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Knowledge Retention Assessment



**Tahafuz: "Building Resilience through
Community Based Disaster Risk Management
in Sindh Province of Pakistan"**

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Executive Summary

Rural Support Programmes Network (RSPN) with the aim of capacitating and building resilience of the most vulnerable communities belonging to district Thatta (Sujawal), Badin, Tharparkar and Umerkot of the Sindh province launched first phase of the project named 'Tahafuz' with the support of U.S. Agency for International Development/Office of U.S. Foreign Disaster Assistance (USAID/OFDA) in October 2012 and subsequently the second phase in April 2014. Combining both the projects, based on adopting the approach of Community Based Disaster Risk Management (CBDRM), local men and women were organized into 682 Village and 60 Union-Council Disaster Management Committees, known as VDMCs and UDMCs in the targeted districts. The VDMCs were later trained on how the risk assessment exercise is conducted and evaluated in addition with imparting skills involving Basic Life Support (BLS), firefighting, search and rescue operations in order to enable them lead and support communities during an emergency situations; whereas UDMCs were trained on leadership, financial management as well as carrying out advocacy and networking initiatives with other direct and indirect stakeholders. Moreover, combining both the phases, a total of 856 damaged infrastructures, mainly culverts, public buildings, dug wells, water reservoirs, earthen roads etc., were rehabilitated. Moreover, 40 standardized emergency toolkits were supplied to 60 UDMCs to cater for emergency needs of communities. Both the projects have completed in 12 months durations - in addition with serving a three months No Cost Extension. Thus, based on successful completion of the earlier interventions and its benefits to communities, RSPN on July 2016 entered into the Cost Modification - 2 of second phase of Tahafuz with same project design other than addition/deletion of some activities.

In order to gauge the level of DRR understanding retained by the VDMC members imparted through various trainings, the RSPN has planned to undertake a Knowledge Retention Assessment exercise in project areas. The key findings and recommendations are intended to be shared with the project staff to overcome the shortcomings highlighted in this report in order to improve quality of the content and delivery of the training for future interventions.

The assessment revealed that about 89% of the beneficiary respondents have been able to retain CBDRM knowledge, about how to conduct risk assessment, develop risk management plan as well as respond to an emergency situation using basic lifesaving, firefighting, and search and rescue techniques.

The short duration of the training and other ground realities like, high illiteracy, among the targeted community have negatively influenced the rate of retention. Short duration training for communities with such backgrounds could barely yield 100% knowledge retention. It is very pertinent to note that with the passage of time the retention rate may not remain as high as it is found now.

The report recommends that a Training of Trainers (ToT) should be conducted for the master trainers to further enhance their knowledge and capacities in accordance with the gaps identified. The VDMCs that are expected to lead communities during the time of disaster need 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 refraining from overburdening participants with the delivery of too much information on a variety of subjects. People have been observed to lack understanding about the link between 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 About Tahafuz Project

Every year, owing to natural disasters, millions of people abandon their homes and livelihoods. For majority, including women and children, it means an absolute loss of everything they own. On a global scale, disasters are significantly increasing in both frequency and impact.

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

By implementing the project in 460 revenue villages across 60 union councils, an estimated 2,044,791 men, women and children (350,736 households) have been engaged through DRR capacity building initiatives. Through Social Mobilization, 682 Village Disaster Management Committees – VDMCs, have been formed and capacitated. Furthermore, 60 Union Council Management Committees have also been constituted to enable and organize communities during any type of disaster.

2 Background

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 and 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, along with search and rescue operations, so that the local community is able to adequately respond to an emergency situation before any assistance could reach them.

3 Objectives of Knowledge Retention Assessment - KRA

The objectives of this Knowledge Retention Assessment are to:

1. Gauge the level of understanding developed amongst the trainees towards preparedness and mitigation measures imparted through various trainings and drills.
2. Assess the levels of knowledge retained by the targeted beneficiaries
3. Provide recommendations on basis of key findings and learning from the rapid assessment

4 Assessment Methodology

A detailed questionnaire was designed as an assessment tool to get the insights of the VDMCs about the understanding of the CBDRM and implementation of the learnings through training and various awareness sessions. This involved quantitative constructs, which were later converted into qualitative measures. The assessment data was collected by the field teams (RSPs staff) under the supervision of respective District Monitoring Officers; continuous guidance was provided by the staff based in Islamabad at RSPN's PMU.



Using the simple random sampling method, the process of data collection was initiated during the month of April 2016. However, due to the engagement of RSPN with OFDA regarding the submission of proposal for next phase, the activity got delayed for a short time. The survey was later completed during the last week of May 2016. 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:

4.1 Assessment Tools

A questionnaire comprising of 14 questions was designed and developed by the RSPN's 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 sessions. 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 CCl's, 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
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

4.2 Simple Random Sampling

Efforts were made to include respondents from all four project districts, to get a better insight of DRR understanding of new VDMCs across both the partners and the targeted districts. Using the simple random sampling, a total of 120 members from 24 selected VDMCs were interviewed. All respondents were interviewed at their door steps by the staff under the on-field supervision of Monitoring Officer. Conclusively, as many as 62 Men and 58 Women (48% women and 52% men) were interviewed from 30 VDMCs which is approximately 14 % of the total VDMCs.

The data presented below shows that the number of VDMCs and respondents varies from district

to district, depending upon the number of VDMCs formed during the phase under assessment. But, the overall percentage remains identical. 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	78	10	568	568	20	20	40
	Badin	88	10	527	527	21	19	40
TRDP	Tharparkar	19	5	112	115	10	10	20
	Umerkot	37	5	226	228	11	9	20
Total	4	222	30	1,433	1,438	62	58	120

4.3 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 scale¹ defined below;

- Very Good (1):** this implied to the answers that described almost all the relevant information and were found as accurate as the predefined ones
- Good (2):** answers that missed some of the information but were believed to have been close to the predefined answers were ranked as “good”
- 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”
- Poor (4):** all flawed, skipped questions and irrelevant answers were rated as “poor”

4.4 Data Management and Filtration

In order to accommodate and utilize the assessment data for analysis purpose, a spreadsheet of Microsoft Excel 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', 03 to 'Barely acceptable' & 04 to 'Poor') 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 scores² were generated for interpretation and analysis of the results.

¹Scale: Refers to Very Good, Good, Barely Acceptable and Poor

²Scores/Results: refers to the data figures obtained by adding all responses under each scale for all questions

5 Analysis

The primary objective of this report is to provide reflection of the DRR knowledge retained by the VDMC members two months after receiving the training. The analysis will help in identifying strong and weak program areas, which will help in performing course correction actions and as well in improving quality of the training in order to benefit communities with an enhanced training program through future interventions.

To assess wide ranging results, the questionnaire has been divided into three categories involving about project information, undertaking risk assessment and emergency response skills. Under this section, the performance scores are 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 each category;

5.1 Categorizing Assessment Questionnaire

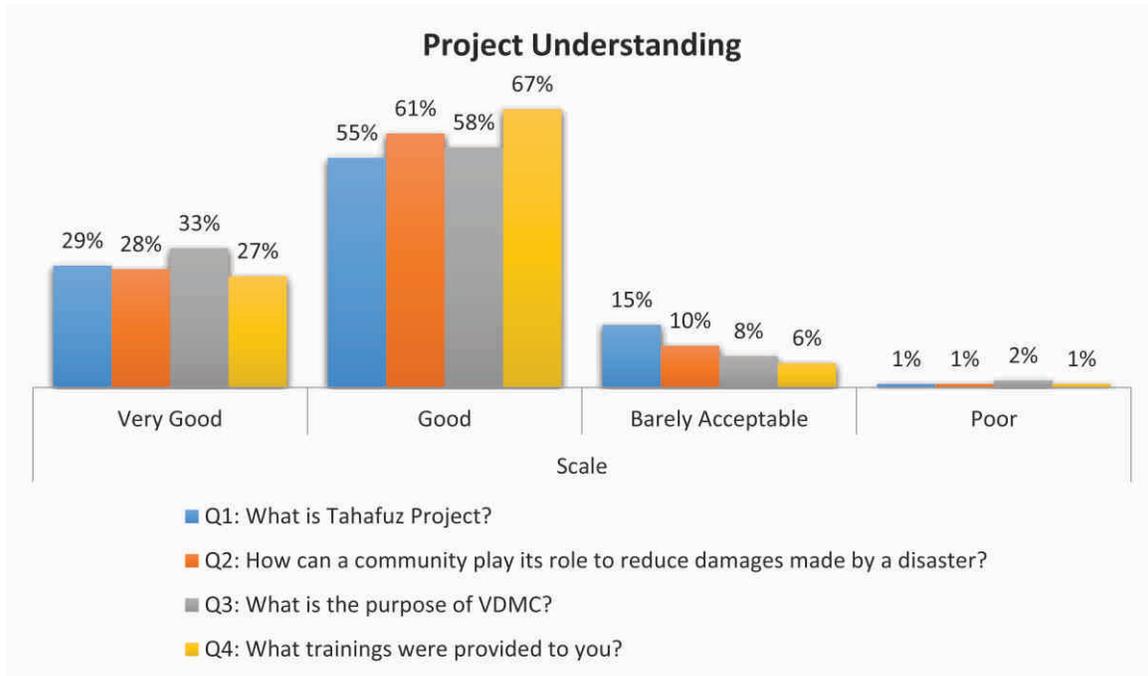
5.1.1 Project Introduction

The graphical representation given below provides statistical information for questions 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 55% people responded close to the actual answer, along with 29% others who responded with almost accurate answer. Further, if both (Very Good & Good) the numbers are combined together it can be assumed that about 84% 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 01% in case of the questions other than Q#3, where it is 2 %. After combining the scores for the same question under the 'barely-acceptable' scale, the assessment showed that about 10% 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.

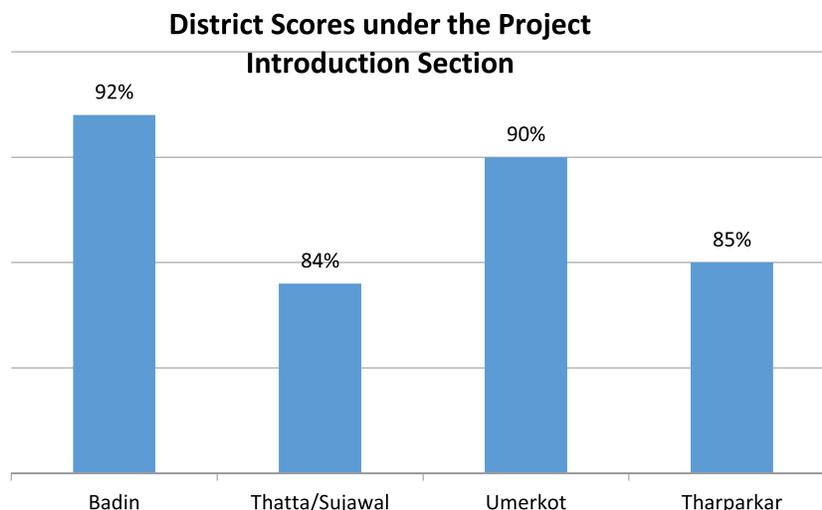
The overall understanding within the community about the project was recorded as very good and about 89% of respondent showed that they have retained the knowledge regarding the understanding about the project's aim and objective and their role and only about 11% loss of knowledge depicts that a very few of the respondents have not been able to retain the knowledge they gained.

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;



Based on the above results, about 94% of the respondents showed that they were remembering the type of the training was provided, followed by 91% knowing and understanding the purpose of constituting Village Disaster Management Committees, 89% retaining knowledge about the role of community which they can play in overcoming after effects of disasters and with the least at 84% respondents showed retention in terms of explaining the objective of the project.

The district wise comparison reflects almost similar knowledge retention rates in all four project districts. Overall, the retention in all four districts is 88%. Badin showed highest retention rate, i.e. 92%, and Thatta, 84%, is the lowest. Retention in district Tharparkar has significantly improved compared to the findings of the last Knowledge Retention Assessment (KRA), from 58% to 85%.



It is also pertinent 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.

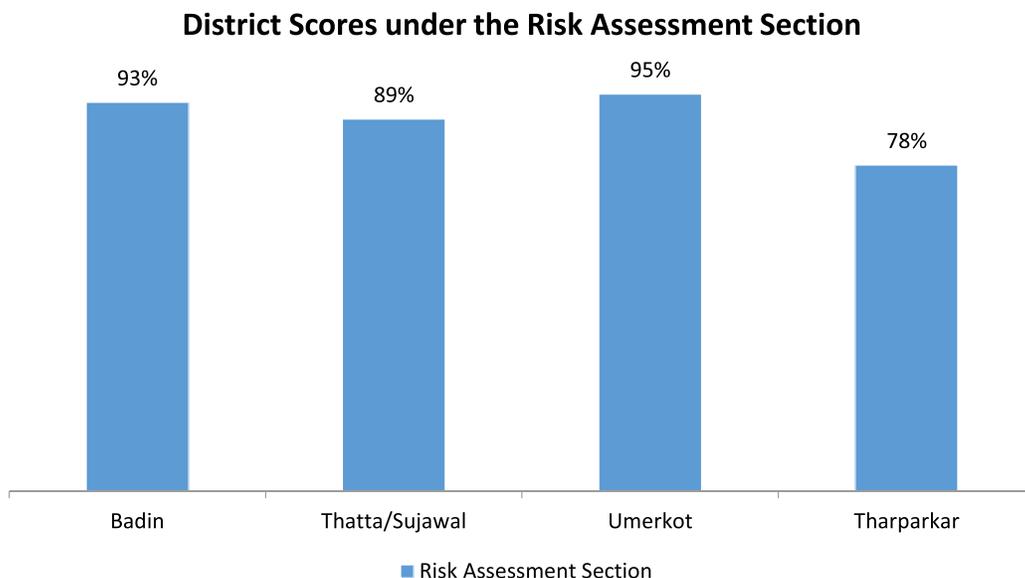
5.1.2 Risk Assessment

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 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. Figures in the below figure show the higher reception of responses under the 'Very Good' scale/category for the question asking about the four maps that were used during the risk assessment activity. 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 93% for Q5 and 89% for Q6 with a negligible difference of 4% in between. There is negligible response in terms of poor category, 1% for Q5 and 3% for Q6.



The overall performance in all four districts is very much satisfactory; Umerkot in this category is on top with 95% retention, followed by Badin with 93%. The average retention loss was evaluated at 11% under this section.



Knowledge retention has improved compared to the last retention assessment. The statistics shows that almost 89% knowledge is retained in the Risk Assessment category. Tharparkar with 78% is the lowest, but still satisfactory.

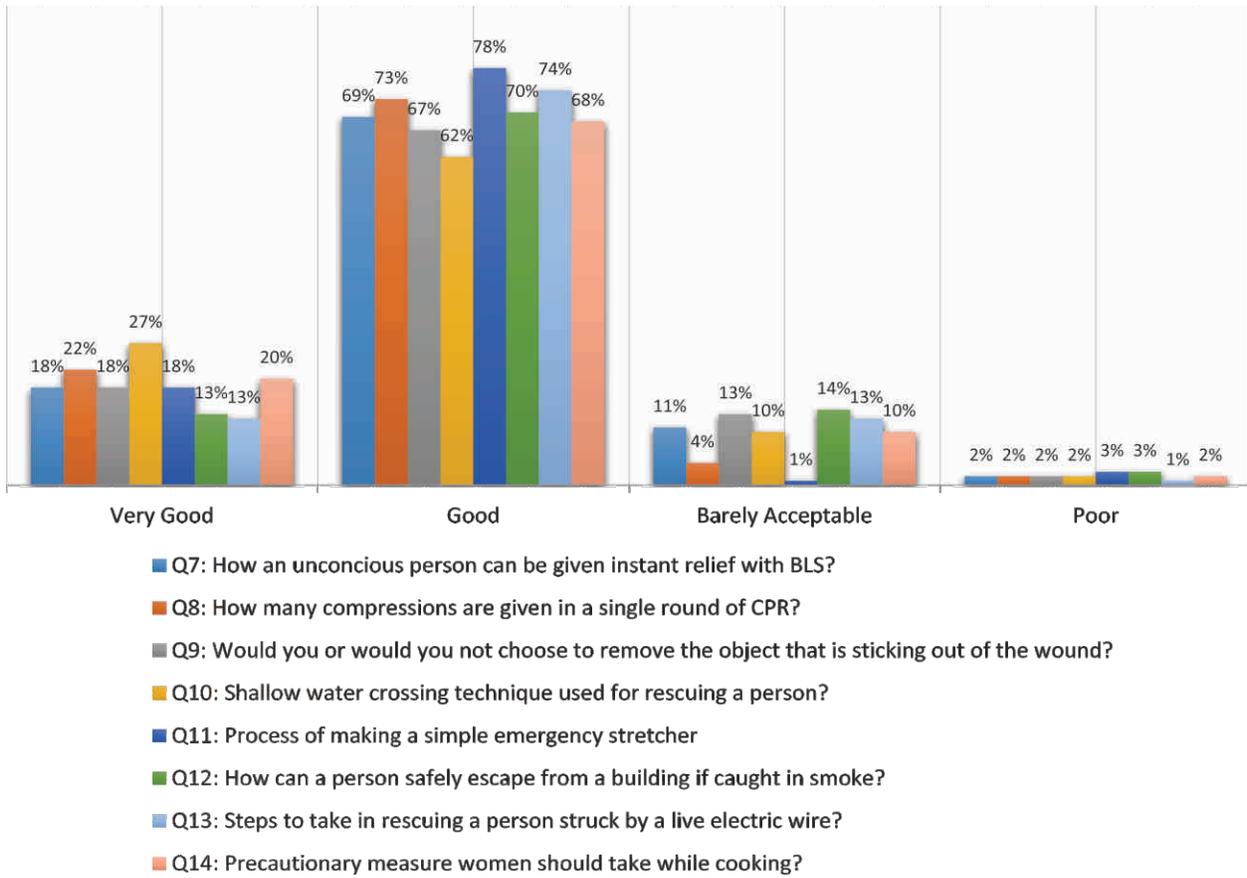
5.1.3 Emergency Response Skills

The purpose of emergency response awareness in VDMCs was to equip the community with various techniques and basic lifesaving skills that involved first aid, search and rescue operations etc. etc. The design of the training included practical demonstration of different activities and exercises. It was observed that the communities were keener to learn skills mainly because they were practically involved through drills and also had a feeling that learning a skill may help them saving a life in time of a disaster.



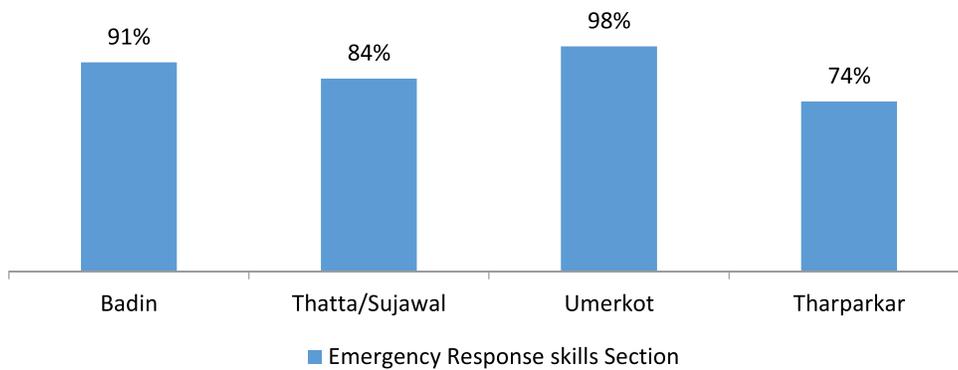
The chart below clearly depicts high gain of percentages in various questions under the 'Good' scale comparing the previous sections and a mixed trend with low scores under the remaining scales, which means that majority of the people retained excellent understanding under this category. As per the figures obtained by combining results under the 'Very Good and the Good' scales, the highest achievement amassed around 97% in response of the Q11 asking about the process of making stretcher and Q8 remained the second highest with 94%, majority questions involving 7,10,13, &14 achieved 87%,89%,87% and 88% respectively alongside with little depletion in scores that amassed at 85% for Q9 and 83% for Q12.

Emergency Response



According to the district scores provided below, Umerkot with 98% is ranked at the top position, while District Badin with 91% is at the second, and Thatta/Sujawal at the third position, with a difference of 7%. Moreover, the retention loss under this category also remained around 13%.

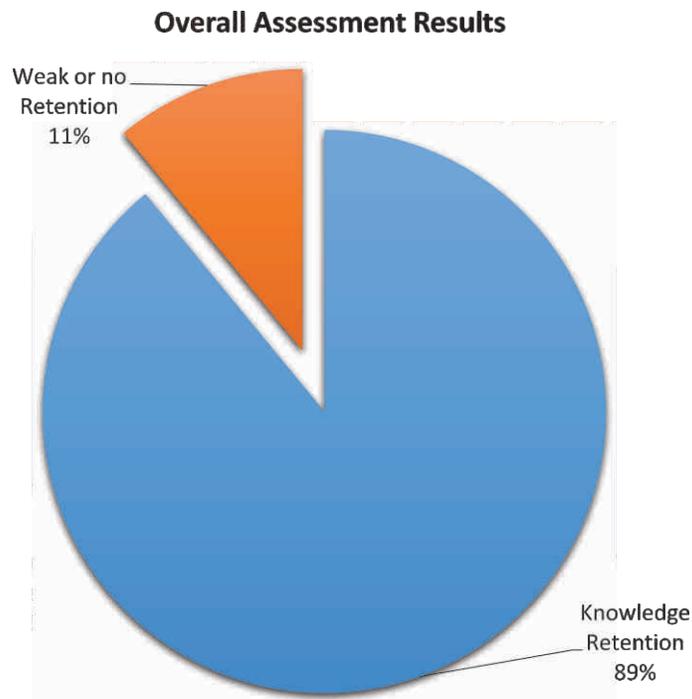
District Scores under the Emergency Response Skills Section

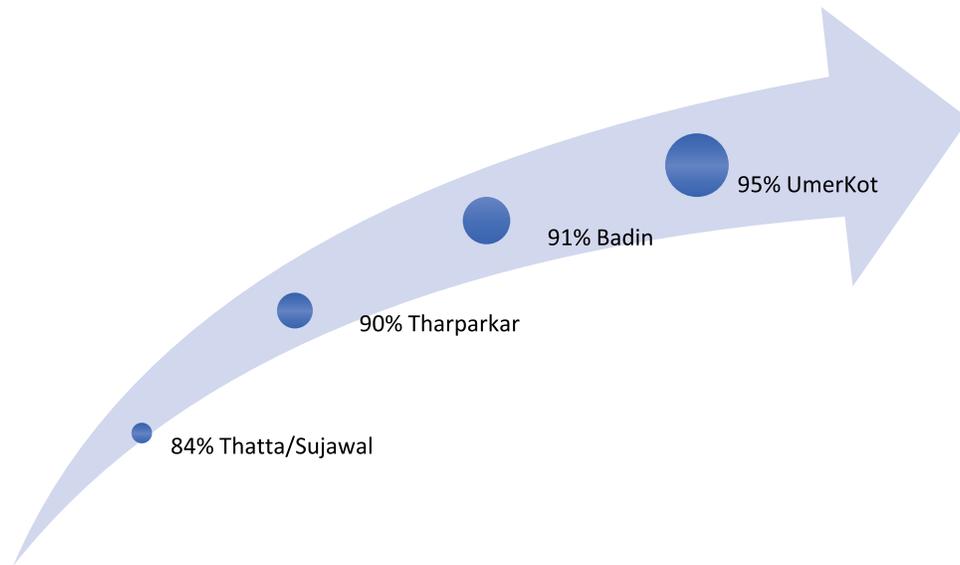


During the assessment it was observed that the respondents were comparatively more confident in responding to this section as they had better knowledge and, secondly, they could easily demonstrate what they have learned. It was also observed that initially people get confused in responding but in short time when they feel comfortable the response get better.

6 Knowledge Retention and Districts Positioning

After thorough analysis of the data collected from the field through the questionnaires, it is of great satisfaction that the overall retention rate has increased in the project area. The collective result shows that about 89% responses were found 'Very Good & Good' and after the combined scores of 'Poor & Barely Acceptable' category, only 11% loss of knowledge was occurred. When we compare the current rates with that of the previous retention assessment, it is very visible that almost 17% improvement has occurred in terms of knowledge retention (previously 72%). It is important to note that the retention data presented here also includes 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.





7 Possible Factors Affecting Knowledge Retention

The 89% knowledge retention is an appreciable effort, to expect knowledge retention up to 100%, one must consider below given factors which might have directly or indirectly contributed in causing 11% loss in knowledge retention;

- Poor literacy rate, supplemented by low ability to comprehend things in some cases might have resulted in poor understanding of the training content
- The answers to some questions (included in the assessment tool) were of technical nature which might have been difficult to remember
- Retaining 100% knowledge could not have been possible keeping in consideration the target communities and the 5-day duration of the training
- The level of interest in training activities varied to a great extent among different participants
- The training design involving people to perform various tasks in group work usually ends up putting some people to relax, while others do the job, which is probably one of the reasons why some people failed to remember the training content

8 Limitations

- a) **Language barrier:** To get more useful and accurate information the enumerators and respondents both shall be familiar with same language. Mostly the respondents prefer to communicate in their local language, this gives them comfort to speak properly. Conclusively, a translator had to intervene to facilitate communication, which at times benefited the struggling respondents by feeding them answers
- b) **Confidence Level:** Sometimes the respondents despite knowing the answers are unable to speak only because they don't have confidence on themselves, in such cases the enumerator has to give him/her confidence by counseling and discussion.
- c) **Timely availability:** 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.
- d) **Memory issue:** Mostly the respondents know the answers but a discussion is required to help them recall.
- e) **Data accuracy:** The best way would have been to get the questionnaires filled by the respondents; unfortunately, they could not fill-in the questionnaire. That would have made the data more accurate.

9 Recommendations

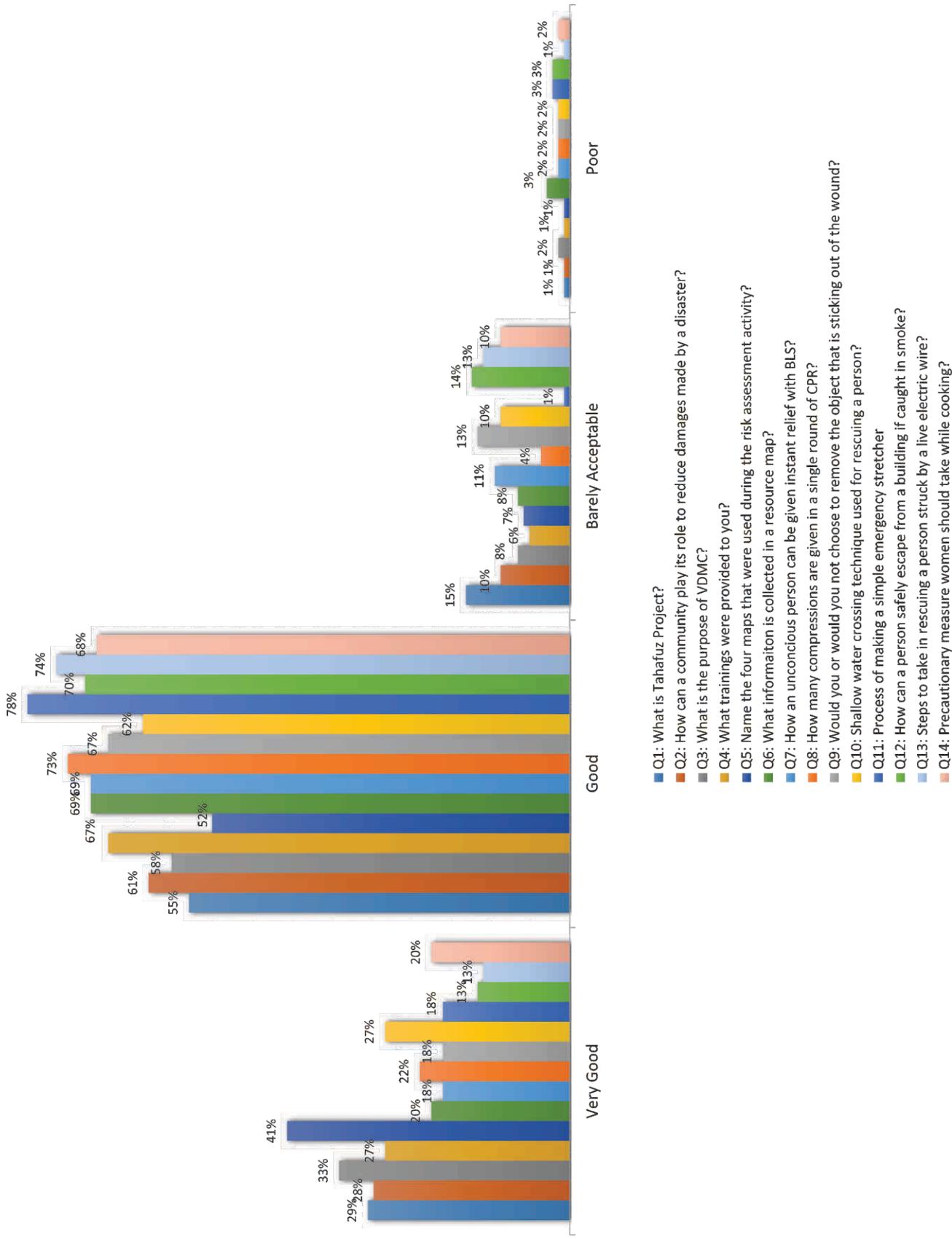
Based on the rapid knowledge retention assessment, the following recommendations are being made to the project management and implementation teams for further action, because these will help in designing similar future initiatives:

- a) During orientation of next phase (if any) the project training staff should be aware of the district wise loss of retention and should be more focused on addressing the causes of retention loss
- b) It is suggested that efforts should be made to ensure implementation of DRMPs and also analyze the benefits of DRMPs at community level. This will help in improving the planning and skills demonstration in case of emergency situation
- c) Some people were still seen relying more on traditional techniques used for rescuing people. The trainers should emphasize during the training that the techniques taught are the best, which need to be adopted and practiced by the communities
- d) The technical terms used in risk assessment should be simplified; people faced difficulty in remembering various technical terms
- e) The VDMC membership criterion needs to be revisited. Amongst the members nominated by the community, the selected member must have the ability to lead community in an emergency situation
- f) 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/ departments
- g) 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 or the overall assessment may be outsourced in order to ensure transparency and minimize the chances of any biasness.

10 Annexures

Annexure 1: Combined Districts Results

Questions	Combined Gender Frequency of Responses							
	Very Good		Good		Barely Acceptable		Poor	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Q1: What is Tahafuz Project?	35	29%	66	55%	18	15%	1	1%
Q2: How can a community play its role to reduce damages made by a disaster?	34	28%	73	61%	12	10%	1	1%
Q3: What is the purpose of VDMC?	40	33%	69	58%	9	8%	2	2%
Q4: What trainings were provided to you?	32	27%	80	67%	7	6%	1	1%
Q5: Name the four maps that were used during the risk assessment activity?	49	41%	62	52%	8	7%	1	1%
Q6: What information is collected in a resource map?	24	20%	83	69%	9	8%	4	3%
Q7: How an unconscious person can be given instant relief with BLS?	22	18%	83	69%	13	11%	2	2%
Q8: How many compressions are given in a single round of CPR?	26	22%	87	73%	5	4%	2	2%
Q9: Would you or would you not choose to remove the object that is sticking out of the wound?	22	18%	80	67%	16	13%	2	2%
Q10: Explain the shallow water crossing technique used for rescuing a person?	32	27%	74	62%	12	10%	2	2%
Q11: Explain the process of making a simple emergency stretcher for carrying patient?	22	18%	94	78%	1	1%	3	3%
Q12: How can a person safely escape from a building if caught in smoke?	16	13%	84	70%	17	14%	3	3%
Q13: What steps would you take in rescuing a person who is struck by a live electric wire?	15	13%	89	74%	15	13%	1	1%
Q14: What precautionary measure women should take while cooking?	24	20%	82	68%	12	10%	2	2%



- Q1: What is Tahafuz Project?
- Q2: How can a community play its role to reduce damages made by a disaster?
- Q3: What is the purpose of VDMC?
- Q4: What trainings were provided to you?
- Q5: Name the four maps that were used during the risk assessment activity?
- Q6: What information is collected in a resource map?
- 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?

Annexure 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	13	21	34	85%	9	24	33	83%	6	9	15	75%	7	10	17	85%
Q2	17	23	40	100%	7	26	33	83%	7	11	18	90%	3	13	16	80%
Q3	14	22	36	90%	9	24	33	83%	9	10	19	95%	8	11	19	95%
Q4	8	29	37	93%	11	25	36	90%	10	10	20	100%	3	13	16	80%
Q5	13	24	37	93%	16	19	35	88%	11	9	20	100%	9	9	18	90%
Q6	8	28	36	90%	7	26	33	83%	2	16	18	90%	7	13	20	100%
Q7	5	27	32	80%	7	25	32	80%	8	12	20	100%	2	18	20	100%
Q8	9	28	37	93%	8	29	37	93%	0	20	20	100%	9	10	19	95%
Q9	6	34	40	100%	8	20	28	70%	1	19	20	100%	7	7	14	70%
Q10	10	26	36	90%	10	26	36	90%	8	12	20	100%	5	15	20	100%
Q11	7	32	39	98%	9	28	37	93%	4	16	20	100%	2	18	20	100%
Q12	5	28	33	83%	10	19	29	73%	0	18	18	90%	1	19	20	100%
Q13	3	31	34	85%	10	24	34	85%	1	18	19	95%	1	16	17	85%
Q14	7	31	38	95%	9	23	32	80%	5	15	20	100%	3	13	16	80%

Annexure 3: Gender Disaggregated Frequencies

Questions	Gender Disaggregated Frequency Responses															
	Very Good				Good				Barely Acceptable				Poor			
	Men/62		Women/58		Men/62		Women/58		Men/62		Women/58		Men/62	Women/58		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q1	19	31%	16	28%	30	48%	36	62%	12	19%	6	10%	1	2%	0	0%
Q2	17	27%	17	29%	38	61%	35	60%	6	10%	6	10%	1	2%	0	0%
Q3	22	35%	18	31%	37	60%	32	55%	2	3%	7	12%	1	2%	1	2%
Q4	19	31%	13	22%	39	63%	41	71%	3	5%	4	7%	1	2%	0	0%
Q5	31	50%	18	31%	27	44%	35	60%	3	5%	5	9%	1	2%	0	0%
Q6	12	19%	12	21%	44	71%	39	67%	5	8%	4	7%	1	2%	3	5%
Q7	17	27%	5	9%	39	63%	44	76%	5	8%	8	14%	1	2%	1	2%
Q8	16	26%	10	17%	44	71%	43	74%	1	2%	4	7%	1	2%	1	2%
Q9	15	24%	7	12%	38	61%	42	72%	8	13%	8	14%	1	2%	1	2%
Q10	22	35%	10	17%	35	56%	39	67%	3	5%	9	16%	2	3%	0	0%
Q11	15	24%	7	12%	46	74%	48	83%	0	0%	1	2%	1	2%	2	3%
Q12	11	18%	5	9%	41	66%	43	74%	9	15%	8	14%	1	2%	2	3%
Q13	11	18%	4	7%	42	68%	47	81%	8	13%	7	12%	1	2%	0	0%
Q14	17	27%	7	12%	35	56%	47	81%	8	13%	4	7%	2	3%	0	0%

Annexure 4: Questionnaire

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:



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