



“Knowledge Retention Assessment”

Tahafuz

(AID-OFDA-A-14-00002)

“Building Resilience through Community Based Disaster Risk Management in the Sindh Province of Pakistan”

Report submitted by:
Rural Support Programmes Network

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Executive Summary

The knowledge retention assessment report is prepared to reflect on the level of DRR understanding retained by the VDMCs, preferably after two months of conducting the training. The report is intended to be shared with the project staff to overcome shortcomings highlighted in this report in order to improve quality of the content and delivery of the training for future interventions.

The assessment, which was conducted at some later timeframe than the anticipated, showed that about 72% people have been able to retain CBDRM knowledge about how to conduct risk assessment, develop risk management plan as well as to respond to an emergency situation using basic lifesaving, firefighting, and search as well as rescuing techniques.

The loss in retention, which could not be precluded, have been attributed to various contributing factors (listed in the report), of which few to mention includes; short duration of the training event (merely comprising of five days, could barely yield 100% retention), the prevalence of high illiteracy rates among the target communities and to some extent the technical aspects covered under some of the modules, might have directly/indirectly influenced the assessment results, report suggests.

The report recommends that a ToT should be conducted for the trainers to further enhance their knowledge and capacities in accordance with the gaps identified in this report. The VDMCs that are expected to lead communities during the time of disaster needs to be engaged in DRR activities through series of capacity building events in order to create a reliable first-line of defense at the grass root level. Considering the limited duration of training days, the emphasis should be made on building concepts while restraining from overburdening participants with the delivery of too much information on variety of subjects. People have been observed to have been lacking understanding about the link in-between the various tools used in conducting risk assessment and risk evaluation. It is suggested that for the ease of understanding, the training content should be simplified by eliminating technical terms and engaging people more in practical work on regular basis.

1 Introduction

With the aim of enabling resource deficient rural communities to withstand disasters as well as to create a timely response towards hydro-meteorological hazards involving floods, cyclones and droughts, the project “Tahafuz” sought to enhance capacities of the communities in the four most vulnerable districts namely; Thatta/Sujawal, Badin, Tharparkar and Umerkot of the Sindh province. The project is funded by the USAID/OFDA and is being implemented by the RSPN in partnership with the National Rural Support Programme (Thatta & Badin) and Thardeep Rural Development Programme (Tharparkar & Umerkot).

Within each project district ten union councils were selected for broad range of activities such as community mobilization, capacity building (CBDRM), mitigation and management as well as stakeholder’s engagement for linkages and sustainability. The purpose of this report is to assess retention of knowledge in new VDMCs after two months of provision of the training.

During CBDRM training, ten members from each VDMC undertook five days training on Participatory Disaster Risk Assessment (PDRA) and Disaster Risk Management & Planning (DRM&P). The interactive training design enchanted participants with skills on how to conduct disaster risk assessment using tools such as hazard & resource map as well as seasonal & historical calendars for evaluation of risks and developing Disaster Risk Management Plans to be able to avert chances of potential damages from disasters that are most likely to strike the target communities. Additionally, the participants were taught Basic Life Support (BLS) and firefighting skills including search and rescue operations so that the local community is able to create an adequate response to the situation before any assistance could reach them.

2 Assessment Methodology

To excite deeper understanding of VDMCs about CBDRM, the design of the assessment tool involved qualitative constructs that were later transformed into quantitative measure for interpretation of the data. The assessment data was collected by the Monitoring Officer and the Documentation & Reporting Officer that are based in Islamabad at RSPN PMU. Using the simple random sampling method, the process of data collection was initiated during the month of October 2014, however, it immediately got suspended due to the alert concerning tropical cyclone named ‘Nilofar’¹ that emerged unexpectedly. Consequently, the focus got shifted from conducting retention assessment to assessing community’s preparation and their response for dealing with the cyclone. The survey was later completed during the month of Dec 2014. For collection of the data, the available members of the randomly selected VDMCs were interviewed on an individual basis, whereas, interviewing each member, on an average took about 20-25 minutes. The detailed methodology is covered under the sub-sections given below;

2.1 Assessment Tools

A questionnaire comprising of 14 questions was designed and developed by the monitoring officer. The assessment questions involved a mix of open and close ended questions to cover wide ranging aspects of the modules taught under the training. These included basic questions concerning general understanding of the project, ability to conduct Disaster Risk Assessment, and the emergency response skills, for example: Cardiopulmonary Resuscitation (CPR) wound handling, shallow water crossing, firefighting and other basic skills. The assessment questions along with the predefined/actual answers against which, each respondent’s answers were evaluated, are given in the table #1 provided below;

Sr. #	Assessment Questions	Predefined Answers
1.	What is Tahafuz Project?	It's a capacity building project that aims to organize and capacitate vulnerable communities to withstand natural hazards and disasters in order to minimize loss of human lives & damages caused to infrastructure in result of hydro-meteorological hazards
2.	How can a community play its role to reduce damages made by a disaster?	Community that is organized, trained on CBDRM and has prepared its risk management plan will have the capacity of dealing with any hazardous situation
3.	What is the purpose of VDMC?	Conduct risk assessment of their respective villages, be involved in active planning and early preparedness for ensuring safety and security of the community, raise community awareness on what to do and how to do before, during and after disaster, implement CCI, be capable of performing first aid, search and rescue operations, coordinate with UDMCs on regular basis and lead community during emergency situations
4.	What trainings were provided to you?	PDRA for conducting village level risk assessment & DRMP involving first aid, fire, search and rescue operations

¹ Nilofar: a tropical cyclone that emerged during last week of Oct 2014, was expected to hit parts of Oman, Pakistan and India with a devastating intensity of 215 km/h (equivalent to 134 mph)

5.	Name the four maps that were used during the risk assessment activity?	Resource Map, Hazard Map, Seasonal & Historical Calendar
6.	What information is collected in a resource map?	Information involving roads, concrete buildings, livestock, vehicles, health facility, schools, skilled people etc.
7.	Explain how an unconscious person can be given instant relief with basic life support?	Injured Person: Apply splint/bandage to broken limbs and try to stop bleeding; Unconscious Person: Examine the patient first, if the person is unconscious look for & clear any object that might be causing obstruction and difficulty in breathing then perform CPR as a last resort if the condition does not improves
8.	How many compressions are given in a single round of CPR?	30 Compressions
9.	Would you or would you not choose to remove the object that is sticking out of the wound of an injured person?	No
10.	Explain a shallow water crossing technique used for rescuing a person?	A team of rescuers make a straight line and then each team member holds the man before him from his shoulder. The team lead holds a pole in his hand to keep checking water level while advancing towards the victim. The victim is then safely entered the queue and transported to dry land
11.	Explain the process of making a simple emergency stretcher for carrying patient?	Lay out the blanket. Lay pole on top 1/3rd from right edge and fold the right flap over. Lay second pole on top of both layers 1/3rd from left edge and fold the left flap over the top
12.	How can a person safely escape from a building if caught in smoke?	Crawl to the door on your hands and knees not on stomach. Smoke and gases rise to the ceiling and the air is safer close to the floor
13.	What steps would you take in rescuing a person who is struck by a live electric wire?	Warn people to stay away, ensure the source of electricity has been turned off before approaching, if it cannot be turned off stand on a piece of dry wood and wear rubber shoes then using a piece of dry wood or plastic knock the electrical source away from the person
14.	What precautionary measure women should take while cooking?	Do not keep fuel or combustible material near cooking range, tie a string around your waist or avoid wearing loose clothing, take pans off the heat or turn the heat down if you need to leave the kitchen, do not leave children in the kitchen, store matches out of children access, avoid leaving spoon inside the pots while cooking, keep a safety blanket and or a sand bucket inside the kitchen

Table 1: Assessment questions along with their pre-defined answers

2.2 Simple Random Sampling

To get a better insight of DRR understanding of new VDMCs across both the partners and the districts, efforts were made to include respondents from all four project districts. Using the simple random sampling, at least 25 members from different VDMCs within each district were initially planned to be interviewed. However, only 16 could have been feasibly interviewed per district since many were unable to turn up for the interview due to personal reasons and some due to the time constraint that allowed them less time to gather at some convenient place. Conclusively, as many as 64 people (involving 39% women and 61% men) were interviewed from 24 VDMCs which is approximately about 11% of the total VDMCs.

The data presented below shows that the number of respondents remained similar at the district level, whereas; the number of sampled VDMCs which also remained equal at the RSPs level, it varied in case of the Umerkot and Tharparkar. Hence, it is anticipated that the varying number of VDMCs might have also influenced the results especially in projection of the district wise performance. The variance in number of VDMCs mainly occurred because the number of respondents (based on random selection of VDMCs) from a VDMC appearing to take part in assessment in one district varied in number from another district. The survey was commenced from Tharparkar where 16 people were primarily interviewed from within 4 VDMCs but on the contrary during the assessment in district Umerkot fewer people could have been arranged involving only 04 VDMCs, which is why additional VDMCs were reached out to be able to maintain a uniform count of 16. Hence, to keep the number of VDMCs similar to the combined number of VDMCs that were earlier approached from TRDP's project districts; the assessment was carried out in 06 VDMCs per district in case of Thatta & Badin. The sampling detail is provided in the table #2 given below;

RSP	District	No. of Total VDMCs	No. of Sample VDMCs	No. of Total Member of VDMCs		No. of Sample Respondents		Total
				Men	Women	Men	Women	
NRSP	Thatta/Sujawal	65	06	375	375	09	07	16
	Badin	79	06	515	515	12	04	16
TRDP	Tharparkar	27	04	137	137	07	09	16
	Umerkot	57	08	352	357	11	05	16
Total	04	228	24	1,379	1,384	39	25	64

Table 2: Sample size

2.3 Survey Response Scale

In order to measure results of the assessment survey, each respondent's answers were compared and evaluated against the predefined answers (provided in the table #1) and were later ranked in accordance with the scale² defined below;

- a) **Very Good (1):** this implied to the answers that described almost all the relevant information and were found as accurate as the predefined ones
- b) **Good (2):** answers that missed some of the information but were believed to have been close to the predefined answers were ranked as "good"
- c) **Barely acceptable (3):** any answers that could not relate to the information directly as taught rather they appeared to be relevant indirectly, were rated as "barely acceptable"
- d) **Poor (4):** all flawed, skipped questions and irrelevant answers were rated as "poor"



2.4 Data Management and Filtration

In order to accommodate and utilize the assessment data for analysis purpose, an excel sheet was designed and developed by the monitoring officer to appraise and assign the relevant scale number (e.g. 01 to 'Very Good', & 02 to 'Good' etc.) to each question in order to be able to feed data into the excel sheet. Any errors found in the data were later removed and scores³ were generated for interpretation and analysis of the results.

3 Analysis

The primary objective of this report is to provide reflection of the DRR knowledge retained by the VDMC members after two months duration of the training. The analysis will help in identifying strong and weak areas,

² **Scale:** Refers to Very Good, Good, Barely Acceptable and Poor

³ **Scores/Results:** refers to the data figures obtained by adding all responses under the each scale for all questions

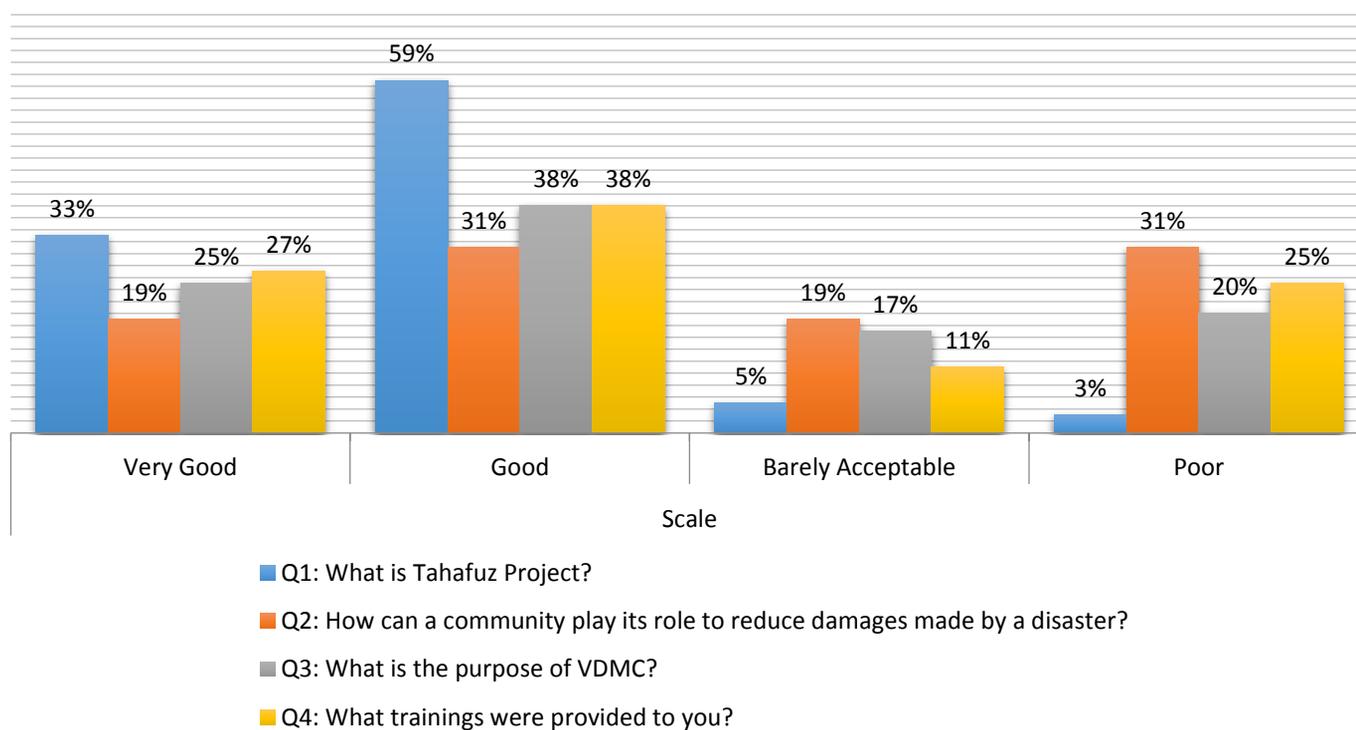
which will help in improving quality of the training in order to benefit communities with an enhanced training program through future interventions.

To incorporate wide ranging results, the questionnaire has been divided into three categories⁴ involving project introduction, risk assessment and emergency response skills. Under this section, the performance scores will be provided against each category using the overall sample and separately in case of the individual districts. Moreover, to conclude results, the scores involving very-good and the good scales will be added together to give reflection of the overall knowledge retention. Below is provided analysis of the data under the each category;

3.1 Categorizing Assessment Questionnaire

3.1.1 Project Introduction

The graphical representation given below provides statistical information for questions including one to four only, which shows comparison of scores for different questions under the various measuring scales. According to figures, it can be seen that in relevance to question number one, about 59% people responded close to the actual answer along with the highest achievement at 33%. Further, if both the numbers are combined together it can be assumed that about 92% people were found well versed, when they were asked about what 'Tahafuz' project was all about. However, on the other hand, the lowest score under the 'poor' scale was accumulated at 31% in case of the question #2, which after combining with the score for the same question under the 'barely-acceptable' scale showed that about 50% people either did not know the answer completely or it had an indirect relevance with the predefined answer when they were asked about how the community can play its role in reducing damages brought by the disasters. Adding further, more or less similar responses were recorded in relations to other remaining questions as it can be seen in the graph given below;



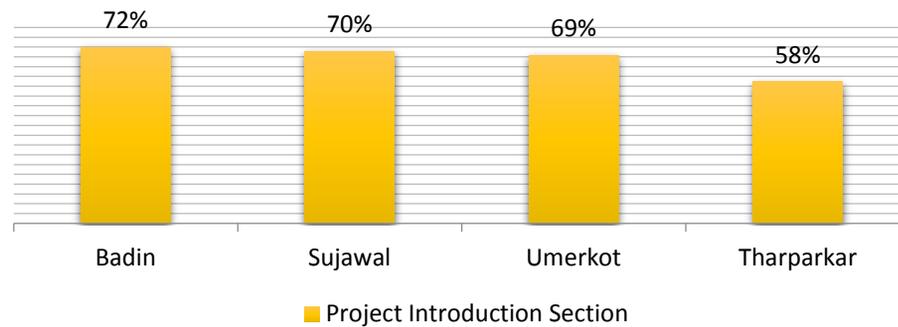
**Note: for detailed list of responses please [click](#) here;

Based on the above results, about 92% respondents showed retention in terms of explaining the objective of the project followed by 65% remembering the type of the training was provided, 63% knowing and understanding the purpose of constituting Village Disaster Management Committees and with the least at 50% retaining knowledge about the role of community which they can play in overcoming after effects of disasters.

The below given district wise comparison shows that except district Tharparkar (obtaining the lowest knowledge retention rate) the difference of retention among rest of the districts remained insignificant. Resulting from the situation as per the average mean obtained by accumulating the difference of loss in retention in each district, a total of 33% loss in retention has occurred under this category.

⁴ **Category:** refers to the division of the questionnaire into three components i.e. project introduction, risk assessment & the emergency response

District Scores Under the Project Introduction Section



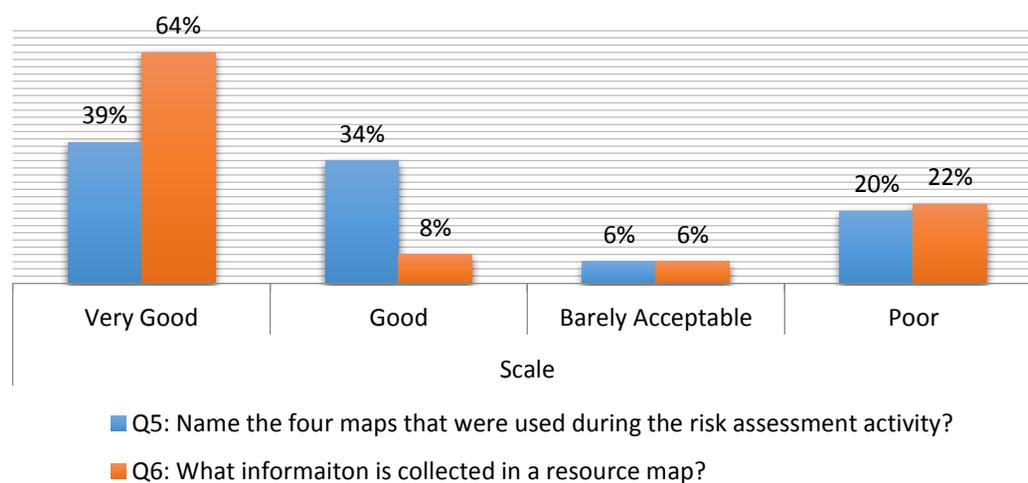
It is also significant to note here that these figures might not portray the exact level of understanding of the target group, as many people were seen going blunt towards the start while answering questions, but were later seen to have been mentioning details while responding to some other questions, which they initially failed to respond to.

3.1.2 Risk Assessment

Learning and conducting Risk Assessments have been comparatively a very complex and a tricky job. Conducting risk assessment required the training participants to make use of the vulnerability and capacity assessment tools in order to gather local village level information for analysis and evaluation of the risks. Moreover, resulting from the risk prioritization, communities were supposed to develop a Disaster Risk Management Plan for their respective revenue villages which they had never been used-to with before this initiative was undertaken.

Concerning the risk assessment component the questions posed were comparatively easier, but it helped in assessing as to what degree the target people retained knowledge under this category. The figures in the chart given below shows the higher reception of responses under the 'Very Good' scale for the question asking about what type of information is collected in the resource map. However, comparing both the questions, after the scores were combined for each question separately (involving the Very Good and the Good scale), the retention stood at 73% for Q5 and 72% for Q6 with a negligible difference of 1% in between.

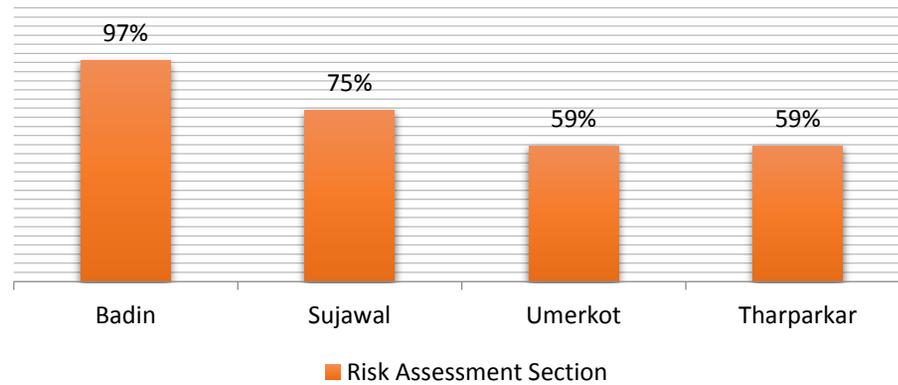
Risk Assessment



**Note: for detailed list of responses please [click](#) here;

The districts data ranked Badin on top with district Thatta/Sujawal following next whereas the district Umerkot and Tharparkar trailed behind while maintaining satisfactory performance. The average retention loss was evaluated at 27% under this section.

District Scores under the Risk Assessment Section



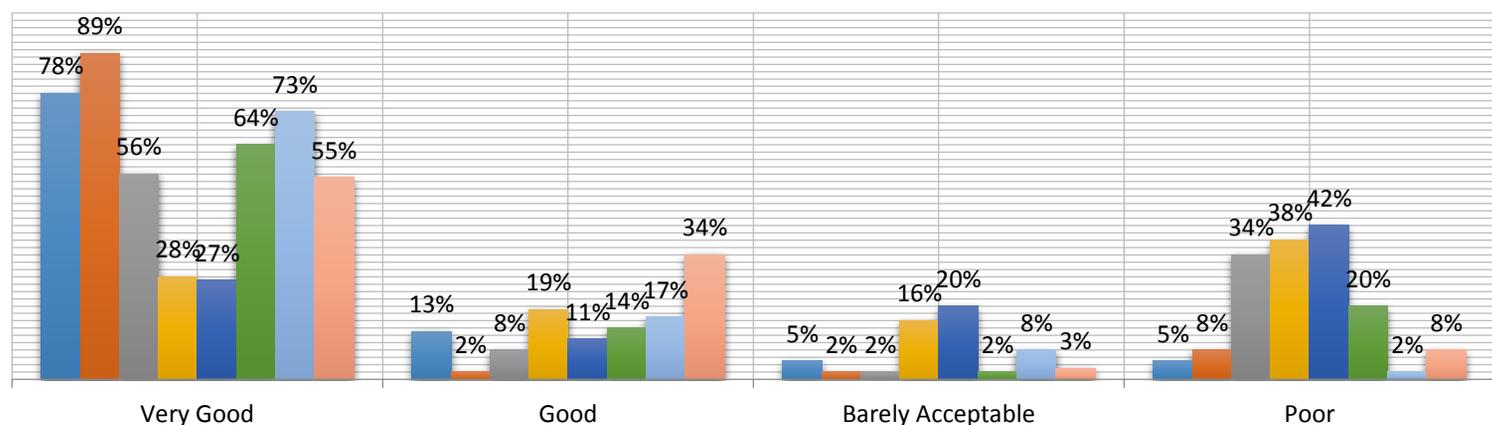
In context of the above, it is also imperative to mention here that majority of the respondents were found struggling to answer a general question (other than the section specific) asking about why would they need all four assessment tools (hazard & resource map, seasonal & historical calendar) in order for them to be able to conduct Disaster Risk Assessment? This showed that although people were aware about how these maps are developed and the information that is reflected through each individual map but they rarely knew the link in between them.

3.1.3 Emergency Response Skills

Under the emergency response section VDMCs were equipped with firefighting techniques and basic lifesaving skills that involved first aid, search and rescue operations. The training involved people to learn through practical demonstration of different activities and drill exercises. People were observed to have been taking more interest in learning skills possibly because someday they could end up saving somebody's life by just applying the right skills at the right time.

The below given chart clearly depicts high gain of percentages in various questions under the 'Very Good' scale comparing the previous sections and a mixed trend with low scores under the remaining scales, which means that majority of the people retained excellent understanding under this category. As per the figures obtained by combining results under the 'Very Good and the Good' scales, the highest achievement amassed around 91% in response of the majority questions involving 7,8,13, &14 alongside with little depletion in scores that amassed at 78% for Q12 and 64% for Q9. However, on the contrary the worst scores stood at 62% for Q11 asking about the process of making stretcher and 54% for Q10 asking about the shallow water crossing technique used for rescuing person.

Emergency Response

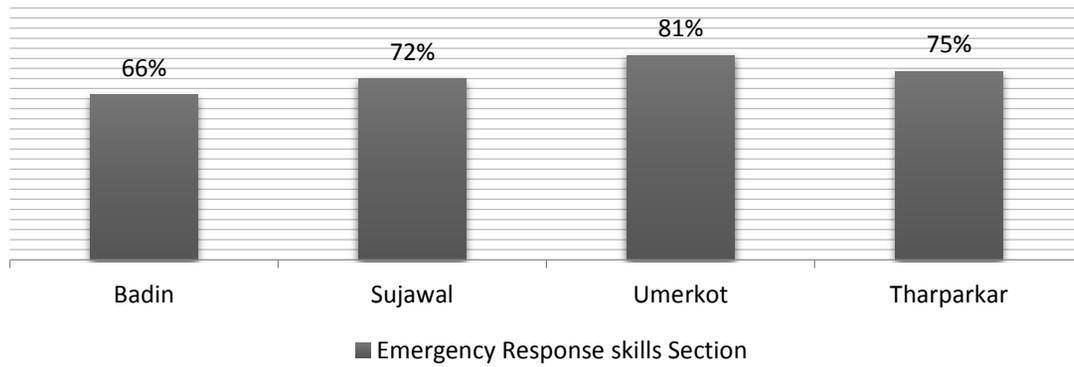


- Q7: How an unconscious person can be given instant relief with BLS?
- Q8: How many compressions are given in a single round of CPR?
- Q9: Would you or would you not choose to remove the object that is sticking out of the wound?
- Q10: Shallow water crossing technique used for rescuing a person?
- Q11: Process of making a simple emergency stretcher
- Q12: How can a person safely escape from a building if caught in smoke?
- Q13: Steps to take in rescuing a person struck by a live electric wire?
- Q14: Precautionary measure women should take while cooking?

**Note: for detailed list of responses please [click](#) here;

According to the district scores provided below, Umerkot is ranked at the top position with district Tharparkar at the second while putting district Thatta/Sujawal at third by a mere difference of 3%. Moreover, similar to previous districts the retention loss under this category also remained around 27%.

District Scores under the Emergency Response Skills Section



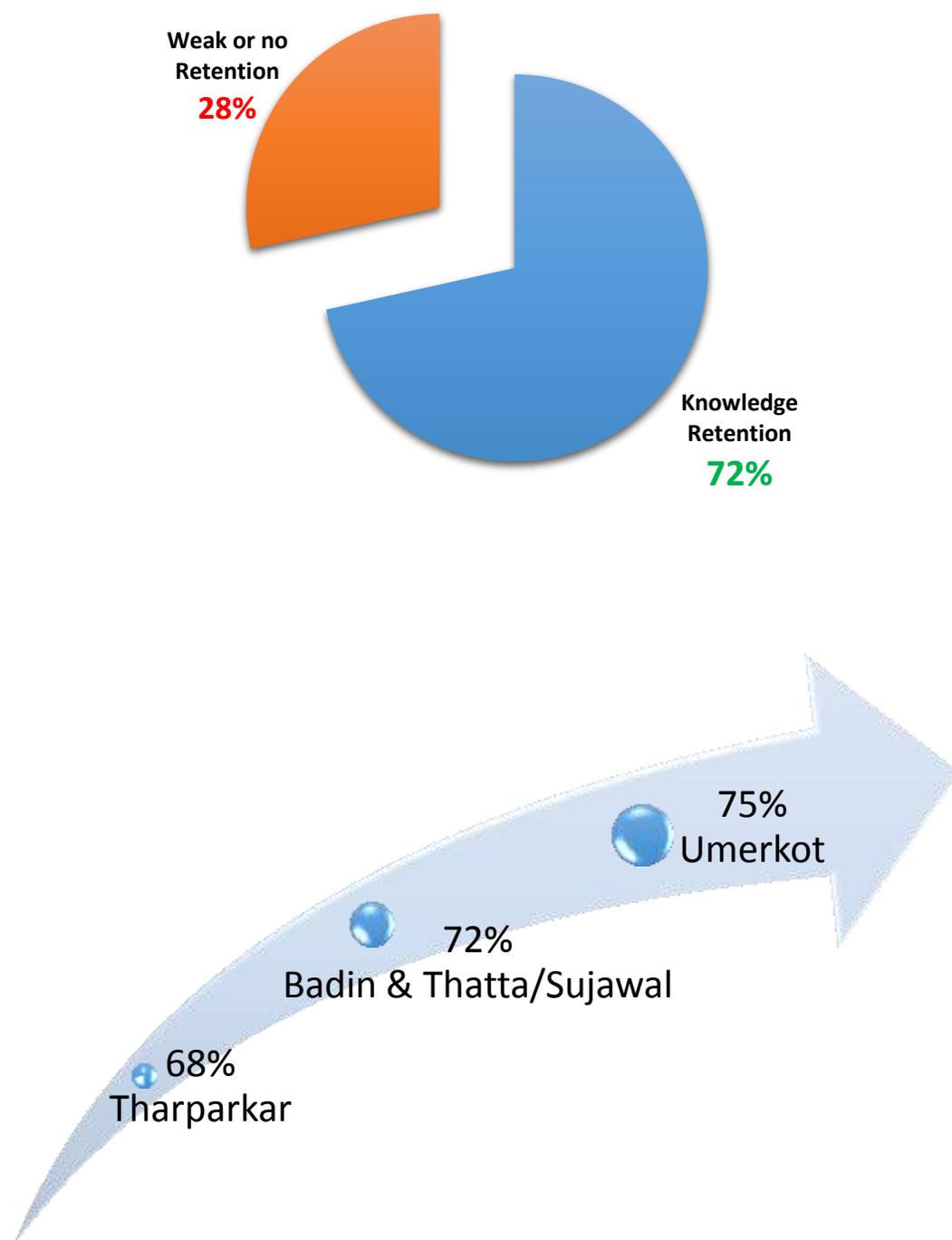
During the assessment it was observed that although the people showed good understanding while describing different techniques and to some extent performing practical demonstration, but under some cases, people were seemed to get confused when they were asked to give complete demonstration of some particular activity; For example making stretcher and rescuing person from shallow water; respondents used to face difficulty in recalling as where to place the pole and how to wrap it using the blanket while making stretcher and similarly how a person stranded in shallow water could be added to the queue formed by the team rescuing the victim.



4 Knowledge Retention & Districts Positioning

The combined achievement of all districts shows that about 72% people responses were laid under the 'Very Good and the Good' scales and about 28% resulted in loss of retention after the scores were combined from the 'Poor and the Barely Acceptable' scales. It is important to note here that the retention data presented here also include respondents who had passed more than two months duration after the training was provided to VDMC members, which means that the results might have shown further increase in retention if people were interviewed just after two months of the training. The reason behind failing to do so was mainly because the survey kept on getting delayed based on circumstantial factors for example the assessment which was expected to begin in September was postponed due to a district level A&N workshop event and similarly in its subsequent month due to the 'Nilofar' plight that was expected to hit target communities during last week of the October 2014.

Knowledge Retention Assessment



5 Possible Factors Affecting Knowledge Retention

Below are given some of the possible factors which might have directly or indirectly contributed in causing 28% loss in knowledge retention;

- a) Poor literacy rate, supplemented by low ability to comprehend things in some cases might have resulted in poor understanding of the training content
- b) The answers to some questions (included in the assessment tool) were of technical nature which might have been difficult to remember
- c) Retaining 100% retention could not have been possible keeping in consideration the target communities and the duration of training that merely comprised of five days
- d) The level of interest in training activities varied to a great extent among different participants
- e) The training design involving people to perform various tasks in group work usually end up putting some people to relax while others do the job, which is probably one of the reasons why some people failed to cope with remembering things
- f) The survey also included respondents who had spent more than two months duration after they were provided training



6 Limitations

- a) Many people despite having the capability of speaking and understanding the national language pretended that they could speak and understand the local Sindhi language only. The reluctance showed that they wanted to avoid possible encounter of question answer session. Conclusively, a translator had to intervene to facilitate communication, which at times benefited the struggling respondents by feeding them answers
- b) There were cases where respondents despite knowing the answers could not respond properly just because they got nervous and worried
- c) The access to number of VDMCs remained restricted due to unavailability of the members in some cases and the time constraint in others because the field staff had to gather VDMC members from different settlements at one place given the limited resources and the time. Such factors contributed towards failing to include gender balanced representation in the survey
- d) Some respondents needed to reminisce knowledge through suggestive thoughts
- e) The data presented here do not necessarily include responses from the respondents that had exactly passed two months after the training as the trainings were covered in number of months duration resulting from which getting to VDMCs exactly after the two months was a bit challenging

- f) The respondents themselves could not fill-in the questionnaire, which otherwise would have yield more accurate data as well as added the flexibility of using close ended questionnaire

7 Recommendations

- a) It is suggested that for the upcoming projects a ToT should be conducted for the field trainers to overcome shortcomings and the gaps identified in this report
- b) To equip VDMCs with improved skills on DRR relevant activities a need is felt that VDMCs should be engaged in series of capacity building events other than workshops and socialization. For example, developing Disaster Risk Management Plan require people to have the assessment and creative abilities, to do so VDMCs should be kept engaged through formalized planning activities. Better would have been asking VDMCs to develop their respective revenue village level disaster risk management plan by involving other local villagers, whereby at the next stage, the collective maps should have been transformed into a union council level DRMP. The UDMCs should then be asked to present their plan during a workshop before other stakeholders where the plans could be evaluated. For community's motivation and to ensure that they work with dedication, the winning UDMC should be awarded with some cash prize
- c) It is suggested that efforts should be made as whether or not the DRMPs have been beneficial at the community level or if it requires further improvement
- d) Some people were observed relying more on describing traditional techniques used for rescuing people. The trainers should emphasize during the training that the techniques taught are the best, which needs to be adopted and practiced
- e) People have been finding difficulty in remembering various technical terms used in risk assessment, these should be simplified
- f) Presently, the selection criterion of VDMC members mainly require community people to nominate their representatives with consensus irrespective of the fact that whether or not the person will be able to lead community during an emergency situation. It is recommended, that besides undertaking consensus of the community for selection of members consideration should be given that the people selected are confident, outspoken as well as have ability to lead community
- g) People have been observed believing to contact RSPs during a crisis situation rather relying and contacting the government institutions. It is suggested that during training participants should be educated about the role of RSPs and emphasis should be made on diverting people's focus to rely more on DDMA, district government and other relevant offices
- h) For collection of more authentic assessment data, it is proposed that enumerators should be hired separately for limited number of days when the assessment is needed to be conducted

8 Summary of Assessment Responses

8.1 Combined Districts Results

Questions	Very Good		Good		Barely Acceptable		Poor	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q1: What is Tahafuz Project?	21	33%	38	59%	3	5%	2	3%
Q2: How can a community play its role to reduce damages made by a disaster?	12	19%	20	31%	12	19%	20	31%
Q3: What is the purpose of VDMC?	15	23%	24	38%	11	17%	14	22%
Q4: What trainings were provided to you?	17	27%	24	38%	7	11%	16	25%
Q5: Name the four maps that were used during the risk assessment activity?	25	39%	22	34%	4	6%	13	20%
Q6: What information is collected in a resource map?	41	64%	5	8%	4	6%	14	22%
Q7: How an unconscious person can be given instant relief with BLS?	50	78%	8	13%	3	5%	3	5%
Q8: How many compressions are given in a single round of CPR?	57	89%	1	2%	1	2%	5	8%
Q9: Would you or would you not choose to remove the object that is sticking out of the wound?	36	56%	5	8%	1	2%	22	34%
Q10: Explain the shallow water crossing technique used for rescuing a person?	18	28%	12	19%	10	16%	24	38%
Q11: Explain the process of making a simple emergency stretcher for carrying patient?	17	27%	7	11%	13	20%	27	42%
Q12: How can a person safely escape from a building if caught in smoke?	41	64%	9	14%	1	2%	13	20%
Q13: What steps would you take in rescuing a person who is struck by a live electric wire?	47	73%	11	17%	5	8%	1	2%
Q14: What precautionary measure women should take while cooking?	35	55%	22	34%	2	3%	5	8%

Table 3: Combined districts results

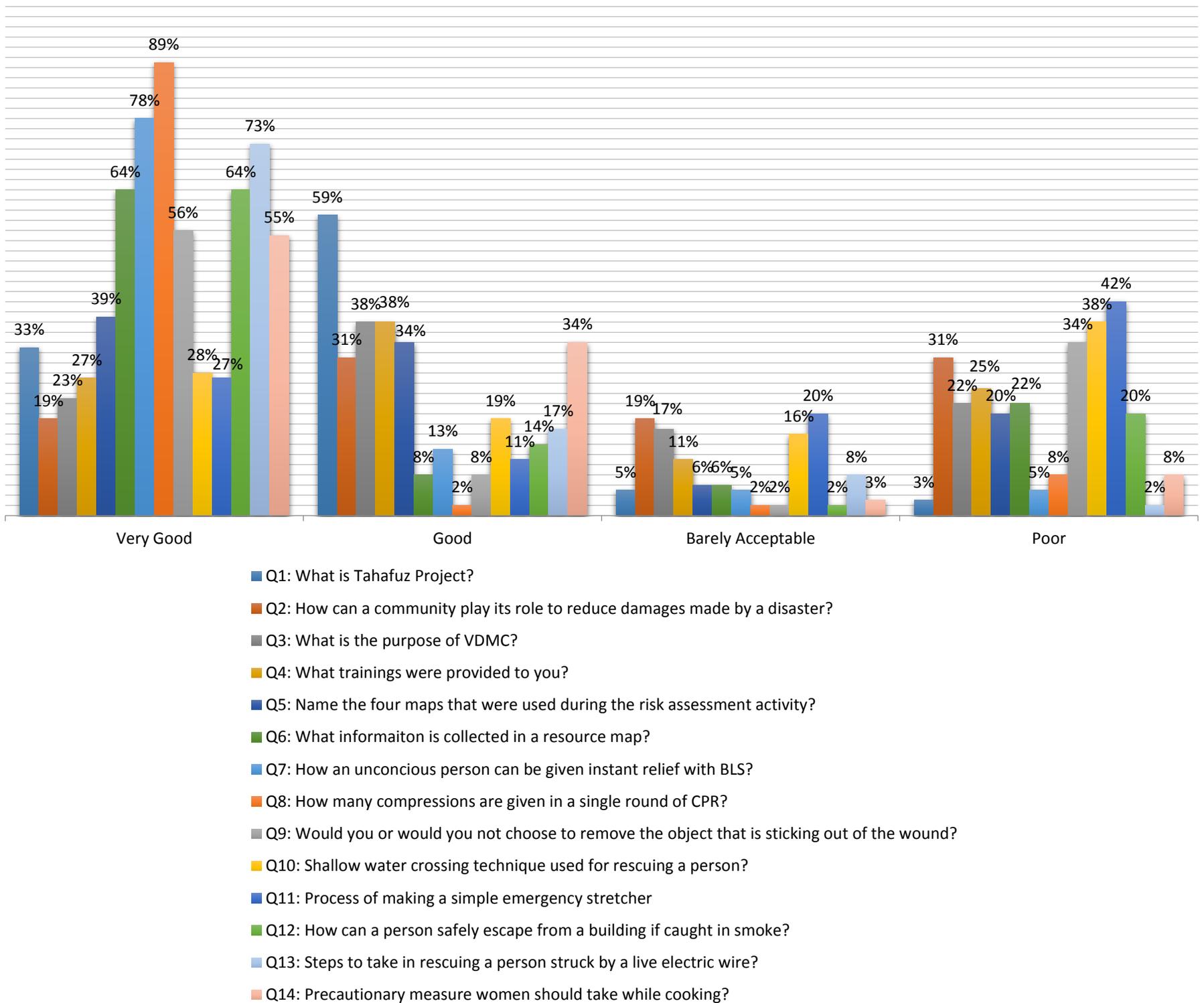


Figure 1: Graphical representation of the results provided in Table #3

8.2 Separate Districts Results

Districts	Badin				Thatta/Sujawal				Umerkot				Tharparkar			
	VG	GD	Total	%	VG	GD	Total	%	VG	GD	Total	%	VG	GD	Total	%
	Freq.	Freq.			Freq.	Freq.			Freq.	Freq.			Freq.	Freq.		
Q1	6	8	14	88%	7	9	16	100%	4	10	14	88%	4	11	15	94%
Q2	4	7	11	69%	5	2	7	44%	1	8	9	56%	2	3	5	31%
Q3	5	6	11	69%	3	9	12	75%	5	4	9	56%	3	5	8	50%
Q4	7	3	10	63%	3	7	10	63%	5	7	12	75%	2	7	9	56%
Q5	12	4	16	100%	3	8	11	69%	4	7	11	69%	6	3	9	56%
Q6	15	0	15	94%	10	3	13	81%	8	0	8	50%	8	2	10	63%
Q7	13	0	13	81%	10	5	15	94%	13	2	15	94%	14	1	15	94%
Q8	13	1	14	88%	15	0	15	94%	15	0	15	94%	14	0	14	88%
Q9	8	0	8	50%	5	5	10	63%	12	0	12	75%	11	0	11	69%
Q10	4	2	6	38%	2	4	6	38%	7	4	11	69%	5	2	7	44%
Q11	2	0	2	13%	0	6	6	38%	10	0	10	63%	5	1	6	38%
Q12	12	1	13	81%	5	6	11	69%	11	1	12	75%	13	1	14	88%
Q13	13	1	14	88%	6	9	15	94%	14	0	14	88%	14	1	15	94%
Q14	10	4	14	88%	7	7	14	88%	8	7	15	94%	10	4	14	88%

Table 4: District wise results

8.3 Gender Disaggregated Frequencies

Questions	Gender Disaggregated Responses															
	Very Good				Good				Barely Acceptable				Poor			
	Men/39		Women/25		Men/39		Women/25		Men/39		Women/25		Men/39		Women/25	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q1	15	38%	6	24%	22	56%	16	64%	1	3%	2	8%	1	3%	1	4%
Q2	7	18%	5	20%	15	38%	5	20%	9	23%	3	12%	8	21%	12	48%
Q3	12	31%	3	12%	13	33%	11	44%	9	23%	2	8%	5	13%	9	36%
Q4	13	33%	4	16%	15	38%	9	36%	6	15%	1	4%	5	13%	11	44%
Q5	18	46%	7	28%	4	10%	8	32%	3	8%	1	4%	4	10%	9	36%
Q6	28	72%	13	52%	4	10%	1	4%	0	0%	4	16%	7	18%	7	28%
Q7	31	79%	19	76%	2	5%	6	24%	3	8%	0	0%	3	8%	0	0%
Q8	33	85%	24	96%	1	3%	0	0%	1	3%	0	0%	4	10%	1	4%
Q9	25	64%	11	44%	2	5%	3	12%	1	3%	0	0%	11	28%	11	44%
Q10	16	41%	2	8%	6	15%	6	24%	8	21%	2	8%	9	23%	16	64%
Q11	13	33%	4	16%	5	13%	2	8%	9	23%	4	16%	12	31%	15	60%
Q12	25	64%	16	64%	5	13%	4	16%	0	0%	1	4%	9	23%	4	16%
Q13	26	67%	22	88%	8	21%	3	12%	5	13%	0	0%	0	0%	1	4%
Q14	20	51%	15	60%	13	33%	9	36%	2	5%	0	0%	4	10%	1	4%

Table 5: Gender disaggregated frequencies



**Knowledge Retention
Assessment Form**

Form No: BD25-

Tahafuz: “Building Resilience through Community Based Disaster Risk Management in the Sindh Province of Pakistan”

Enumerator _____	Respondent _____
District _____	Gender <input type="checkbox"/> Men <input type="checkbox"/> Women
Tehsil _____	Designation <input type="checkbox"/> President <input type="checkbox"/> Manager <input type="checkbox"/> Member
Union council _____	VDMC training <input type="checkbox"/> Fresher <input type="checkbox"/> Refresher <input type="checkbox"/> None
Revenue Village _____	Qualification _____
	Training Date _____

Q-1: What is Tahafuz project?

Q-2: How can a community play its role to reduce damages made by a disaster?

Q-3: What is the purpose of VDMC?

Q-4: What trainings were provided to you?

Q-5: Please name the four maps that were used during the risk assessment activity?

Q-6: What information is collected in a resource map?

Q-7: Explain how an unconscious person can be given instant relief with basic life support?

Q-8: How many compressions are given in a single round of CPR before ventilating patient?

Q-9: Would you or would you not choose to remove the object that is sticking out of the wound of an injured person?

Q-10: Explain a shallow water crossing technique used for rescuing a person?

Q-11: Explain the process of making a simple emergency stretcher for carrying patient?

Q-12: How can a person safely escape from a building if caught in smoke?

Q-13: What steps would you take in rescuing a person who is struck by a live electric wire?

Q-14: What precautionary measures women should take while cooking?

Signature of Enumerator: