

FRMC Exercises – Facilitation Guide

Exercises to help analyse the FRMC results and brainstorm possible interventions

Red Cross Red Crescent Climate Centre, IFRC and Extra Ludic

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FRMC Exercises – Facilitation Guide

Introduction

The FRMC provides up to date information that can be leveraged to inform decision-making. It does not create interventions, but it highlights opportunities and critical issues and helps to identify possible areas of interventions. The data generated through the FRMC process at first requires a thorough analysis and discussions with the community and the project team. It is important to involve communities in this process. This improves the quality of the data as well as the communities' ownership and in turn leads to more resilient communities.

Why interactive exercises?

Interactive methodologies have been proven to provide effective ways to **actively involve people in complex processes**. They can promote systems thinking and facilitate discussion on trade-offs between long-term versus short-term, individual versus collective, local versus national, and other trade-offs that simply cannot be captured vividly in written texts or unidirectional presentations.

You may want to use the interactive FRMC exercises to support your project team in using and analysing the FRMC data to inform the design of programme inventions. They provide an accessible approach to discuss vulnerabilities and capacities, opportunities and limitations, and to brainstorm possible interventions.

It is a simple set of field level exercises that are highly adaptable and quick to pick up and use as needed. The FRMC exercises are designed to be carried out in your project team. However, they are easily adaptable to be carried out with other groups and/or to take local specificities into consideration. They can be adapted and used to communicate the results back to the community and/or carried out together with the community or other relevant stakeholders as one means to facilitate a multi-stakeholder dialogue and co-ownership of the intervention planning process. The exercises are intended to support steps 9 (analysing the results) and 10 (sharing the data with the community) of the FRMC process (see Figure 1) and complement the 8 steps outlined in the guidance document *FRMC - From Results Analysis to Interventions Planning* (see Figure 2).

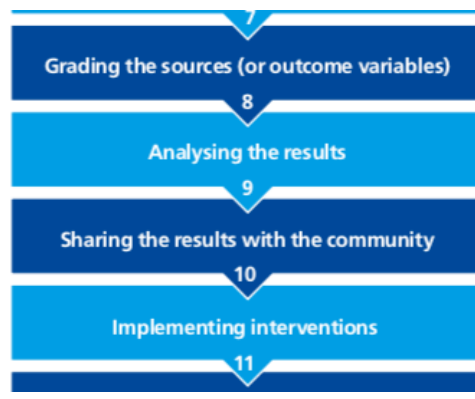


Figure 1: FRMC Process Steps 8-11

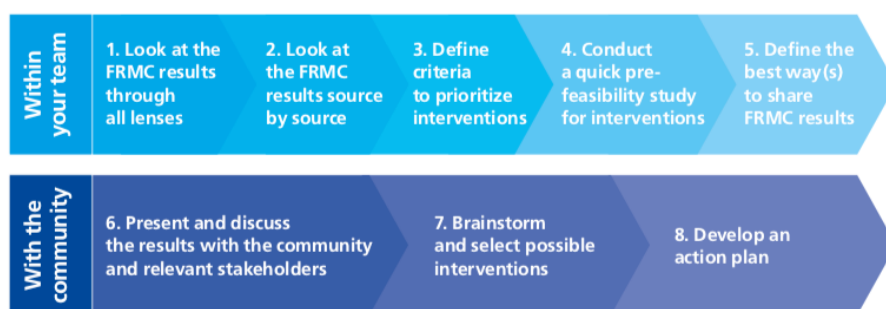


Figure 2: Eight Steps to Analyse the FRMC Results

Specially they can help to facilitate steps 2, 3, 4, 5, 6 and 7 of the analysis. Teams are expected to have already analysed the results in the data cockpit with the different lenses of resilience before using the exercises (step 1 in the guidance “From FRMC results to intervention planning”). The exercises presented in this guide do not replace a careful analysis of the FRMC results using the different FRMC lenses. Rather, they are an additional means to facilitate systematic thinking and to identify connections between different sources of resilience. The goal of the FRMC is not to improve individual sources of resilience but community resilience as a whole.

The exercises were originally designed to be used in a sequence (1: wheel, 2: voting, 3: mapping), however they can be used separately as well.

Goals of the three exercises:

- In exercise 1, teams will lay out all 44 sources of resilience in a wheel and use spatial positioning on the wheel to show the grades of sources and whether they can be improved or degraded.
- In exercise 2, teams come to a consensus around what sources to focus on in terms of their own and others’ capacity, as well as by other criteria such as relevance, equity and inclusion or efficacy, or willingness of key stakeholders.¹
- In exercise 3, teams use webbing to see how sources interconnect and how brainstormed interventions could be leveraged in a systemic way to not only improve individual sources of resilience but community resilience.

The facilitator of these exercises should understand how they connect and lead into one another before beginning this process with their teams. Doing the three exercises in order will yield the following:

- A thoughtfully curated list of sources to prioritize
- New insights about the community gained from looking at the sources in new and interactive ways
- A shared understanding of the capacities and priorities of various stakeholders
- A more holistic view of the sources and how they connect to one another
- A brainstormed list of interventions

¹ See [FRMC - From Results Analysis to Interventions Planning](#) (p.18) for a list of criteria

WHEN IN THE PROCESS SHOULD YOU USE THESE EXERCISES?

This process is intended to take place after a country team has gathered all the data from their community, graded all sources, and these grades have been discussed and understood internally. It may be done later but cannot begin until the grades for all sources are known. These exercises should also be done after analysing the lenses of resilience, for example in the data cockpit.

WHO SHOULD DO THESE EXERCISES?

These exercises are designed to be done by implementation teams.

Later in the process, these exercises can also be used to explore the data and build a shared understanding with other stakeholders (such as partners in other organizations, community members, and community leaders).

WHAT SHOULD YOU DO AFTER COMPLETING THESE EXERCISES?

After completing these exercises, you should:

- 1) Select interventions (step 7 of the guidance) using prioritization criteria
- 2) Develop an action plan to implement prioritized interventions (step 8 of the guidance)

Note: If the exercises were done only within the team, we encourage you to also do the results discussion and brainstorming with the community/stakeholders.

Exercise 1 – The Wheel

1.1 The goal:

- 1) Show a way that Sources of Resilience can be narrowed
- 2) Visualize the grades of the sources in a snapshot
- 3) Show whether the grades are static, or whether they can change (improve or degrade).

1.2 Materials

[You can download the material you need for this exercise here.](#)

- About 30 meters of string
- Print and Cut the Following:
 - One Copy of The Source Cards (Double Sided)
 - One Copy of Capital Cards / Grade Cards (Single Sided)

CARD PRINTING AND SORTING INSTRUCTIONS

For this exercise you will need the packet of all 44 sources cards ([download here](#)).

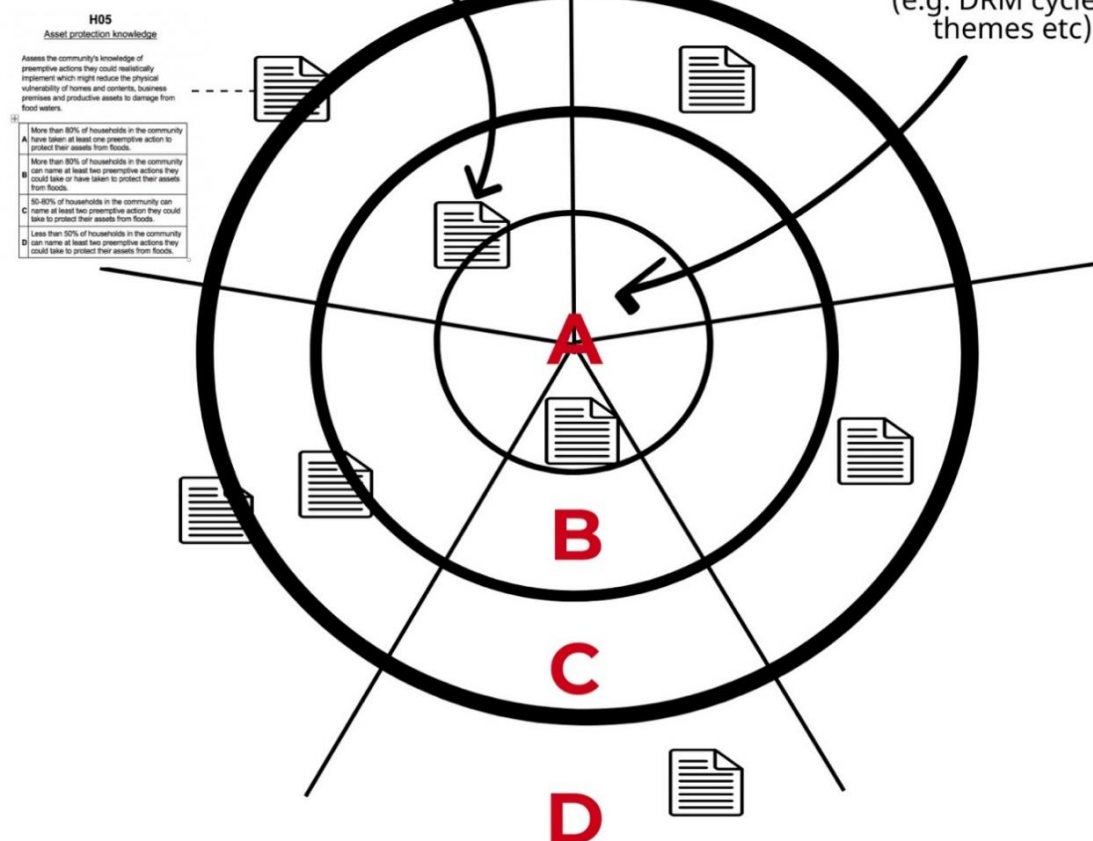
You will also need to print the Capital and Grade cards found [here](#).

Cut the Grade cards in half down the centre.

Second place the **source cards** on the wheel in the section for the correct grade and capital.

If the source is **vulnerable** and could degrade place it on the line with the grade below, if not place it firmly in the centre of the grade. If the grade could be **improved** place it on the line with the grade above.

First create the **capital wheel** by dividing the centre into 5 capitals, or whichever lens you want to use (e.g. DRM cycle or themes etc)



Setting up the Wheel Exercise

Figure 3: Diagram showing set up of the Wheel exercise

1.3 Set up

1. Lay out three concentric circles made of string or tape on the floor.
 - a) Divide the bullseye of string into 5 sections using more string. This creates a pie.
 - b) Place cards for the 5 Capitals along the center ring, one each in each “pie slice.” This generates the Capital wheel. You can also substitute the capitals for one of the other lenses (DRM cycle, 4 R’s, themes etc) depending on what you find most useful.
 - c) Place the grade markers down. The very center ring is A. The middle rings are B and then C. The area totally outside of the wheel is D.

1.4 Facilitating the exercise

1.4.1 Part I: Filling Out Backs of Cards

1. Break everyone into groups of 2 or 3.
 2. Divide source cards equally among all groups.
 3. Groups should answer questions 1 & 2 (not 3 & 4) on the backs of their source cards.
- Q.1. Can this source be improved at all given the current context?
- Q.2. Is this source particularly fragile and if so, is there opportunity to maintain its current grade?

1.4.2 Part II: Mapping

1. Have all participants stand in a circle around the board. Have them review the sources in their hands (fronts and backs of the cards). Then, they take turns placing their cards onto the wheel and explaining the positioning.
 - a. People with A cards place first
 - b. Place the card in its proper pie slice (in the right “capital”)
 - c. If the card is not likely to get worse, place it firmly inside the center ring not touching the edge (getting worse means it could drop a grade and go from an A to a B for example)
 - d. If the card is vulnerable and could possibly degrade, put it on the line (halfway between A and B)
2. After all the A grades have been placed, look at the wheel and discuss the strengths in the community.
 - a. What make these cards A grades?
 - b. Do they share anything in common?
 - c. What, if anything, does placing these cards on the wheel reveal about the overall resilience of the community?
3. Then, place B cards.
4. Repeat the above process of reviewing and placing except:
 - a. If the card will probably not change at all no matter what the community does, keep it in the center of the B ring.
 - b. If there is a good opportunity for improving it, place it on the line between A and B.
 - c. If it is fragile and could become a C, put it on the line between B and C.
5. Debrief the Bs just like you debriefed the A cards. What does this reveal?
6. Repeat the exact same process for Cs and Ds.

7. Debrief the entire wheel.
 - a. What seem to be the greatest strengths in the community?
 - b. What sources seem most important to act on?
 - c. What sources do you want to analyse further?
 - d. What do you notice about the whole wheel? What, if anything, does it reveal about the community's resilience to flooding?



Photo: ZFRA team from Mexican Red Cross Tabasco branch piloting the Wheel exercise Credit: Mexican Red Cross

FACILITATORS TIP

Take photos of the final wheel so you can refer to it in later steps

Take notes, especially when your team discusses the questions in part 7 above

You will be taking any cards that are on a line between grades to step 2. So, make sure you save them!

2. Exercise 2 - voting

2.1 The Goal

1. Prompt conversation about what various stakeholders will want to prioritize, about the level of urgency, and about your organizational capacity as well as the community and other stakeholders' capacity.
2. Further narrow down sources to focus on improving through suitable interventions in a coherent and participatory way

2.2 Materials and preparation

[You can download the material you need for this exercise here.](#)

Print and cut the following:

- 2 Copies of Voting Placards (single sided)
- 1 Copy of the Question Sheet (single sided)
- 100+ Large Beans (e.g. Navy Bean or Lima)
- Take the source cards from Step 1 that were on a line between grades.
- Also retain the smallest and largest of the two string circles from Step 1

CARD PRINTING AND SORTING INSTRUCTIONS

You will be using a subset of sources of resilience cards from Step 1.

You will also need to print, cut, and fold the Voting Placard Cards found [here](#). Use the heaviest stock available (regular paper has been tested and works). Print out 2 copies of the placard sheets.



Photo: ZFRA team from Mexican Red Cross Tabasco branch piloting the Voting exercise Credit: Mexican Red Cross

2.3 Set up

1. Remove the middle ring and the spokes from the three-ring wheel to create a double ring.
2. Give each participant the following:
 - a. One Source card. If there are extra cards left give some players two so that all are dealt out. **ONLY USE THE SOURCE CARDS THAT WERE ON THE LINES FROM STEP 1.**
 - b. Two beans.
3. Put the voting placards nearby so the group can access them.

2.4 Facilitating the exercise

1. Have everyone review their source card/s.
2. Have everyone stand in a circle around the outside ring.
3. Have everyone present their source card. Time limit of 15 seconds per source.
4. Ask the first question from the question sheet.
5. Instruct: "If you think your card fulfills the first question, raise your hand"
6. Have each person with their hand up explain their card and why the community would want to prioritize it (This is the first question. Others will be different).
 - a. They then place the cards at their feet so the rest of the group can see them
7. Have the participants vote with their two beans on the two they think the community will prioritize the most out of all of them. They are allowed to vote for their own, but they don't have to.
 - a. Count the votes
8. Place at least one (up to two) Voting Placards on the winning card or cards. If there is one clear winner, place just one. If there are two well above the others, place two.
 - a. Everyone takes their beans back
9. Repeat the above process with all seven questions. They are:
 - a. What sources do you think the community will prioritize?
 - b. What would your Alliance team prioritize even if the community is not initially focused there?
 - c. Based on the level of urgency, and the time required to tackle the source, which sources would you choose to focus on?
 - d. Based on your organizational capacities, which sources would you choose to focus on?
 - e. Based on community resources, which sources would you choose to focus on?
 - f. Based on the potential to leverage support (e.g. through partnerships, advocacy efforts etc.), which sources would you choose to focus on?
10. Look at how the placards have been placed and discuss which sources you think merit further investigation. Note that this is not a quantifying exercise. You don't just count placards
 - a. Have a rich conversation using the placards as a prompt
 - b. Which questions were the most important to your mission? Or to getting things accomplished?
 - c. Select around five (no more than eight).

FACILITATORS TIP

Take pictures of the placards and voting so you can refer to it in later steps.

Take notes, especially when your team discusses the questions in part 10 above.

You will be taking these 5-8 cards onto the next Step. So make sure you save them!

3. Exercise 3 – Mapping

3.1 The Goal

- 1) Prompt conversation about how assets and vulnerabilities are linked in a system.
- 2) Brainstorm interventions that will impact resilience in a holistic way.

3.2 Materials and preparation

- Scissors
- Blank Paper / Post-its
- Pens
- A place to make a list the entire room can see (e.g. chalk board).

3.3 Set up

1. You will need all the source cards for this exercise. Separate the group of 5-8 from Stage 2 from the others.
2. Remove the centre ring from Step 2 so you have just one large ring remaining.

3.4 Facilitating the exercise

1. Break into groups if you have more than a few team members present. Hand out the source cards that were picked from Exercise 2 evenly.
2. Have each group fill out questions 3 & 4 on the backs of each card.
3. *Optional: Have each group draw a picture/icon for each source on a post-it or a blank piece of paper. The icon they produce should represent the source in a simple, visual way. This is great to spur creativity and to help members who are not fully versed with the FRMC sources.*
4. Have everyone stand in a circle around the large ring. Each group should present their source card/s, how they answered questions 3 & 4, and the picture/icon that they drew.

5. On a scale of 1-10 how easy would it be for your team to support the community to improve this source? Think also about if you need external support to improve this source. (see also step 4 of the guidance, referring to external support).
6. As a group pick one source to work with first. Place that source in the middle of your circle. This will be your “anchor” card.
7. Deal all 43 of the other remaining source cards around the outside of the ring. They should be placed on the floor, description side up.
8. Have all team members stand around the outside of the ring and walk around it to look at the sources.
9. Ask: Do any of you see a source that could be leveraged to improve the card in the centre? If yes, have them pick those cards up. Continue until no team member sees any source card that could be positively linked to the anchor card. You should find several.
10. Once all cards have been found, take turns presenting the card.
 - a. Say how it could be leveraged.
 - b. Place it in the circle above the centre card. All cards above the centre cards can leverage the centre card.
 - c. Each time a card is placed:
 - i. Brainstorm an intervention that help both cards.
 - ii. Add the intervention to a list the whole room can see.
 - iii. *[Optional] Ask: if we improve the source you just placed on the floor, could it have positive impacts on other sources as well?*
11. With all team member standing around, ask: Do any of you see a source that is vulnerable, and if it gets worse, the anchor source may also get worse? If yes, have them pick all those cards up.
14. Once all cards have been found, take turns presenting the card.
 - a. Say how it is vulnerable.
 - b. Place it in the circle below the centre card. Below means that the card can negatively affect the centre card.
 - c. Each time a card is placed:
 - i. Brainstorm interventions that help both cards.
 - ii. Add the intervention(s) to a list the whole room can see.
 - iii. *[Optional] Ask: Are there any other sources that could be negatively impacted if the anchor card became worse?*
15. Talk about the interventions that were written during this Exercise. Are there other interventions you can think of based on these? Add them to the list.

FACILITATOR TIP

This Exercise can be done for each of the 5-8 cards from Exercise 2.

Make sure to save your intervention list or take a picture of it.

Make sure to take a picture of your final cluster of cards



1 ZFRA team from Mexican Red Cross Tabasco branch piloting the Mapping exercise Credit: Mexican Red Cross

4. Follow-Up & Triangulation

After you conducted the three exercises, compare the insights that you gained to those you gained from analysing the FRMC results through the different lenses. Are there any differences? While doing so, critically evaluate the interventions that you identified in the third exercise (Mapping) in light of the insights from the different lenses. The goal of the FRMC is to improve overall community resilience and improving individual sources of resilience should only be a means to this end.