target groups can maintain or increase progress toward well-being outcomes, despite shocks and stresses.	Localized design in a program occurs at this level to be adapted to context	Strategic design in a program occurs at this level; then ongoing support, management, and standardization	*Contributions at country level:* • Look across many programs for similarities in activity TORs to promote promising practices for resilience that can be replicated across programs

MERCY CORPS

MERCY CORPS RESILIENCE FOUNDATIONS

Worksheet 17: Resiliencifying Standard Practices at Scale

Regular Review & Reflection Meetings	*Resilience-Informed Regular Review & Reflection Meetings:* **Resilience-Informed Regular Review & Reflection Processes** help teams better consider risk (i.e., shocks and stresses), systems dynamics and differential vulnerability as they reflect regularly on their progress. These processes provide a framework for reflecting on and learning from formal and informal data.	Occurs at this level for field level reflection on local progress and quicker adaptive management loops; both regular and sometimes ad-hoc meetings	Occurs at this level for higher program level reflection on overall progress and to identify strategic adaptive management needs; usually through planned reflections	*Contributions at country level:* • Occurs at this level for cross-program reflection and strategic review and facilitating synergies in adaptive management (such as more cross-program layering)

QUESTIONS:

1. Assets: What special perspective, view or vantage does your group (i.e., program field level, central program level, country office/mission level) have? What does this view or vantage allow your group to do that the other groups cannot?

2. Tasks: How does this special perspective, view or vantage inform the tasks your group ends up doing?

3. Purpose: Why is it critical to have multiple perspectives/views/vantages? How does having multiple perspectives/views/vantages strengthen our ability to apply a resilience approach?

MERCY CORPS

MERCY CORPS **RESILIENCE FOUNDATIONS**

SESSION 4: APPLYING RESILIENCE AND SYSTEMS THINKING WITHIN ORGANISATIONS AND OUR WORK

PART 5: WHAT COULD THIS MEAN FOR US? A RESILIENCE STORY

Worksheet 18: Resilience, A Play in Three Acts

Cast of Characters
In order of appearance:

Character	Description	Played by
Narrator	An individual deeply familiar with the story.	*Facilitator*
Stage Direction Reader		
Malat	**Who:** District coordinator for Mercy Corps' Ustawi program, manages all field staff working in the Boma District of Sumbia **Area:** Boma District	
Jarsa	**Who:** Component manager focusing on strategic herd management **Area:** Full program (five districts within northeast Sumbia)	
Aya	**Who:** District financial services officer **Area:** Boma District	
Issa	**Who:** Cross-cutting program assistant **Area:** Wards 9 and 10, Boma District	
Tudele	**Who:** Community leader and Dandu woman herder **Area:** Gula Village, Ward 10, Boma District	
Fatia	**Who:** Dandu woman herder **Area:** Gula Village, Ward 10, Boma District	

Continued next page:

Character	Description	Played by
Degi	**Who:** Component manager focusing on market systems development **Area:** Full program (five districts within northeast Sumbia)	
Ndala	**Who:** Cross-cutting component manager for gender and social inclusion **Area:** Full program (five districts within northeast Sumbia)	
Sisah	**Who:** Component manager focusing on natural resource management and ecosystems services **Area:** Full program (five districts within northeast Sumbia)	
Nuseri	**Who:** Peacebuilding and conflict mediation officer for AMANI, a Mercy Corps program operating just south of Ustawi **Area:** Full program (six districts within central Sumbia)	

Preamble

Setting: (where the play takes place): A series of scenes in various locations playing out quickly over several minutes.

Narrator

Welcome, dear friends, to the drylands of Sumbia. As you likely know, Sumbia is a vast country in eastern Africa with a long and rich history. Today, we will be spending time in northeastern Sumbia. For those of you who have never ventured north of the capital Derit into the Nadi River watershed, you may not know that the Garu, who are primarily farmers, live north of the river. The Dandu, who are primarily agropastoralists, live south of the river where the land gets much drier.

Anyway, I've asked you to join me because I have a story I think you need to hear, and one I hope you'll help me remember. Why? It's a story about two people who decided to do things differently. Their actions had big consequences for the future, but we'll get to that soon.

First, let me introduce you to them. Meet Malat.

Malat steps onto the stage, acts out the narrator's descriptions (e.g., coordinating, talking on the phone, managing staff).

Malat is a **district coordinator** in the Boma District for a Mercy Corps program called **Managing Livestock for Commercial Enterprises** or *Ustawi*, meaning prosperity in one of the local languages. Ustawi's goal is to increase income and food security for agropastoralist households through strengthening livestock market systems. In Boma District, which is pictured in the map, Ustawi aims to improve small livestock enterprises, with a special emphasis on sheep fattening and sale. They do this through climate-smart fodder production, strategic herd management, and market linkages for inputs and sales, with a gender-sensitive approach. Mercy Corps hired Malat fairly early in the program. She spends her days coordinating with field staff who work directly with communities throughout the district. She communicates regularly with her staff, ensures program activities are organized according to the program workplan, and does everything else she can to support the district field team as they support communities in working toward their big goal: becoming more food secure.

Now, meet Jarsa.

Jarsa steps onto the stage, acts out the narrator's descriptions.

He is the **component manager and technical lead** for the Ustawi Program's strategic herd management interventions, including the commercial sheep enterprises. Jarsa has been with the Ustawi Program since its beginning.

Garu Primarily Farmers

Nadi River

contested areas

Dandu Primarily Agropastoralists

10 20 30 40 50
Kilometers

Northeastern Sumbia
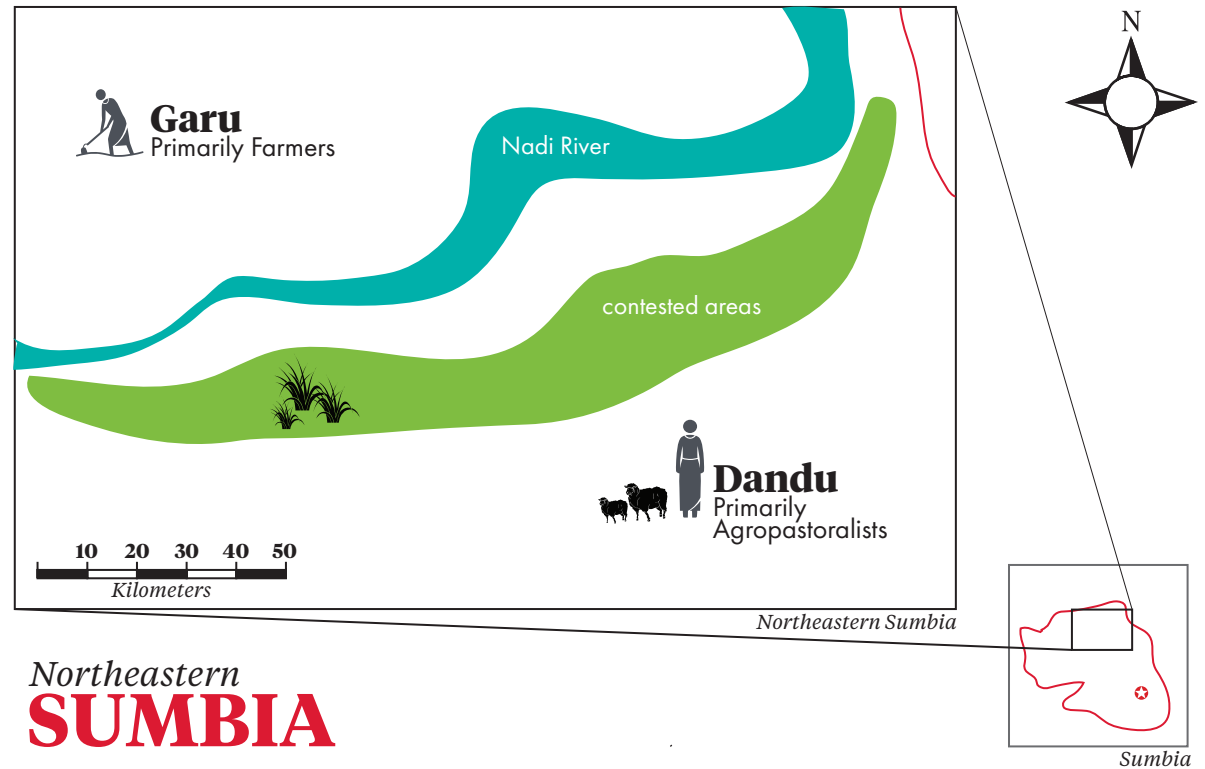
Northeastern **SUMBIA**

Sumbia

Jarsa holds up risk and resilience assessment (i.e., prop #1), and flips through it. Points to five questions on wall.

He participated in a **strategic risk and resilience assessment (STRESS)** during the five-month inception phase which served as the central framework for the program's start-up assessments. Ustawi staff built this analysis of risk and resilience into all assessment tools necessary for the program, like the gender, financial inclusion, and market systems analysis. The STRESS helped Jarsa and the team identify and prioritize *which shocks and stresses* impacting northeast Sumbia are most important for Ustawi to focus on. They identified how these shocks and stresses are connected, who among the target program participants is most *vulnerable and why*, and what *resilience capacities* they should have in order to maintain or increase progress toward their *well-being outcome* (Ustawi's goals, increased income and food security) in the face of these shocks and stresses. As a livestock market systems strengthening program in a drylands context, Ustawi prioritized the following shocks and stresses: variable rain, extended dry spells and occasional severe drought, as well as animal disease and crop pests that affect fodder and other crop production. As the component manager for strategic livestock herd management, Jarsa was especially interested to learn how Dandu women herders are particularly vulnerable to these shocks and stresses.

Malat was not hired yet when this risk and resilience analysis took place. But, Jarsa and the other component managers took responsibility for reviewing the STRESS with her and her fellow district coordinators.

Jarsa motions to Malat to come take a look at the report. They flip through it and discuss silently.

He also reviewed the resilience results chains or resilience pathways with the district coordinators so they had a clear understanding of the program logic. Because sheep fattening and sale fall under Jarsa's responsibilities with strategic herd management, he works very closely with Boma District where this intervention primarily takes place. Here we see him reviewing the program design for the commercial sheep fattening and sale component as it is illustrated in the resilience results chains.

Jarsa picks up resilience results chain (i.e., prop #2), and walks through pieces with her.

Ustawi Component Overview:
Strategic Herd Management for Small Livestock: Sheep

Wellbeing Outcome: Increased income and food security
Target Group: Dandu Women Herders, primarily in Boma District

herd size

breeding

herd size management

productive and tolerant breeds

animal health

prevention and treatment

fodder

access to communal lands

animal watering points

home production

quality tolerant seeds

purchase

sale

festival markets

Financial Services: access to savings and loans (VSLA)

KEY APPROACH: Market Systems Development | facilitating sustainable value chains that work to:
DECREASE THE COST OF INPUTS + INCREASE THE SALE PRICE = INCREASE PROFIT MARGIN FOR HERDERS

Climate Adaptation: climate-smart strategies and inputs

Jarsa

Malat, here is a visual summary of the component focusing on strategic sheep herd management for commercial sale. This is a high-level overview of the resilience pathways or results chains that we just reviewed together. Remember, our target vulnerable group in Boma District is Dandu women herders. They are especially vulnerable to our primary stress, drought. While they have been largely left out of commercial livestock enterprises, sheep fattening and sale in coordination with festival markets represent a huge livelihood opportunity for them. Expanding livelihood opportunities for vulnerable target groups is critical to achieving our overarching well-being outcome, food security. Let's summarize the pieces of this component quickly before we move on:

1. We talked about supporting Dandu women herders in maintaining a **manageable herd**. This includes facilitating sustainable value chains around indigenous sheep breeds, which are proven to be more resilient to drought. We're also working on good breeding practices.

2. **Animal health** is a huge component of herd management, and we talked through the results chain detailing market solutions for animal health services, information, and treatment.

3. Perhaps our most critical and innovative element is our focus on **fodder**, one of the primary obstacles to viable commercial herding across Sumbia and the continent. We're working to decrease reliance on communal lands and pasturelands generally, and refocus fattening efforts on fodder home production and purchase. This has required us to focus significantly on facilitating value chains around high-quality, drought-resistant fodder seeds. These seeds are critical to both our Dandu herders who are producing fodder at home, and to other fodder producers who are primarily in Garu areas. We also talked through how Ustawi will facilitate stronger market connections between Garu fodder traders and Dandu markets to ensure women have access to fodder for purchase.

4. Finally, we talked about Ustawi's role facilitating better market linkages for Dandu women herders to **sell** at profitable times.

Malat

I can see there are some ecological systems considerations across this component too, correct?

Jarsa

That's right. Ustawi is trying to preference breeds, seeds, and fodder varieties that are climate adapted and emphasize climate-smart techniques for fodder production. We know it's important to decrease women herders' reliance on grazing as a sole strategy. Our initial analyses suggest that all of these measures will decrease Dandu women herders' vulnerability to drought.

Malat

Ok, I see. Ultimately, all pieces of this component of the program serve to decrease the cost of inputs for sheep and increase their sale price. Increasing the viability of commercial sheep enterprises as a livelihood option for Dandu women herders, even in the face of drought, will increase household food security.

Narrator

They used these background materials together to organize **localized risk and resilience assessments** in partnership with local government, market actors and communities in Ustawi's five districts. Using participatory tools, Malat collaborated with her field staff and all the stakeholders in wards across her district to support them in understanding how risk dynamics impact their lives, and especially their businesses and livelihoods given Ustawi's objectives, and identify ways they could collaborate together to address these risks. Through this process, Malat's team built strong relationships with local stakeholders and gained extensive input into the program's activities.

Malat takes the participatory tools (i.e., prop #3), and begins working with "the community" (i.e., a group of audience members).

Malat

Let's talk about the *shocks and stresses* most impacting your lives and livelihoods. How are they connected? Who in your ward and village do you feel are most *vulnerable and why*? What assets or strengths does your community rely on to help you overcome these challenges?

Malat turns next to some "market actors" (i.e. others in the audience).

Thanks for speaking with me about the shocks and stresses most impacting your livestock business. How does a drought typically impact your client base?

Narrator

She would use this information to get even clearer about the *resilience capacities* Ustawi's participants should maintain or increase in order to progress toward their *well-being outcomes* of increased incomes and food security in spite of changing rainfall patterns and recurrent drought. These exercises helped ensure that all key stakeholders were empowered to bring their own **assets** (e.g., voices, experience, expertise) to the process.

These exercises also helped build the stakeholders' capacity to partner with Ustawi staff. You see, early in the program, Malat hired field staff with diverse skill sets, and who were enthusiastic about living in the target districts for the duration of the program. For example, Malat ensured that team members in her district understood how businesses work, and know how to talk to businesses about their needs. She also hired people who were able to frequent local villages and understand how to lead community mobilization with diverse gender and age groups. These skill sets helped build the participants' trust in Mercy Corps and the program. She also knows that the component managers have to cover a large area, so she proposed holding bi-weekly check-in calls between the district coordinators and the component managers to keep them updated. This consistent communication would turn out to be very important in the future ... but I don't want to get ahead of myself.

Most importantly, the **localized risk and resilience assessments** also helped Malat, the Boma District team, and the larger program understand how circumstances differ across different geographies, and how different stakeholders in the program might experience shocks differently. In consultation with component managers and based on the program's overall workplan, Malat supported her field staff in using this localized contextual analysis to develop detailed **activity descriptions** and a **workplan** for her district. These activity descriptions outlined a series of sequenced, layered, and integrated interventions focusing on several different areas of livestock herd management, gender and social inclusion, market systems development, and financial services. Since Malat was using a systems approach, her district workplan involved a number of interventions outside of her district. Importantly, her activities were designed to facilitate awareness and connections across different stakeholder groups so they would be in the lead of solving the challenges they faced.

And this, my friends, is where we find them. Malat's field staff has already run their first trainings, and the program is well into implementation. More than one year of the program has already flown by. But, look at me! I said you would be helping me record this story, and you're just sitting there. I want to make sure you'll be able to share this important story with others. Remind me who we've met?

Exercise 1, Part A

Malat	Jarsa
Who is she and what does she do?	*Who is he and what does he do?*
At what scale does she work?	*At what scale does she work?*
What resiliencified standard practices has Malat participated in to build a strong foundation for resilience implementation?	*What resiliencified standard practices has Jarsa participated in to build a strong foundation for resilience implementation?*

The USTAWI Program: Livestock Management for Commercial Enterprises in Sumbia

What is the well-being outcome (i.e., Resilience to What End?) that communities are trying to reach through Ustawi?

The project is layering, sequencing, and integrating programming across which sectors?

Narrator

Now to pass this story along, as you've promised you will do, you must also be able to unpack the basic elements of this resilience story. And, any resilience story has at least five important elements—I believe you call them the **five guiding resilience questions**—that fit together to build a larger picture. Help me now, my future narrators and storytellers, in remembering what some of these elements were.

Exercise 1, Part B

Resilience to What? Shocks and Stresses
Which primary **shock** or **stress** is affecting target participants under Jarsa's component? (Answers can be based on the STRESS and other assessments.) **What other risks are mentioned?**
What are the **effects** of this **shock** or **stress**? You can write or draw here.

Resilience to What End? Well-being Outcomes

*Which big **well-being outcome** is this shock or stress undermining?*

Resilience of What? Systems and Boundaries

*Where is the story taking place? What **boundaries** are Malat and Jarsa responsible for ultimately? Do we know which **system(s)**, or which **parts of the system**, the shock/stress has impacted?*

Resilience for Whom? Differential Vulnerability

*And what do we know so far about **who is most vulnerable** to this shock or stress and why?*

Resilience Through What? Resilience Capacities

*What **resources** are these vulnerable groups supposed to **have access to and be able to use** to ensure they can maintain their progress toward well-being outcomes - even when shocks and stresses hit?*

Act I
Scene 1

Setting: Mercy Corps' Boma District offices, where Malat works.

Narrator

Our story begins with Malat working diligently through a stack of program paperwork at her desk in the Boma District office. It's a Monday, just one month into the dry season and two years into the overall program. She receives a phone call.

Malat

Hello?

Narrator

On the other line is Aya, the district financial services officer.

Aya

Malat, thank you for answering my call. I hope you are well.

Malat

I'm doing well. I trust you are well too. What is on your mind?

Aya

Yes. I don't have all the information yet, but I wanted to let you know about some early, but serious, signs that our village savings and loan associations--the VSLAs--are having difficulties. I have only spoken to two VSLA community leaders in Ward 10, but both are seeing people, mostly women, draw down their emergency savings. Many of them took everything out.

Malat

OK. That is pretty alarming. Do you know why?

Aya

I also wasn't able to talk to the VSLA leaders for very long. They did say they'd overheard several women herders talking about how expensive fodder has become. Oh, and I almost forgot. Many are also trying to take emergency loans.

Malat

All right, well thank you for letting me know as soon as you heard. I'm still planning a field visit at the end of the week. Can we set up a meeting with the VSLA leaders? And maybe some of the members? It sounds like we need to chat with a couple of women herders too.

Aya

Yes, of course. I have to run, but I'll schedule the meetings.

Narrator

They both hang up, but Malat has only ten seconds to herself before the phone rings again. This time it's Issa, one of the program assitants that lives and works in Boma District.

Malat

Issa, I'm glad you called. I'm visiting one of your wards this week, and I'm hoping you can join me.

Issa

Yes, Malat. This is why I am calling. You know I live farther north in Ward 9, and I often will listen to the Garu radio station because they share market information.

Malat

Yes?

Issa

Well, I heard a report this morning of a Garu fodder trader who was badly beaten as he was making his way through the contested grazing lands to a Dandu market. You know, the grazing lands between Garu and Dandu areas where there are no clear rights to the land? Anyway, he's still unconscious, so they aren't sure who did it. There is sometimes conflict in that area between Garu and Dandu over pasture, but it's getting very dry out here, and most of the remaining healthy grasses are in the contested area. I'm just worried things could get much worse.

Malat

Thank you for letting me know. Issa, this is a bit crazy, but do you think you could meet me in Ward 10 tomorrow morning first thing? I also got a call from Aya about issues with the VSLAs. I feel like I need to talk to a couple of livestock producers, our women herders. Can you invite Aya too?

Issa

Of course. I'll get in touch with at least two herders today.

Issa and Malat hang up the phone. Issa walks off stage.

Scene 2

Setting: *Ward 10, Gula Village.*

Narrator

We are now in Gula, a small village in Ward 10 where women herders are withdrawing all of their VSLA emergency savings and requesting loans. Malat, Aya, and Issa are walking toward their home visit with a herder. Issa has invited a fellow farmer to join them as well.

Issa

Fatia and Tudele, thank you so much for meeting with us on such short notice. This is our coordinator for Boma District, Malat, and you know our financial services officer, Aya already. Malat, Tudele is one of our strongest community leaders. Both she and Fatia are very engaged participants in Ustawi's strategic sheep herd management initiative. In fact, both of them were among the highest income earning herders from their sheep sales in Ward 10 last year.

Aya and Malat greet Fatia and Tudele.

As I told you over the phone, Malat is here with me to better understand how the VSLA and your sheep herding business are going so far this year.

Malat

It's a pleasure to meet you both. I have heard that many of our women herder participants had to take out emergency savings and that you recently applied for an emergency loan. Your experience is very important to our ability to support other herders in similar situations. Fatia, perhaps we can start with you first. Can you tell me how your business is doing and why you sought emergency financial support?

Fatia

Yes, of course. Well, as you can see, the dry season is much worse this year than last year. If you look just there, you can see my son is preparing the sheep to graze in the pastures. You can see them from here. They are getting very thin. You have told us to buy fodder, but the prices are so high.

Tudele

This is true of many of us. The sheep have consumed all of the fodder we grew. What little is left is being burnt every day by the hot sun and high temperatures. And when we go to the market, these traders are keeping the price of fodder so high that we cannot possibly afford it. Even Bidi, whose son sends her money every month from his job in the capital, wasn't able to buy fodder because her husband didn't think it was a good use of the household's income. But the big holiday is just in a few months and we need to sell our sheep at a high price. This is why we have depleted our savings. But even these were not enough for fodder purchases. We are starting to worry about having enough food for ourselves, too, if these conditions continue.

Fatia

My son will leave here and go into the contested area now. It's not safe for him there with those greedy Garu herders. They have their own farms and they insist on grazing in the only green pastures we have left.

Malat

Were you able to purchase any fodder earlier in the year to dry and store as a reserve? I ask because the program has been working over the past couple of years with fodder growers and traders from other areas in Sumbia to make fodder more available in markets in our district.

Both Tudele and Fatia shake their heads "no."

Tudele

We did not need to buy extra fodder last year. The rains were steady and the fodder we grew helped us through the season. There was no reason to spend our money on fodder. Our sheep were healthy enough to earn us a good price when we went to sell them. How could we have known this season would be so bad?

Malat

I understand how upset you are. I see how the dry season is already undermining your sheep herding business. We need to collaborate together to understand the full story about what's happening here. I hope you'll partner with us to continue asking questions.

Narrator

Malat continues to speak with Tudele and Fatia for several minutes, mostly reassuring them that the program is committed to their work. She steps away from the meeting with Issa and Tudele when Malat realizes she is five minutes late for her regularly scheduled call with her colleague, Jarsa, who oversees all of the program's technical aspects related to strategic herd management, including sheep. She dials Jarsa immediately.

Malat picks up the phone and dials Jarsa.

Jarsa

Malat. Good to hear you voice. I worried I had the time wrong.

Malat

Hello, Jarsa. My apologies. I had to come out to Ward 10 unexpectedly and meet with several herders. I should have let you know.

Jarsa

Is everything alright?

Malat

Not really, actually. Our VSLA members, especially women herders, are rapidly depleting their emergency savings and many are requesting loans. Turns out this is because the dry season has been so bad, that they've used up all of the fodder they grew. They didn't buy any in advance of the season because they didn't need it last year. Now it's very expensive--even with the loans and savings, most cannot afford the amount of fodder they would need to get their sheep through this dry season. They're herding more and more in the contested pasturelands. Tensions are rising. A Garu fodder trader was also badly beaten yesterday moving through that area---the contested pastures between Garu and Dandu--on his way to the Dandu market.

Jarsa

That's quite a story. First of all, I hear the disappointment in your voice. I know we had a very good first year, and this may feel like a disap-

pointment. Remember, we all committed to being as adaptive as we could. We have to be adaptive to keep up with these changing contexts. Ultimately, these are really important observations, and it's an opportunity to learn something new. I find it very impressive that your staff are so observant, and that you have set such high standards for trust and communication.

Malat

Thank you. It's been a long week, and it's only Tuesday!

Jarsa

I'm concerned about all of it. If their sheep are as weak as they say--this early in the season--we could be in store for devastating drought this year. At least that is what we are hearing from the national meteorological advisories and from UN OCHA reports.You know, I had planned to come out some time this month because of how dry it's been this season, but perhaps you could come with me? Would you be open for a trip Thursday?

Malat

Of course, I think that would be very helpful. Today, I found myself getting stuck--I didn't always know what to ask when we were chatting about the sheep intervention. And, I didn't have time to meet with the VSLA leaders or the women herders.

Jarsa

Great. Let's figure out what's really going on out there. I wonder too if we should meet with a couple of fodder traders in the afternoon. I can check in with the monitoring and evaluation team too. We need data—anything we can get.

Malat

Agreed! I'll see you in just two days.

Narrator

Things are not working out as planned. We don't know how badly the increasing conflict in the contested areas or the depletion of the VSLAs might impact herders' food security and incomes. Through the STRESS and the localized risk and resilience assessments, Malat and Jarsa did

the best they could to understand the systems that communities rely on and possible entry points for strengthening those systems in ways that could help communities proactively anticipate and better manage shocks and stresses. They used that contextual understanding, their answers to the five guiding resilience questions, to design resilience pathways and build activities they thought would work.

But that was nearly two years ago, and they could only understand so much before they needed to act. To see whether their resilience-informed program logic and design would work, they had to implement. Now, as the context continues to change, they have an opportunity to learn more. This is why continually asking the five guiding resilience questions is so important.

Luckily, the team is committed to understanding how and why things are not going according to plan. We are already seeing specific strategies—ways of thinking and acting—that are helping them apply a resilience approach. Let's talk about some of these together.

Exercise 2

Commitment: *Embodying Curiosity and Persistence*
Because systems are dynamic and always changing, we must commit to being deeply curious, asking: Do our original answers to the five guiding resilience questions match reality? How might new understanding or changing conditions (e.g., emerging risks or vulnerabilities) require us to adapt our work? Maintaining this curiosity requires persistence and a commitment to resilience.   How have our characters demonstrated a **commitment to resilience and embodied curiosity and persistence** during Act I?

Reflection: *Taking Time and Making Space to Reflect*

Meaningful reflection requires all of us to take the time and make space—even (and especially) when we are extremely busy. If we don't take the time or make the space for reflection, we may miss an important opportunity to observe how contexts and conditions are changing and require adaptation — essential information to ensure our work has the intended impact.

How have our characters **made space or taken time for reflection** during Act I?

Scale and Sector: *Collaborating at Multiple Levels and Across Sectors*

Shocks and stresses and differential vulnerability do not fit neatly into one sector at a time, nor do they impact just one scale or level. We need to collaborate with stakeholders at multiple different levels and across different sectors (e.g., agriculture, financial services, natural re-source management, market systems; government, civil, NGO), asking the five guiding resilience questions continuously to assess whether our resilience understanding matches reality.

How have our characters **collaborated at multiple levels and across sectors** to deepen their resilience understanding during Act I?

We cannot answer the five guiding resilience questions just through observation, conversation, and our own experience. We must match this informal data with formal data and analysis to validate our resilience understanding.

How have our characters drawn on **both informal and formal data** to deepen their understanding of resilience during Act I?

Narrator

Let's keep these ways of thinking and acting in mind as we continue our story.

Act II
Scene 1

Setting: The village of Lomi, next to Gula Village, also in Ward 10.

Narrator

When we last saw Jarsa and Malat, they were planning to meet in Ward 10 with Aya and Issa to continue to investigate the issues discussed so far. Jarsa has picked up Malat and Aya, and they're driving their last mile into Lomi Village in Ward 10.

Jarsa

It is startlingly dry in comparison to when I was here at the end of the rainy season—just a month ago.

Malat

You're right. I felt the same way when I visited earlier this week. It's happening quickly.

Aya

Yes. There are rumors that we're officially in a drought already, and UN OCHA reports I've seen have serious projections on food insecurity. The rains stopped early this year, ending the rainy season nearly a month before what's usual for Boma District.

Narrator

Jarsa, Malat, and Aya observe the last stretch of scorched grasses as they pull into the center of Lomi. They come to a stop at the community center and shake hands with Issa.

Issa

Welcome to Lomi.

Malat

The pleasure is ours! I believe everyone knows each other.

Issa

Yes, of course. It's good to see you again, Jarsa. So, as I'm sure Aya let you know, we have set up a joint meeting with several women herders who are leaders in the community and several VSLA leaders. We're interested in understanding whether herders' experience here in Lomi is similar to that in Gula.

Jarsa

Yes. And I spoke with the monitoring and evaluation team, and they confirmed the VSLAs across Ward 10 and 9 have had the same issues with emergency savings and loans.

Narrator

Aya, Issa, Jarsa, and Malat enter a small meeting room in the village where the stakeholders are set to meet. They sit down at a table with the community members. We see many of the community members speaking passionately, and the four take notes and listen intently.

Issa and Malat do their very best to ensure everyone feels comfortable sharing their experiences and concerns. The conversation is open and honest, but to ensure everyone has the opportunity to share freely, Malat and Issa meet with individuals after to ask follow-up questions. Jarsa and Aya also arrange a phone call with two Garu fodder traders to hear their perspectives.

In the afternoon, the four reconvene to compare notes. We see them at the same table, deep in conversation.

Jarsa

Well, it's obvious that we absolutely had to have those conversations. To start, perhaps each of us can share one quote or important piece of information that helped us understand why herders are struggling so much with the intervention we've designed. Malat, do you want to start?

Malat

Sure. I think this conversation confirmed what we learned from the women herders in Gula. Last year's dry season was so mild that everyone was able to fatten their sheep. They only needed the fodder they had grown and the pastures, which were obviously in much better condition last year. They were able to sell their sheep during the holiday season for a very high price. They assumed their strategy would work this year, but the drought has hit them from multiple sides. Unfortunately, they did not use the money they earned from their sheep to buy fodder inputs. Now the pasture has suffered and so has their limited fodder crop. They quickly used whatever they had grown, and with their sheep weakening many are wiping out their savings, taking loans, or selling their sheep.

Issa

Yes, several expressed to us confidentially during our key informant interviews that their husbands are pressuring them to sell their sheep. Several have already relented and received a very low price, often because their husbands' cattle are also suffering. Others are holding out, but cannot do so for much longer. Several have been able to do so because the family has an additional income source, mostly remittances, that has helped them convince their husbands that it isn't time to sell the sheep yet. But even they are now worried that they may have to sell soon. They would lose their income source and control over their own assets.

Malat

All of this pressure on business is heightening tensions between the Dandu and the Garu--including the few Garu herders who graze in the contested lands and the Garu fodder traders. The women herders are upset that the prices are so high, and many are now openly accusing the traders of artificially increasing the price. It's hard to separate these accusations from the bigger tensions around the contested pasture lands. The women herders feel like the Garu are simply out to get them. Their husbands are already actively grazing cattle much more than is sustainable in the contested area because it's some of the only pasture land still viable. But, the women too are having their children graze the smaller livestock much farther into that zone. They're worried about their children's safety. Now with the trader getting beaten, they are worried that someone will take revenge on the herders there. This seems to be heightening tensions even more. It seems like both issues are tied to this recent outbreak of violence.

Jarsa

I also found that very interesting. Aya and I had an opportunity to speak with two fodder traders this afternoon as well. Aya, do you want to share your impressions first?

Aya

Yes. It's hard to summarize--the conversations were so interesting, but I think what surprised me the most was how the traders expressed their concerns and priorities. I expected both traders to be outraged and worried about the attack against one of their fellow fodder traders. And they were, obviously, but they were much more upset about the time and resources they said they wasted over the last year trying to grow more fodder and sell to Dandu herders.

Jarsa

Yes this was also very surprising for me as well. Our team worked hard at the start of the program to make connections between the fodder traders and new markets in these areas where we're supporting good herd management and commercial sheep enterprises. I remember sharing the results of our market assessment with the traders, which showed the high potential demand for fodder, thanks to the projected growth in demand for sheep, especially during major festivals.

The traders said they followed through on their commitments. They grew extra fodder which they hoped to sell the herders at Dandu markets, but no one was interested in purchasing fodder. They encountered mostly men, who herd cattle and generally believe that fodder is not a smart investment given the quantity they would need to feed their cattle, which require much more than small livestock. Unfortunately, because the dry season was so mild and the demand was low everywhere last year, they actually had a surplus of fodder. When the sheepherders didn't express an interest, they became very frustrated. They were upset to have wasted time and resources they could have been using to expand their business in Garu areas where there is a large dairy sector. We were so focused on making sure we helped the Dandu herders have market access to fodder, and both are worse off now.

Aya

I sensed there was also a perception, among the Garu traders, that Dandu women herders don't understand the fodder markets or how to decide when to buy, store, and fatten their animals. One quote really stood out for me. A Garu trader said, "They are angry at us for increas-

ing the prices now, but what do they expect in the middle of a drought? And why didn't they buy when we were here selling it at low prices because we couldn't get it off our hands?."

But, after speaking with the women herders, it's clear that there are a number of factors they have to consider when it comes to managing their herd, and determining what to do is complicated! I think we missed several key pieces with our gender strategy too: we did not account for how much women's ability to take up commercially-oriented practices like purchasing fodder depends on their level of influence and control over decisions in the household. I'm also not completely confident that it's as easy for them as it is for men to get information about changing fodder prices, since they have limited time to go to the market. I suppose having up to date information on prices might also depend on how frequently they are informed by their husbands.

I can see that the usual herding strategies aren't really going to hold up to the new realities facing Sumbia, but changing behaviors will take a long time. I'm questioning whether sheep fattening is a feasible business for all of them. And I'm just not sure we can get these fodder markets going.

Jarsa

And I think this is perhaps the most important thing we learned this afternoon. There's no one best fit for all women herders. We need to prepare them to make the decisions that work best for them based on climate information and the condition of the pasture, market pricing, their family's finances, and the state of their business.

Malat

How do we do this effectively?

Jarsa

That's a great question. I think there are things we need to do in the short-term and other strategies for the long-term, but I have an idea about how to move forward. First, I think it's important to work as quickly as possible and try to prevent the situation from getting much worse for the herders—maybe through a crisis modifier since we have that option with our donor, but perhaps we can discuss over the next few days.

Aya

In addition to this crisis modifier, Jarsa and I talked about jumping immediately this week into a household financial assessment that examines some of the issues both Jarsa and Issa have raised. The main objective would be to assess, primarily through surveys, the different stages households are in, in terms of their financial capacity to make sheep fattening profitable. It will be important that they can budget for strategic fodder purchasing, in addition to still growing it themselves. This will be critical information in order to rethink how we engage with the fodder traders and encourage that market to grow.

Malat

Great point, Aya. It also seems to me like we will need some help to figure out what to do about the growing conflict tensions. It's not something we initially planned for. The pasture area is still important to the households' business and livelihoods, and there have been many times when the Dandu and Garu have managed to share it peacefully.

Jarsa

Agreed. I think it would be good for us to reach out to the Sumbia country director to discuss some support from the conflict mediation and peacebuilding program, AMANI, in central Sumbia, as well as Mercy Corps' Technical Support Unit. I also need to go back to central offices and engage the other component managers. I want to make sure all of our staff can weigh in with their technical expertise, and I suspect some of these emerging issues will have implications for other parts of the program - not just sheep herd management. Issa or Malat, maybe one or both of you could join me to better represent some of the community members' and traders' concerns during the conversation?

Malat

Yes, we can both come. To summarize our thoughts here and prep for that meeting, I propose we spend the rest of the time going back to our five resilience guiding questions and original systems map. We can modify the map based on new drivers and effects, and draw up a set of key takeaways. Aya, do you think you can conduct a preliminary household financial assessment in the next week and a half and join us as well?

Issa

If it's all right, I think it would be good to invite the chief from Wards 9 and 10 as well. He has been extremely supportive of our work, and I think his buy-in will be critical later on.

Aya

That sounds great.

The team pulls out the systems map (i.e., prop #5) and begins drawing connection lines between new drivers and effects.

Narrator

Now, my future narrators, let's go back to those ways of thinking and acting that are so critical to resilience. With your small groups this time, let's think again about the ideas of commitment, reflection, cross-scale and cross-sector action, and evidence. How have our characters engaged with each of these ideas in Act II?

⚙️ Exercise 3

Commitment: *Embodying Curiosity and Persistence*
Because systems are dynamic and always changing, we must commit to being deeply curious, asking: Do our original answers to the five guiding resilience questions match reality? How might new understanding or changing conditions (e.g., emerging risks or vulnerabilities) require us to adapt our work? Maintaining this curiosity requires persistence and a commitment to resilience.   How have our characters demonstrated a **commitment to resilience and embodied curiosity and persistence** during Act II?

Reflection: *Taking Time and Making Space to Reflect*

Meaningful reflection requires all of us to take the time and make space—even (and especially) when we are extremely busy. If we don't take the time or make the space for reflection, we may miss an important opportunity to observe how contexts and conditions are changing and require adaptation — essential information to ensure our work has the intended impact.

How have our characters **made space or taken time for reflection** during Act II?

Scale and Sector: *Collaborating at Multiple Levels and Across Sectors*

Shocks and stresses and differential vulnerability do not fit neatly into one sector at a time, nor do they impact just one scale or level. We need to collaborate with stakeholders at multiple different levels and across different sectors (e.g., agriculture, financial services, natural resource management, market systems; government, civil, NGO), asking the five guiding resilience questions continuously to assess whether our resilience understanding matches reality.

How have our characters **collaborated at multiple levels and across sectors** to deepen their resilience understanding during Act II?

Evidence: *Matching Informal Observations with Formal Data Collection and Analysis*

We cannot answer the five guiding resilience questions just through observation, conversation, and our own experience. We must match this informal data with formal data and analysis to validate our resilience understanding.

How have our characters drawn on **both informal and formal data** to deepen their understanding of resilience during Act II?

Act III
Scene 1

Setting: *Central offices for Ustawi.*

Narrator

When we meet our team again, they have reconvened in Mercy Corps' central office where the Ustawi component managers are based. Malat, Aya, Issa, and the chief from Wards 9 and 10 have joined Jarsa. The meeting is already underway, and Jarsa, Malat, and Issa have shared what they learned through field visits with four other team members: 1) Degi, the component manager focusing on market systems; 2) Sisah, the component manager for natural resource management and ecosystems services, 3) Ndala, the cross-cutting gender and social inclusion lead, and 4) Nuseri, the conflict and peacebuilding officer for AMANI, a Mercy Corps program targeting four districts south of the Ustawi program area, in central Sumbia.

Jarsa

I'm glad we're all in agreement about the crisis modifier. Sisah and Degi, thank you so much for putting in the time this week to draft our donor request. Just to summarize, this is all very new territory for us, so we need to embrace uncertainty, use the data we have to develop our best redesign, and then pilot. We're seeing this crisis modifier as a critical tool to stabilize household incomes, assets and food security during what will likely become a prolonged drought; ensure that women don't lose complete trust in the possibility of commercial sheep fattening and sale; and, finally, help the markets keep functioning.

We're proposing two strategies here: the first is for **short-term fodder vouchers** targeting Dandu women herders whose sheep have weakened, but are still healthy enough for fattening in advance of their target sale date around festival season. We can structure these vouchers so that they are offered as a one-time discount by the fodder traders. This could help re-establish their relationship with the women herders, which will be important for encouraging strategic fodder purchase during future seasons. The short-

term strategy will also include cash to a larger target group of agropastoralist households, to ensure that they don't have to sell their assets to buy food.

The second strategy proposes we work with sheep buyers in the major livestock markets to offtake at a reasonable price from women whose sheep are in poor enough condition that they won't realistically be able to bring their value back. This intervention is meant to keep these women herders interested in reinvesting in their enterprise in the future. The modifier funds will help to **subsidize the price that the buyers will pay for the sheep**. This means that we will need to calculate the value of the subsidy so that it is equal to the cost that the sheep buyer will need to invest in the animal to bring it back to market weight.

Degi

Yes. I think this makes the most sense, and the ability to subsidize sheep prices through buyers will be especially important for us if fodder prices skyrocket. Aya, does this make sense based on your preliminary household financial analysis?

Aya

Yes. I think we're seeing that many women will need support immediately to make it through the season. But let me jump into the financial analysis, and I think this reality will be much clearer. As a reminder, this is just a preliminary assessment of household finances. We are reexamining our target group for the sheep herd management initiative. The big question that frames this assessment is: For which households is it financially viable to engage in commercial fattening and sale in the future?

Our original program design targeted all Dandu women herders who wanted to do sheep fattening. Last week, we surveyed a sample of this same group, limiting our conversations to eight villages (across three wards) participating in the sheep herd management intervention. All of these villages have been hit hard by the intensifying drought conditions.

We can all review the data in more detail this week, but as a quick summary, we were able to identify three main groups or income stratifications within the larger group of Dandu women herders. These income levels are of course relative.

Aya hands the team a printed chart (Chart 1).

Handout Aya Gives to Team: Chart 1 | Income Groups Based on Preliminary Household Financial Analysis

Group	Economic Status	Drought Vulnerability	Fodder Purchase Investment Risk	Recommendations
1	High to medium capacity to make planned fodder purchases and adequately store fodder in advance of and during early dry season	Low to medium	Low to medium	• Target for new pilot activity on bulk fodder purchase • Retrain for and intensify climate-smart fodder production techniques • Support with climate information regarding pasture availability forecasts
2	Some capacity to make planned fodder purchases and adequately store fodder in advance of (but NOT during) dry season	Medium	Medium to high	• Light targeting for new pilot activity on bulk fodder purchase, with close financial monitoring • Retrain for and intensify climate-smart fodder production techniques • Support with climate information regarding pasture availability forecasts
3	No capacity to make planned fodder purchases and adequately store fodder	High	Very high	• Retrain for and intensify climate-smart fodder production techniques • Support with climate information regarding pasture availability forecasts

You can see here that we have three main groups, which we've labeled as 1, 2, and 3. This first group is the least vulnerable to drought. Their animals are weakening, but they still stand a strong chance to maintain enough weight for a profitable sale if they have access to at least some fodder. Based on a preliminary analysis of these households' finances, we believe that next year they could purchase fodder in advance of and even during the dry season if they planned well. Our second group has less income available to purchase fodder and would only be able to purchase before the dry season starts, or when prices are lowest. The last group has no financial capacity to purchase and store fodder, so until they have other income sources coming in like the first two groups, they will need to depend entirely on growing their own fodder and grazing.

We have some recommendations for each of these groups, but generally we think these categories could help us provide more nuanced support based on the economic viability of the original initiative. Of course, we want women herders to make their own informed choices about how to invest in their herds and potential commercial fattening and sale. But we now know that the decision of whether to purchase fodder is much more complex than we originally understood. At a minimum, this information should help us provide better guidance.

Jarsa

Great work, Aya. Now, to the best of our ability, we want to work on longer-term market systems solutions for getting the cost of fodder down and increasing the price herders can get for their sheep. Degi and Sisah, you're working on some solutions here, right?

Sisah

Absolutely. We think we likely need to double our current effort on fodder production within all three groups. Degi and I made some calls this week, and we feel like the supply chain for climate adapted seeds could be strengthened. We're going to look into some solutions here. At a minimum, I think we should propose retraining and some demonstrations on climate adapted fodder species. This is a longer-term goal, but we're also looking into piloting an SMS system that helps herders assess the current carrying capacity of the pastures, so they can forecast how much pasture is likely to be available. It's based on a herding program Mercy Corps is running in Mongolia.

Degi

That's right - the pasture forecasting would be for all groups. We'd also like to propose a pilot intervention for Group 1 that deals with some of the fodder purchase issues. One of the big issues affecting cost is transportation. The farther our villages are from Garu areas where most of the

fodder is grown, the more they are going to pay to get access. Through the VSLAs, we propose collaborating with subsets of women herders to pool their money for bulk fodder purchases—this should help to reduce some of the cost. We'll need to make sure the women are connected to several fodder traders so that they have options in case any one trader falls through. If women have a diverse pool of fodder traders who also serve as buyers for their sheep, sheepherders may be able to buy fodder from traders at the same time they sell their sheep.

Malat

So, let's say a fodder trader brings a huge truck of fodder down. They would then unload that truck and just reload it with sheep? And this helps keep the fodder trader's prices reasonable?

Degi

Exactly. The women herders get fodder closer to wholesale prices, and they guarantee much higher prices for their animals because of the volume, predictability, and transport savings. They also no longer have to rely on their husbands for access to market information regarding fodder prices. At the same time, fodder traders benefit because they have a consistent market for their fodder and a consistent supply of sheep that are likely to have a good market weight. We think these bulk purchases could be the only way to ensure it's economically viable for any household to buy fodder during the dry season, especially when husbands are pressuring their wives to sell early to save the cattle. It's also more likely to stimulate demand for fodder during the wet season. Remember, we want women to be buying over the course of the year, on a rotating schedule.

Ndala

I'm glad you brought the gender dynamic up again. Aya and I had a chance to speak before this meeting about the best opportunities to address gender barriers to these key resilience capacities. The VSLAs feel like an obvious fit. We know the household financial analysis, along with the market and ecological systems work we're doing, will put us in a much better position to advise herders. We talked today about broadening the financial planning training to include husbands. We can use the training to help build buy-in among men about the economic viability of sheep herding, as well as fodder growing and purchase. We might also be able to use this financial training as an entry point to improve gender equality in household decision-making more generally, which came up as important for many resilience capacities in our initial risk and resilience assessment.

Issa

That's great. Increased transparency around household finances and more equal decision making could have huge benefits for the other interventions as well.

Jarsa

This all sounds great. Nuseri, you also had some ideas for conflict mediation at this stage, right?

Nuseri

Yes. I had good conversations with Malat and Sisah this week, and I think we should propose several activities. In the short-term, some community dialogues may help ease tensions, but I think we'll need to quickly introduce opportunities for pastureland mapping, followed by efforts across ethnic groups to create natural resource agreements, especially for the contested lands. We also talked about some joint Garu-Dandu natural resource management projects that could have wide benefits for everyone, especially around increasing water availability and pasture quality.

I know tensions are high right now--do you think this strategy would work, Chief Mbala? Do you want to join us again at the table?

Narrator/Chief

Yes, of course. How rude of me!

Narrator/Chief looks back out at the audience.

You may have been wondering, dear friends, how I have such intimate knowledge of this important story. You see, I just happen to be the Chief Mbala under which Wards 9 and 10 fall, and I am the keeper of this story in the community.

Narrator/Chief sits down and addresses the team.

That sounds very good to me. Malat, you and I have talked about this from the very beginning: today the shock may be conflict or drought, but

tomorrow it may be another shock or stress. Our area needs long-term solutions—ones that outlast this project. Our herders need to be able to think critically and evaluate their best options for addressing shocks and stresses and increasinging their food security sustainably.

Malat

Yes—absolutely.

Jarsa

Good. Let's remember, if we want this change to last a long time—we need buy-in from everyone. We need to get the rest of our teams across partners, as well as the market stakeholders and local government from Boma District on board and make sure we don't miss any big pieces of the puzzle. We don't want any more unintended consequences. Let's make sure that we document this important learning and how we're adapting the program. We can share this at the next quarterly review and reflection meeting with the other District teams—we know drought is likely to affect them, too.

Chief, can we get a meeting with the community soon, and invite the market actors? I think we need to propose these as ideas in progress. We all know the community members will have important input and ideas that can make this even better.

Narrator/Chief

Yes, that's right. And, we are the ones that need to be able to make these decisions long-term. As all of you know, we have had some bad experiences with NGOs in the past. They come in, don't ask what we have to offer, rarely ask what we need, and they never really understand the context. If they don't do what we've done with you—mapping together how shocks and stresses are connected, and who is vulnerable and why—they have no real idea which resources we have, and which resources we need to build resilience. Instead, they just tell us what to do or even worse—they just build something they think we need. Then they leave.

Sometimes the work is helpful, and we get a little bit closer to food security, but then another shock or stress comes along, and we're right back where we started—if not even more behind.

This is why resilience is so important and so different.

Jarsa

Well, we certainly have benefitted from strong and inclusive leaders like you. Would you feel comfortable co-leading the meeting with us? I think everyone would really appreciate hearing your version of this story.

Narrator/Chief

Yes, it is a story, isn't it? I'd like to tell them from the beginning, so they understand the process. I want them to see how you made a plan after understanding our context deeply, but that we all had to try it out to see if it worked.

I want them to see through your eyes how you realized things weren't going as expected.

I want them to understand how—if you'll forgive me for saying it—we need to learn to take smart risks and fail safely.

I want them to see how **motivated, curious, and persistent** you were in trying to understand why our original plan wasn't working.

I want them to see how you **took time and made the space to reflect**, continuously asking those five resilience guiding questions you taught us.

I want them to see how you thought outside of your traditional sectors. Just look at who is at the table here. You represent community organizing, administration, financial services, market systems development, livestock and agriculture systems, peacebuilding, and natural resource management, not to mention little old me, a community leader! You **crossed scales and worked across sectors** to get to the bottom of our issues.

I want them to see how you observed, interviewed, discussed, and requested data to build a strong body of evidence, both informal and formal, to validate your good ideas and assumptions with the real facts—the reality of our everyday lives.

I want them to see how all of this is natural and essential to understanding how to adapt. This is the story I want to tell—not just to my community, but others.

Malat

Wow! I want to hear that story. I'm so glad you can help lead this discussion, Chief. You can be our narrator! I know documenting the story is going to be a lot of work, but it's going to pay off for the community—and other communities—in the end.

Narrator/Chief

Well, Malat. I appreciate that, but I promise you, we're further along in telling that story than you might think.

Narrator/Chief turns and winks at the audience, then steps away from the table to address the audience itself.

Narrator/Chief

And this, dear friends, is where we leave our team. But, as with most stories, the end is just another beginning. I collaborated with the team to share the new ideas with villages throughout Wards 9 and 10. Our community members had good input, and we piloted the adapted interventions soon after. We paid close attention and shifted our strategies as conditions changed. We did it together, learning to be curious, persistent, and reflective; working across our all-too-often siloed scales and sectors; and gathering evidence along the way to truly understand if it was working. In short, we didn't just learn to do the work this time, we learned to do the work again and again. Because resilience tells us the contexts—those systems we rely on—are always changing, so we have to be ready to change too.

We were so successful that people came to visit, and soon we all became narrators and resilience storytellers. Now you can be one too. So, for one last time, huddle up with your fellow narrators in the small group at your table, and remind yourselves how these important ways of thinking and acting helped the team ensure that their resilience understanding—the answers to the five resilience guiding questions—became a reality.

Exercise 4

Commitment: *Embodying Curiosity and Persistence*

Because systems are dynamic and always changing, we must commit to being deeply curious, asking: Do our original answers to the five guiding resilience questions match reality? How might new understanding or changing conditions (e.g., emerging risks or vulnerabilities) require us to adapt our work? Maintaining this curiosity requires persistence and a commitment to resilience.

How have our characters demonstrated a **commitment to resilience and embodied curiosity and persistence** during Act III?

Reflection: *Taking Time and Making Space to Reflect*

Meaningful reflection requires all of us to take the time and make space—even (and especially) when we are extremely busy. If we don't take the time or make the space for reflection, we may miss an important opportunity to observe how contexts and conditions are changing and require adaptation — essential information to ensure our work has the intended impact.

How have our characters **made space or taken time for reflection** during Act III?

Scale and Sector: *Collaborating at Multiple Levels and Across Sectors*

Shocks and stresses and differential vulnerability do not fit neatly into one sector at a time, nor do they impact just one scale or level. We need to collaborate with stakeholders at multiple different levels and across different sectors (e.g., agriculture, financial services, natural re-source management, market systems; government, civil, NGO), asking the five guiding resilience questions continuously to assess whether our resilience understanding matches reality.

How have our characters **collaborated at multiple levels and across sectors** to deepen their resilience understanding during Act III?

Evidence: *Matching Informal Observations with Formal Data Collection and Analysis*

We cannot answer the five guiding resilience questions just through observation, conversation, and our own experience. We must match this informal data with formal data and analysis to validate our resilience understanding.

How have our characters drawn on **both informal and formal data** to deepen their understanding of resilience during Act III?

SESSION 4: APPLYING RESILIENCE AND SYSTEMS THINKING WITHIN ORGANISATIONS AND OUR WORK

PART 6: BRAINSTORMING PERSONAL ACTIONS

Worksheet 19: Brainstorming Personal Actions

WAY OF THINKING & ACTING *that help us deepen/evolve our resilience understanding*	EXAMPLES OF CHARACTER ACTION *What were the best examples of our characters demonstrating these ways of thinking and acting?*	RELEVANCE TO MY/OUR WORK *How might I adopt these ways of thinking or acting in my work to deepen my understanding of resilience?*
Commitment: *Embodying Curiosity and Persistence* Because systems are dynamic and always changing, we must be deeply curious, asking: Do our original answers to the five guiding resilience questions match reality? Has there been a shift in conditions, contexts, and/or systems that requires us to adapt our work? Curiosity requires commitment and persistence.		*Do I consider myself motivated, curious, and persistent about my work? If no, what might support me in increasing my level of curiosity and motivation to continue learning and deepening my understanding of resilience? If yes, what systems, people, resources, or strategies help keep me motivated and curious, constantly wanting to learn, adapt, and evolve?*

💡 *Connecting with resilience: In the next exercise, we'll be thinking about how our ability to maintain or increase our motivation, curiosity, and persistence can help deepen our resilience understanding.*

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Worksheet 19: Brainstorming Personal Actions

WAY OF THINKING & ACTING *that help us deepen/evolve our resilience understanding*	EXAMPLES OF CHARACTER ACTION *What were the best examples of our characters demonstrating these ways of thinking and acting?*	RELEVANCE TO MY/OUR WORK *How might I adopt these ways of thinking or acting in my work to deepen my understanding of resilience?*
Reflection: *Taking Time and Making Space to Reflect* Meaningful reflection requires all of us to take the time and make space—even (and especially) when we are extremely busy. If we don't take the time or make the space for reflection, we may miss an important opportunity to observe how contexts and conditions are changing and require adaptation in order to have impact.		*Am I taking time and making space to reflect frequently, especially about changing conditions in my context and whether a project I'm involved in is having its intended impact? Do I have an upcoming opportunity (e.g., a meeting, field visit) that I can build reflection time into? Can I better use my position to support my team in reflecting (i.e., can I make space and time for others to reflect)?*

💡 **Connecting with resilience:** *In the next exercise, we'll be thinking about how these opportunities to reflect can help deepen our resilience understanding.*

Worksheet 19: Brainstorming Personal Actions

WAY OF THINKING & ACTING *that help us deepen/evolve our resilience understanding*	EXAMPLES OF CHARACTER ACTION *What were the best examples of our characters demonstrating these ways of thinking and acting?*	RELEVANCE TO MY/OUR WORK *How might I adopt these ways of thinking or acting in my work to deepen my understanding of resilience?*
Scale and Sector: *Collaborating at Multiple Levels and Across Sectors* Shocks and stresses and differential vulnerability do not fit neatly into one sector at a time, nor do they impact just one scale or level. We need to collaborate with stakeholders at multiple different levels (e.g., village, commune, district, provincial, national) and across different sectors (e.g., agriculture; financial services; natural resource management; market systems; gender; and partners from government, civil, NGO), asking the five guiding resilience questions continuously to assess whether our resilience understanding matches reality		*Do I currently have opportunities to collaborate with my colleagues and partners at multiple scales and/or across sectors? If so, how? If not, why? Can I build in an opportunity to consult a colleague at a different scale or across a different sector to provide needed new perspective? Can I better use my position to support my team in working across sectors and at different scales?*

💡 **Connecting with resilience:** *In the next exercise, we'll be thinking about how these opportunities to collaborate at scale and across sectors can help deepen our resilience understanding.*

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Worksheet 19: Brainstorming Personal Actions

WAY OF THINKING & ACTING *that help us deepen/evolve our resilience understanding*	EXAMPLES OF CHARACTER ACTION *What were the best examples of our characters demonstrating these ways of thinking and acting?*	RELEVANCE TO MY/OUR WORK *How might I adopt these ways of thinking or acting in my work to deepen my understanding of resilience?*
Evidence: Matching Informal Observations with Formal Data Collection and Analysis We cannot answer the five guiding resilience questions just through observation, conversation, and our own experience. We must match this informal data with formal data and analysis to validate our resilience understanding.		*Do I have systems or processes in place to record and share my informal observations? Do I connect frequently with my M&E team to understand how formal data connect to my work? Is there an upcoming opportunity to be more involved in formal data processes and connect with the M&E team? If I'm on the M&E team, how can I better connect with my team members and partners to help them make both formal and informal observations that can help contextualize data?*

💡 **Connecting with resilience:** *In the next exercise, we'll be thinking about how these opportunities to gather evidence can help deepen our resilience understanding.*

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SESSION 4: APPLYING RESILIENCE AND SYSTEMS THINKING WITHIN ORGANISATIONS AND OUR WORK

PART 7: THE WORKPLAN—APPLYING A RESILIENCE APPROACH TO MY WORK

Worksheet 20: The Workplan—Applying a Resilience Approach to My Work

Congrats! You have worked hard over the last two days, but now the real work begins. This workplan template is designed to help you plan the next steps for applying resilience thinking and action. The workplan is organized into two tasks.

Task 1: Re-familiarizing Myself with My Program Context

Clarify and understand how the Five Guiding Resilience Questions were answered during the design phase of my program.

As we discussed throughout the training, the five guiding resilience questions serve as the foundation of our resilience understanding. Having practiced answering these questions in several contexts, it is now time to apply them to our own program context.

Resilience to What End? Well-being Outcomes: What is/are the well-being outcomes(s) my program is designed to increase or maintain progress toward (even in the face of shocks and stresses)? *Remember, this cannot be resilience. Resilience is a means to an end, not the end goal itself.*

Resilience of What? Systems and Systems Boundaries: What boundaries is my program operating within? Which systems (i.e., ecological, economic, social) are we addressing through the program?

Worksheet 20: The Workplan—Applying a Resilience Approach to My Work

Resilience to What? Shocks/Stresses: Which **shocks and stresses** is our program targeting? Have any new shocks/stresses (that were not originally included in the proposal) emerged?

Resilience for Whom? Differential Vulnerability: Which groups are our interventions targeting and why? Do we have a sense of how vulnerability to shocks and stresses varies across different groups (or sub-groups) we are targeting? Do we have a gender, youth, or social inclusion assessment and/or plan? If so, are the findings reflected in our interventions and planning?

Resilience Through What? Resilience Capacities: What resilience capacities are our interventions attempting to build? In short, which resources are vulnerable groups supposed to gain access to and use in order to ensure that they can maintain their progress toward well-being outcomes even when shocks and stresses hit? Is my program targeting transformative capacities (focusing on governance, social inclusion, etc.) that can unlock access to and/or use of resilience capacities?

Task Accountability

My name:

My accountability partner:

Worksheet 20: The Workplan—Applying a Resilience Approach to My Work

Task 1 Planning (to be completed during course):

Planning:

- Due date:

- I want to be reminded to complete this task by (give specific date; must be no later than one month after the completion of the workshop):

- Key documents that I can reference for information about how the Five Guiding Resilience Questions were originally answered in my program design:

- Key informants who can provide insight into how the Five Guiding Resilience Questions were originally answered in my program design:

Worksheet 20: The Workplan—Applying a Resilience Approach to My Work

Task 1 Planning Cont. (to be completed <u>after</u> course):

Five Guiding Resilience Questions: All responses should address your program.

Resilience to What End? Well-being Outcomes

What is/are the well-being outcomes the program is designed to increase or maintain progress toward (even in the face of shocks and stresses)? Remember, this cannot be resilience. Resilience is a means to an end, not the end goal itself.

Resilience of What? Systems and Systems Boundaries

What boundaries is my program operating within? Which systems (i.e., ecological, economic, social) are we addressing through the program?

Worksheet 20: The Workplan—Applying a Resilience Approach to My Work

Resilience to What? Shocks/Stresses
Which shocks and stresses is my program targeting? Have any new shocks/stresses (that were not originally included in the proposal) emerged?

Resilience for Whom? Differential Vulnerability
Which groups are our interventions targeting and why? Do we have a sense of how vulnerability to shocks and stresses varies across different groups (or sub-groups) we are targeting? Do we have a gender, youth, or social inclusion assessment and/or plan? If so, are the findings here reflected in our interventions and planning?

Worksheet 20: The Workplan—Applying a Resilience Approach to My Work

Resilience Through What? Resilience Capacities

What resilience capacities are our interventions attempting to build? In short, which resources are target vulnerable groups supposed to gain access to and use of in order to ensure that they can maintain their progress toward well-being outcomes even when shocks and stresses hit? Is our program targeting transformative capacities (focusing on governance, social inclusion, etc.) that can unlock access to and/or use of resilience capacities?

Worksheet 20: The Workplan—Applying a Resilience Approach to My Work

Task 2: Opportunities to Apply Resilience Understanding Through Thinking and Actions

During the previous session (Part 6), we reflected on how we might be able to use the specific ways of thinking and acting to deepen and refine our resilience understanding. Here we will pick one opportunities we identified in the previous exercise to pursue in our own work.

REFERENCE TABLE / BRAINSTORMING OPPORTUNITIES FOR PERSONAL ACTION	
Ways of Thinking & Acting	**Relevance to My/Our Work**
1. Commitment: *Embodying Curiosity and Persistence* Because systems are dynamic and always changing, we must be deeply curious, asking: Do our original answers to the five guiding resilience questions match reality? Has there been a shift in conditions, contexts, and/or systems that requires us to adapt our work? Curiosity requires commitment and persistence.	*Do I consider myself motivated, curious, and persistent about my work? If no, what might support me in increasing my level of curiosity and motivation to continue learning and deepening my understanding of resilience? If yes, what systems, people, resources, or strategies help keep me motivated and curious, constantly wanting to learn, adapt, and evolve?*
2. Reflection: *Taking Time and Making Space to Reflect* Meaningful reflection requires all of us to take the time and make space, even (and especially) when we are extremely busy. If we don't take the time or make the space for reflection, we may miss an important opportunity to observe how contexts and conditions are changing and require adaptation.	*Am I taking time and making space to reflect frequently? Do I have an upcoming opportunity (e.g., an upcoming meeting, field visit) that I can build reflection time into? Can I better use my position to support my team in reflecting (i.e., can I make space and time for others to reflect)? Reflection can help deepen our resilience understanding.*
3. Scale and Sector: *Collaborating at Multiple Levels and Across Sectors* Shocks and stresses and differential vulnerability do not fit neatly into one sector, nor do they impact just one scale or level. We need to collaborate with stakeholders at multiple different levels (e.g., village, local, regional, national) and across different sectors (e.g., agriculture; financial services; natural resource management; market systems; gender; and partners from government, civil, NGO), asking the five guiding resilience questions continuously to assess whether our resilience understanding matches reality.	*Do I currently have opportunities to collaborate with my colleagues at multiple scales and/or across sectors? If so, how? If not, why? Can I build in an opportunity to consult a colleague at a different scale or across a different sector to provide needed new perspective ? Can I better use my position to support my team in working across sectors and at different scales?*
4. Evidence: *Matching Informal Observations with Formal Data Collection and Analysis.* We cannot answer the five guiding resilience questions just through observation, conversation, and our own experience. We must match this informal data with formal data and analysis to validate our resilience understanding.	*Do I have systems or processes in place to record and share my informal observations? Do I connect frequently with my M&E team to understand how formal data connect to my work? Is there an upcoming opportunity to connect with the M&E team? If I'm on the M&E team, how can I better connect with my team members in positions to make both formal and informal observations that help contextualize data?*

Worksheet 20: The Workplan—Applying a Resilience Approach to My Work

Task 2 Planning (to be completed during course):

WAYS OF THINKING & ACTING	RELEVANCE TO MY/OUR WORK
Pick a Focus Area: *Reflection; Sector / Scale; or Evidence* **MY SELECTED FOCUS AREA:**	*How will pursuing this focus area deepen my understanding of resilience in light of the current context where I'm working? In other words, how will the focus area help me learn whether the initial answers to the five guiding resilience questions (answered during the design phase of my project) still match the current reality, or whether there is a need to update our understanding of the context?* *What specific action item will I take in the next two months?* *What will success look like for me in this area? In other words, how will I know if I have completed this task well?*

Worksheet 20: The Workplan—Applying a Resilience Approach to My Work

Task 2 Planning (to be completed during course):

Planning:

- Due date for completing action item:

- I want to be reminded to complete this task by (give specific date; must be no later than one month after the completion of the workshop):

ANNEX

MERCY CORPS

GLOSSARY

The terms and definitions below are organized alphabetically and by course session. An additional section offers key terms and definitions important for basic good program management standard practices, drawing from Mercy Corps' Program Management Minimum Standards and *Emergency Preparedness Planning (EPP) - Humanitarian 101*.

All other terms unless noted are from Mercy Corps' Resilience Foundations course.

SESSION 1	
Development	The ongoing efforts that communities and the larger societies around them — composed of the private sector, public sector, and civil society — are involved in to bring about positive change in their society and increase well-being. Aid actors like Mercy Corps are collaborators in this development process.
Resilience	The capacity of people and systems to advance and protect long-term well-being, despite shocks and stresses.
System Boundaries	The defined area where a resilience approach is being applied. Boundaries are usually geographic, though can be ecological (e.g. an agroecological zone); economic (e.g. a shared currency zone); geopolitical (e.g. nation, district, ward,) or issue based (e.g. an area affected by cross-border conflict and refugee crisis). Corresponding question: Resilience of what?
Well-being Outcome	High level outcome measures for a given population's improved development, e.g. food and nutrition security, improved economic status, improved health. Also referred to as development objective or well-being goal or well-being outcome. Corresponding question: Resilience to What End? (also: Development Goal; Development Objective)

SESSION 2

Covariate (shock or stress)	A shock or stress that is widely experienced; affects many people or communities at the same time in a given geographic area (e.g., drought or inflation).
Differential Vulnerability	Recognition that groups of people have different levels of exposure and sensitivity to shocks and stresses based on certain factors, such as identity (gender, age, ethnicity, social norms), geography, socioeconomic status, etc. Corresponding question: Resilience of Whom?
Idiosyncratic (shock or stress)	A shock or stress that is experienced individually; affects one household or class of households (e.g., illness or the death of a breadwinner).
Risk	General term used to refer to shocks and stresses and their corresponding dynamics (e.g. their drivers and impacts).
Shock	High-impact events, usually sudden onset, that are time-bound and usually of a limited duration. Corresponding question: Resilience to What?
Stress	Slow onset events, changes and longer-term dynamics that are often not clearly time-bound, but do have an end (district from an endemic condition). Stresses are lengthier disruptions that can be high impact (similar to shocks), but generally occur over a longer period. Corresponding question: Resilience to What?
System	An interconnected collection of elements organized in a pattern or structure that changes frequently. Example: Social systems (health care system; system of social networks in a particular community); ecological systems (rainforest system; marine ecosystem); economic (agricultural market system; fiscal or monetary system); and political (formal and informal governance systems). There are different interacting systems within a defined system boundary. Corresponding question: Resilience of What?

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Systemic Constraint(s)	Underlying factors that negatively influence how a system functions, including formal or informal regulations; rules; policies; social norms; and perceptions, attitudes, beliefs, and behaviors. Systemic constraints play a role in determining differential vulnerability because they influence the extent to which certain population groups can access or use of resilience capacities they need to address shocks and stresses.
Systems Thinking / Approach	The processes of understanding how different elements influence one another within a whole, often considering multiple scales. A way of thinking about or approach to problem solving that treats a problem as part of an overall, interconnected structure.
Vulnerability	The measure of a given population group or geographic area's exposure and sensitivity to a shock or stress.

SESSION 3

Absorptive resilience capacity	Resources used to minimize exposure and sensitivity to a shock or stress, in order to reduce the impact and recover more quickly.
Adaptive resilience capacity	Resources used to proactively modify one's circumstances and strategies in anticipation of a shock/stress and changing conditions, in order to avoid exposure and/or reduce sensitivity.
Driver	The cause of a shock or a stress.
Effect	The impact or change caused by a shock or a stress.
Exposure	A measure of how exposed or unprotected a group is to a shock or stress, considering measures like shock/stress frequency (how often) and duration (how long it lasts). A given place or population has a certain exposure level to a shock or stress.

Resilience Capacities	Resilience capacities are resources that a person, household, community, or system has access to and uses in a certain way to address shocks and stresses, in order to minimize or prevent their impact, thereby protecting and advancing well-being outcomes.
Resource	A natural, physical, human, social, or financial asset that the target group, institution, or system can access or use in a certain way to address one or more shocks or stresses.
Sensitivity	How severely an individual, household, community or system is impacted by a given shock or stress
Transformative resilience capacity	A shift in or reversal of a systemic constraint which creates or reestablishes access to and/or use of a resource. Transformative capacities enable system-level changes that reverse root causes of vulnerability and facilitate resilience over the long-term (such as shifts in policy, formal and informal rules, and underlying social norms or behaviors).

SESSION 4

Activity design / terms of reference (TOR)	Detailed description of the activity to be implemented in a project, including the target group, timeline for implementing, the budget needed and how the activity relates to the overall technical sector and/or program strategy. Usually developed during project implementation to formally launch a new activity. (Mercy Corps PM Manual)
Contextual analysis	Any type of analysis or assessment that serves to better help understand the context. (Mercy Corps PM Manual)
Indicator plan (or, M&E Plan)	Puts the logical framework into action and outlines key information required for each indicator (frequency for data collection, data collection method and tools, use) and summarize the key MEL tasks for the project. Provides detailed information for each project indicator, to ensure all team members have the same understanding of the data collected. (Mercy Corps PM Manual)

Project, Program, Portfolio	**Project:** The unique products, services, or results that collectively make up a program. (Mercy Corps PM Manual) **Program**: One or more awards or interventions with a common purpose, to which a single manager is assigned. (Mercy Corps PM Manual) A **portfolio** is a collection of projects, programs, and other work grouped together to achieve strategic objectives. (Mercy Corps PM Manual)
Regular Reflection Meetings	Regularly scheduled meetings which convene stakeholders and use formal and informal data and evidence to reflect on progress, potential modifications to program implementation and activities, and next steps. (Mercy Corps PM Manual)
Results chain	A results chain diagram is a series of boxes that describe the sequence of events expected to lead to a particular outcome. They help us think critically about cause and effect and encourage us to be clear about how and why we believe activities will lead to an overall goal. A results chain can also serve as a theory of change (ToC) because they are both ways of demonstrating the connection between what you are going to do and what you expect to achieve as a result. A results chain is one way to depict a Theory of Change.
Sectoral assessment	An assessment specific to a specific sector (e.g., market systems development, agriculture), usually used to identify overall constraints and opportunities within that sector.
Sequence, Layer and Integrate	This refers to the way that individual programs, or different interventions (activities) within a program, are combined together in a deliberate way to strategically address risk dynamics, thereby advancing their long-term collective impact on well-being outcomes. SLI recognizes that building resilience capacities has to happen over time, across multiple sectors and at different scales (individual, household, community, system). **Sequencing** programs, or interventions in a single program, means timing them to occur sequentially to build on one another to addresses shocks and stresses and build resilience capacities.

Sequence, Layer and Integrate Cont.	**Layering** programs, or interventions in a single program, means strategically and deliberately implementing multiple programs or multiple activities, usually representing a number of different sectors and scales, in the same target area or with the same target group, to addresses shocks and stresses and build resilience capacities. **Integrating** programs, or interventions in a single program, means deliberately designing interventions or activities to be implemented jointly and in an integrated fashion, usually through combining multiple components or sectors, to addresses shocks and stresses and build resilience capacities.
Theory of Change	A ToC is a hypothesis describing the progression logical results for achieving a certain goal, usually at a high level. Often a ToC is depicted in a narrative (written) format as a series of If-Then statements, and / or a visual diagram. (Mercy Corps PM Manual)

PROGRAM MANAGEMENT AT MERCY CORPS (OTHER TERMS)

Closeout Conference	Meeting that should be held at the very latest 90 days before the end of the program. This meeting is to plan for the wrap-up of the program, making sure institutional knowledge is captured and that all tasks and activities are properly recorded and finalized. This is where plans for transitioning to external stakeholders should be discussed. (Mercy Corps PM Manual)
Community Accountability Reporting Mechanism (CARM)	CARM (Community Accountability Reporting Mechanism) has been developed as part of Mercy Corps' global initiative to create accountability to affected populations and prevent all forms of exploitation and abuse. CARM provides a channel for any and all community members to provide feedback, suggestions, complaints, and concerns, in a manner that is safe, confidential, transparent, and accessible, enabling Mercy Corps to practice adaptive management and make any necessary changes to program activities.

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Community Engagement Approach	Soliciting input from the target community, local private, public and/or civil society partners' in an assessment to verify an accurate understanding of local needs, constraints and opportunities. Involving these stakeholders also provides an opportunity to empower local actors and create ownership of the program's benefits. (Mercy Corps PM Manual)
Concept Note, Proposal & Logframe	**Concept Note:** A high-level overview of a project written to solicit feedback before committing resources to develop an expansive proposal. **Proposal:** A clear and concise offer that seeks approval from a potential funder for delivery of products and/or services in response to donor requests or anticipated needs. **Logframe:** A chart that captures a project's major steps and ensures they are logically connected. Logframes are the basis for the planning process and can help plan program targets, schedule, budget, and evaluations to know if the intended impact is achieved. (Mercy Corps PM Manual)
Contingency plan	Planning for highly probable risks that looks at what the team may need if a risk occurred, including potential additional budget, people, equipment, and time. (Mercy Corps PM Manual)
Existing Assets Assessment	An Existing Assets Assessment identifies what resources exist within the target community and what relevant unique capabilities Mercy Corps can offer, while also factoring in donor interests. (Mercy Corps PM Manual)
Exit Strategy/End of Program Transition Plan	The plan for programmatic deliverables to be 'transitioned' to external stakeholders so that the incremental benefits achieved by the program can be continued after the end of the program. Depending on the program, these might be partners, local government, or beneficiary groups. Hand-over documentation must be prepared; program transitions and accomplishments must be communicated to stakeholders; any training or processes required for sustainability must be finalized; program M&E processes must be finalized; and, lessons learned must be documented and disseminated. In the humanitarian context, this should also have policies and practices in place to reduce the risk of dependency. (Mercy Corps PM Manual)

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Gender Assessment	Analysis that identifies gender specific and gender-differentiated needs, challenges, risks, power dynamics, and opportunities that may affect program outcomes and impacts on participants. (Gender Mainstreaming Guide, The Gender Practitioners Collaborative)
Indicator	Evidence or a sign that measures changes over time. (Mercy Corps PM Manual)
Initial Budget	The initial budget is the financial draft of all the anticipated costs of a program. (Mercy Corps PM Manual)
Initial Needs Assessment	An Initial Needs Assessment identifies unmet needs, understanding the root causes leading to the identified problems, and identification of the causal relationships that lead to these problems. It determines the gaps between what is needed in a community, what you can deliver, and what is desired. It can also help to center the program on the specific context of where you will operate, ensuring that you respond to what the community wants rather than what is easy to provide. (Mercy Corps PM Manual)
Internal & External Communications Plan	Schedule of reports and updates that need to go out to fellow staff members, local governments, target communities, donors and other stakeholders. This designates how frequently each type of communication needs to go out and to whom. This could also include reporting out when key milestones have been achieved or a particular activity has been concluded. (Mercy Corps PM Manual)
Knowledge Management	The combination of data and information, to which is added expert opinion, skills, and experience, to result in a valuable asset, which can be used to aid decision making. Knowledge may be explicit and/or tacit, individual and/or collective.
Leadership, Team & Partner Capacity Building	Increases the ability of individuals and groups to have the resources and know-how to achieve specific goals or outcomes. To build the capacity of program leadership, team and partners requires monitoring, mentoring, and, in many cases, formal training of those in the organization as well as partner organizations. (Mercy Corps PM Manual)

Learning Agenda	nd A plan to find out more about the "how" and "why" on our programs - it enables us to find out which activities are having the desired results and when to adapt activities that are not. The learning agenda should have a set of learning questions, regular meetings to answer these questions and methods to use and share this learning. (Mercy Corps MEL Wiki)
M&E: Baseline, Midline, Endline	**Baseline:** An M&E activity that should be undertaken at the beginning of every project. Its purpose is to collect key information that we need to track to be able to measure any changes realized during the life of a project. This provides the basis by which results can be measured at the end of the program. **Midline:** An M&E activity that is undertaken while the program is active. This provides an opportunity to supply suggestions to adapt activities while they are still underway to improve impact and efficiency. **Endline:** An M&E activity at the completion of the program that measures if the program reached its outcomes, goals and desired impact. It also considers if the program is sustainable or scalable. Endling and Baselines should be asking the same questions to facilitate accurate analysis. (Mercy Corps PM Manual)
M&E: Monitoring System	Grand plan for monitoring the program that includes identifying program indicators, schedule, budget, staff and partners, full data cycle, and data management. (Mercy Corps PM Manual)
Onboarding	Orienting new staff members to the organization, the program's overall scope and key methodologies/approaches, and administrative procedures, as well as the specific responsibilities of the new staff member.
Partnership Selection	The process to identify those external groups whose actions are relevant to the program or other goals. These external groups should provide value-add that Mercy Corps is unable to provide. (MC Local Partnerships Guide)
Quality Assurance Checks	Visits to program sites to make sure activities are being implemented correctly and are of high impact and efficiency. Descriptions of individual program deliverables form the basis of quality assurance. (Mercy Corps PM Manual)

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Recruitment	The hiring of key staff members for the program. The Project Manager is in charge of determining the right mix of team members and skills and the appropriate organizational structure. Allocating time (usually at least a month) for recruitment should be incorporated into the project plan. (Mercy Corps PM Manual)
Risk Register	Provides a more formal and detailed identification of risks and the plan for addressing them. It contains information about the magnitude of probability and impact of risk occurrence. It may also include proposed mitigation responses, "owners" of the risk, and current status of the risk. The risk register can also include information about the cost and schedule impacts of these risks. The register is dynamic and should be revisited throughout the course of the program. (PMD Pro Manual)
Team & External Stakeholder Coordination Meetings	Meetings that include key program support staff (logistics, administration, finance, heads of office, etc.) and partners in addition to the direct program team. Meetings should take place at least once a quarter with documented minutes. Topics covered in these coordination meetings should include program progress, technical updates, stakeholder management, cost management, Monitoring and Evaluation tasks and results, program transition strategy, and potential programmatic or contextual issues and changes that may influence program scope or require pre-approval or justification. (Mercy Corps PM Manual)
Team Organizational Structure	A clear description of roles and responsibilities and reporting lines for each member of the organization and partner involved with the program. This includes clear position descriptions, clear reporting and approval lines as well as some form of visual aid such as a chart. (Mercy Corps PM Manual)
Technical Strategy/ Standard Operating Procedures (SOPs)	Clearly outline processes associated with the program and the organization's policies and procedures. For example, processes for procurement, recruitment, reporting etc.
Update Implementation Strategies & Work Plan Based on Learning	Using the data collected through analysis and the learning agenda, adapt program plans and activities to make the program more responsive to the context as well as more efficient. Conducting regular, participatory data analysis sessions with staff and partners to analyze monitoring data, assess progress as related to targets, and make any necessary adjustments to implementation strategies is the key to an effective monitoring system. (Mercy Corps PM Manual)

Workplan	A plan of what activities need to be accomplished in a program and in what timeframe.

EMERGENCY PREPAREDNESS PLANNING (EPP) - HUMANITARIAN 101

Community Protection Mechanisms	Understand the means by which people try to protect themselves, their families and communities. Support community-led self-help initiatives. Humanitarian interventions should not compromise people's capacity to protect themselves and others.
Complex Program Review	Assesses adherence to program management minimum standards to determine program status (i.e. on-time, on-scope, on-budget) rather than program outcomes. A review should take place at least once during the lifecycle of the complex program
Conflict Sensitvity	An ongoing evaluation of how the humanitarian response affects local dynamics such as procurement of goods and services or hiring of transport is essential to make sure humanitarian action does not fuel conflict dynamics
Core Humanitarian Standard	A set of Nine Commitments to communities and people affected by crisis stating what they can expect from organisations and individuals delivering humanitarian assistance
Disaster Risk Analysis and Scenario Development	Develop a shared understanding of country-specific hazards and the emergency context, based on an analysis of natural and man-made disasters; describe a few scenarios about the impact of hazards
Do No Harm Assessment	Understand the context and anticipate the consequences of humanitarian action that may affect the safety, dignity and rights of the affected population in order to reduce overall risks and vulnerability of people, including to the potentially negative effects of humanitarian programmes
Emergency	Situations with high levels of humanitarian need and/or political oppression. They demand immediate action to save lives, alleviate suffering, and maintain human dignity, and offer opportunities for creating long-term peaceful change.

Emergeny Preparedness Planning	Process to identify actions that can be taken before a humanitarian crisis to facilitate an effective emergency response. The main components of emergency preparedness planning are the analysis of disaster risks, assessment of country-level competence and number of people as they relate to program and operational readiness, and the creation of an action plan to increase a country team's overall level of preparedness to respond to an emergency. EPP is not a contingency or response plan.
Humanitarian Capacity Assessment	Assess the country team's humanitarian competencies and number of people across different functional areas, and prioritize the areas where the team wants to improve.
Humanitarian Imperative	That action should be taken to prevent or alleviate human suffering arising out of disaster or conflict, and that nothing should override this principle.
Rapid Needs Assessment	Identifies immediate needs, resources, local conditions and prioritises activities that will address these needs.

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ANNEX A: Full List of Standard Practices for Good Program Management

1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
• Context Analysis and Initial Needs Assessment • Existing Assets Assessments • Concept Note, Proposal and Logframe • Initial Budget • Partnership Selection	• Sectoral Assessments • Gender Assessment • Theory of Change Refinement • Targeting Strategy • Team Organizational Structure • Results Chains • Technical Strategy/Standard Operating Procedures (SOPs) • M&E: Indicator Plan or Results Framework • Community Engagement Approach • Risk Register • Workplan • Recruitment • Onboarding • Internal & External Communications Plan • Learning Agenda • Knowledge Management Plan	• Activity Terms of Reference (TORs) /Description of Deliverables • M&E: Baseline, Midline, Endline • M&E: Monitoring System • Leadership, Team, & Partner Capacity Building • Team and External Stakeholder Coordination Meetings • Progress Reports • Regular Reflection Meetings • Update Implementation Strategies & Workplan Based on Learning • Quality Assurance Checks • Contingency Plan	• Exit Strategy / End of Program Transition Plan • Closeout conference

ANNEX B: Sample List of Resiliencified Standard Practices (non-exhaustive)

1. Program Identification & Initial Design	2. Set-up, Planning, and Design Refinement	3. Implementation	4. End of Program Transition & Sustainability
• Context Analysis and Initial Needs — *Resiliencified: Risk and Resilience Assessment* • Existing Assets Assessments • Concept Note, Proposal and Logframe • Initial Budget • Partnership Selection	• Sectoral Assessments — *Resiliencified: Sectoral Assessments w/ Resilience Lens* • Gender Assessment • Theory of Change Refinement — *Resiliencified: Resilience ToC* • Targeting Strategy • Team Organizational Structure • Results Chains — *Resiliencified: Resilience Results Chain (or Resilience Pathways)* • Technical Strategy/Standard Operating Procedures (SOPs) • M&E: Indicator Plan or Results Framework — *Resiliencified: Resilience-Informed M&E Indicator Plan* • Community Engagement Approach • Risk Register • Workplan • Recruitment — *Resiliencified: Recruitment Plan hires for individuals with Resilience Competencies* • Onboarding • Internal & External Communications Plan • Learning Agenda • Knowledge Management Plan	• Activity Terms of Reference (TORs) / Description of Deliverables — *Resiliencified: Resilience-Informed Activity Design* • M&E: Baseline, Midline, Endline • M&E: Monitoring System • Leadership, Team, & Partner Capacity Building • Team and External Stakeholder Coordination Meetings • Progress Reports • Regular Reflection Meetings — *Resiliencified: Resilience- Informed Regular Review & Reflection Meetings* • Update Implementation Strategies & Workplan Based on Learning • Quality Assurance Checks • Contingency Plan — *Resiliencified: Contingency Plan accounts for major shocks/stresses & resilience building*	• Exit Strategy / End of Program Transition Plan • Closeout conference

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