

# Conducting 'endlines' in the FRMC

Guidance and ideas for repeat t-line  
studies using FRMC tools



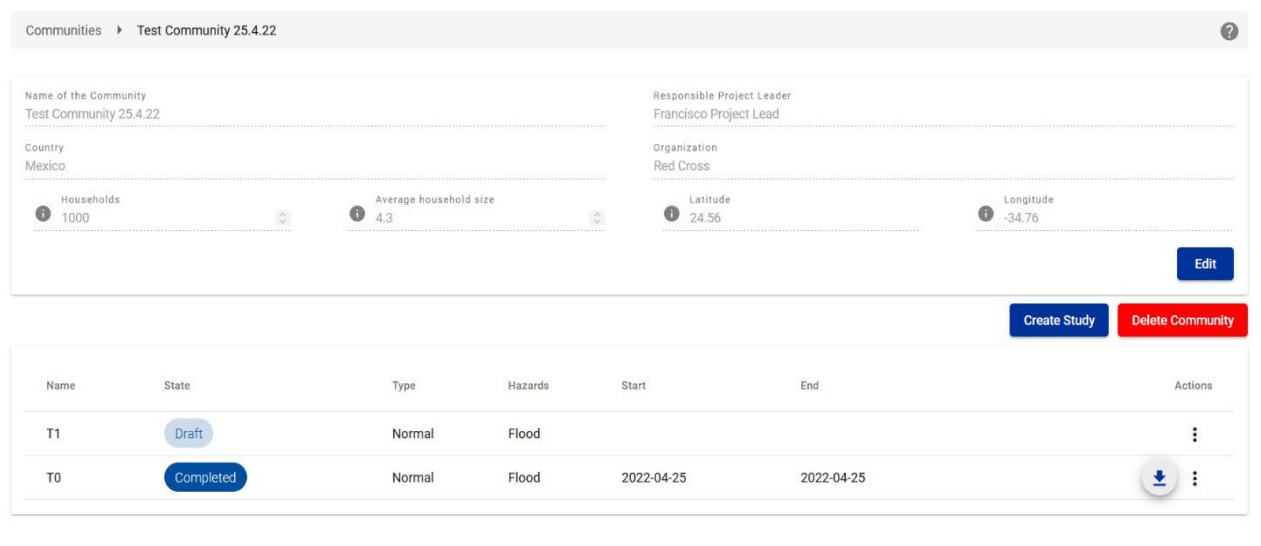
# Conducting ‘endlines’ in the FRMC: Guidance and ideas for repeat t-line studies using FRMC tools

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**Figure 1: Two t-line studies in the online tool for one community**



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# 1. Purpose of this document

This document provides guidance and ideas to help you set up, conduct, grade, and analyse repeat t-line studies (simply referred to as 'endlines' hereafter<sup>1</sup>). This guide mostly aims to familiarize project leads and trainers with the requirements for conducting endlines. It provides guidance and answers to some of the common questions you might have when planning and running endlines, and shares some ideas of what to look out for during this process.

**While this guidance will mostly be used when planning endlines**, so that the project moves to a mature stage, **it is advisable to review this document at baseline set-up**. It will help make the endline set-up easier if the guidance has already been considered in the draft baseline study set-up.

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<sup>1</sup> \*Any study in the Flood Resilience Measurement for Communities (FRMC) system that is not a post-flood study but measures resilience outside of specific events occurring is called a 't-line study'. T-line studies are numbered in time-steps, starting with a T0 (time-zero) study at the beginning, and then T1, T2, etc. In practice, the T0 study is often called the 'baseline study', as it sets the baseline for flood-resilience programmes, and the t-line study conducted at the end of the programme is called the 'endline study'. For projects with an extended duration, you may conduct t-line studies in between; these are referred to as 'midlines'. For the sake of simplicity, any t-line study that is not a baseline (T0) study shall be called an 'endline' in this document.

## 2. Context

Measurement helps us assess and demonstrate the impact of good practice in action, it also helps to identify barriers or bottlenecks preventing resilience. In the absence of any internationally validated method for measuring disaster resilience, we have developed the FRMC, a flood resilience measurement framework and tool for communities. By measuring resilience we hope to contribute to the evidence needed to increase social, political, and financial investments in flood resilience.

Since 2013, the Zurich Flood Resilience Alliance has been successfully developing and implementing the [Flood Resilience Measurement for Communities](#) (FRMC) process, which has been used in over 400 communities globally. The Climate Resilience Measurement for Communities (CRMC) is the next evolution of the FRMC, meeting the increasing demand to measure resilience to multiple hazards (such as heatwaves and wildfires) in order to accelerate climate change adaptation. It is being piloted in several communities through the Z Zurich Foundation's Adapting to Climate Change Program, with more to be added soon.

### 3. Planning and conducting endlines

The FRMC framework can track the progress of resilience in a community over time. Tracking resilience over time is done by re-running t-line studies; that is, by measuring the sources of resilience in the same way as the baseline (T0). At a minimum, the baseline (T0) should be followed by a T1 at project end.

- **Timing of endlines: an endline study should allow for community changes – whether brought about by your work or other influences – to take effect.** They should be conducted towards the end of the programme cycle. However, some flexibility is required. In particular, it is critical to avoid conducting an endline study when flooding is occurring or has very recently occurred. If flooding is expected or likely within six weeks of the start of the endline data collection, conduct a post-event study instead and postpone the endline study until at least eight weeks after the post-event study has been completed.
- **Conducting and analysing endlines and discussing the results with communities and their political and governance environment has several purposes.** An endline study is not just an assessment of how the programme has helped the community build resilience: it is part of the entire participatory, holistic, and community-centric resilience process. The value in conducting and discussing endlines is to see where the community stands at time Tx, and what has changed, including the enabling environment.
- Look at the resilience-measurement project cycle holistically, and consider endlines as early as when planning the entire project. This will make the planning and data collection at the endline stage much easier.
- **Ensure that the community definition stays the same for your endline.** You need to consider how the community may have changed – including population influx or community growth – to ensure you are looking at the community in the same way as before, despite internal changes.

**The main principle for endline planning is to ensure the study is conducted as similarly as possible compared to the baseline study.** This should drive your thinking when planning the endline, selecting the data-collection methods and field workers in the study set-up process, how you collect data during the active study stage, and when progressing through the data grading.

- **For the study set-up, use the baseline study set-up as your starting point and adjust what needs to be adjusted** based on your new insight on data availability, how the baseline data collection worked, and what you have learnt from the overall baseline project. Keep it as similar as possible. Depending on how the community has changed, you may need to ask your trainer to update the community household numbers and average household size. Be careful about secondary sources as they may not have updated data since the last study.
- When collecting data in the active-study stage, **try to keep the data-collection approach as similar to the baseline as possible**, although your enumerators may have changed and you may not be going to the exact same households, focus groups, or key informants for information.
- At the grading stage, it is absolutely key to look **only** at the endline data you have collected and not be influenced by earlier studies. The purpose of grading is to show the factual situation of the community at the endline time, and **NOT to highlight the**

**change you think may have happened during the project time.** Consider having a colleague who has not been involved in the interventions review the grading rationale; this can help with objectivity.

It is just as important to share and discuss the endline results with the community as it was at baseline. An endline is not done for the purpose of collecting final project data; community and local leaders will value the endline discussion and will interpret together with you where the community stands in their resilience journey and what further action could be taken beyond your programme's scope.

Of course, a full FRMC implementation cycle with baselines, midlines, endlines, and post-event studies will help the global researchers of the Alliance with the validation of the overall community resilience measurement framework. Without all your projects coming full cycle, the current stage of validation of the FRMC would not have been possible, and it's likely the development of the new CRMC would not have been possible, either.

## 4. The purpose of conducting endlines

The FRMC framework can track the progress of resilience in a community over time if the t-line studies are repeated at intervals (perhaps every few years). Remember that the purpose of measuring community resilience is not to compare one community with another, but to help communities understand their resilience and development pathway and understand how resilience changes over time (positively or negatively).

**Also remember that the purpose of an endline is NOT to highlight the change you think may have happened during the project time. Instead, it is just another factual diagnosis of community resilience at the respective time.**

Conducting and analysing endlines, and discussing the results with communities and their political and governance environment, has several purposes. An endline study is not meant as a validation or an assessment of how the programme has helped the community build resilience. It is part of the entire participatory, holistic, and community-centric resilience process.

The FRMC framework serves as an ex-ante approach for how to build community resilience. It is not just about planning interventions or validating the framework, but, rather, gives communities support to understand and then enhance their resilience as part of their development and growth objectives. The understanding that the community gains from the process will influence their and their governments' and other actors' behaviours, regardless of interventions.

The value of conducting and discussing endlines is to see where the community stands at time Tx and what has changed, including the enabling environment upon which communities are also dependent. It is important to highlight those different changes using the different resilience lenses (the 5Cs, the 4Rs<sup>2</sup>, etc.) and use the richness of our concept of resilience. We know from field visits and expert discussions that endlines are very important for the community, their local actors, and leaders, and therefore can confirm that endlines are an important aspect far beyond just an evaluation of resilience at the end of a project. While the term 'endline' may signify the conclusion of the formal part of the FRMC process, really it is just an indicator on a much longer resilience journey for the community, and should be seen as that.

In the following sections, we provide guidance on what to consider when thinking about endlines and when using the FRMC study project cycle, and highlight what's important for endlines at each step along the project cycle.

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<sup>2</sup> The 5Cs (five capitals) comprise human, social, physical, financial, and natural capital. The four properties of a resilient system (4Rs) are robustness, redundancy, resourcefulness, and rapidity

# 5. Endline considerations in the project cycle

## 5.1 The FRMC process at a glance and where endlines feature

The overview in Table 1 references the 13 steps of the project cycle in the [Step-by-step guide to the process and software](#) document.

**Table 1 Endline relevance to the 13 project steps**

Project step	Endline relevance
1. Setting up the project	Consider endlines from the outset. The scope and duration of the project will determine when you are able to conduct baselines (T0), midlines (e.g. T1, T2), and the endlines at the end of the project.
2. Selecting a site	Similar to baselines, the environment and enabling context in which you operate also have an influence on your access to data and to interviewees for the t-line studies.
3. Defining and understanding the community	The community definition, and hence the 'scope' of what the community is, needs to remain the same – the endline must be conducted in that 'same' community. If quite some time has passed between baseline and endline, and if growth and migration dynamics are quite significant in the project area, this will influence your considerations. The community may have grown in extent or population density, so consider carefully what is inside or outside the community compared to when you first defined it for the baseline.
4. Recruiting field workers	Field workers or enumerators who help with data collection and conducting interviews technically do not have to be the same for each t-line study. However, the objective is to conduct the studies as similarly as possible, so well-trained field workers who understand both the community and the resilience-measurement context are an important asset that will help with data quality throughout all studies.
5. Setting up a study	The objective is to conduct the studies as similarly as possible so that there is the least possible skew or bias in the underlying approach. Review the community population size to ensure it is still accurate enough. Technically, there are no additional requirements when setting up endlines compared to baselines other than the state the earlier study needs to be in – no t-line study can be in the same state as the prior study (draft, active, grading, complete). However, in practice you are advised to try and use the same data-collection methods, triangulations, and key informant and focus-group discussions. But you will have learnt in prior studies what worked in terms of data-collection methods, the data-collection process itself, and you should reflect this here. Be careful about secondary sources to ensure you are not relying on the same data that was used in the baseline: it needs to reflect the latest situation in the community. Remember that the the functionality of the FRMC/the software now offers the feature of online surveys, which can be conducted remotely. However, the objective is to conduct the studies as similarly as possible, so if you didn't use online surveys in the baseline, you may want to think carefully about how the data quality is comparable when interviewees respond online compared to an at-the-door onsite interview.

<p>6. Collecting data in the community</p>	<p>The approach to conducting interviews and data collection is not different from baselines. The objective is to conduct the studies as similarly as possible so that there is the least possible skew or bias in the underlying approach. This also means ensuring that field workers/enumerators do not express bias towards ‘improvements’ or ‘change’ and let the interviewees provide their responses based on how they view the community.</p>
<p>7. Grading the sources</p>	<p>This is a very important step in an endline, and you should try to ‘clear your mind’ to avoid bias before you assemble the grading team and start running the grading exercises or grading workshops. The objective of the grading is to assess the situation factually at the time of the study in the respective community, and <b>not</b> to think about what has changed compared to earlier studies, or to highlight how certain interventions have brought about change in the community. It is therefore crucial that you do not review or compare the baseline study with the ongoing endline study but, instead, only focus on the current dataset that will tell you about the grades of the sources at the time of the endline. Consider a colleague – one who has not been working on interventions in those communities that you now grade – could join you in the grading exercise of the T1 study to help with objectivity.</p>
<p>8a. Evaluating the grade changes</p>	<p>This project step is different for any study following a baseline study. In evaluating status (only available for studies that are not T0), the grade changes in a T&gt;0 study compared to the prior study need to be assessed and justified. For T0 studies, the status will be moved from grading to completed directly, without evaluating, once grading has been set. It is only at this stage, as well as the results-analysis stage later, that you should start considering what has changed and, potentially, why. In this step, the project lead is asked to provide a reason to explain the grade of T(n) compared with the prior study T(n-1). Depending on the three possible scenarios for each source (grade increase, grade unchanged, grade decrease), you must select from the dynamic drop-down menu which of the choices best explains the grade change. There is then a free-text field where you can provide a short explanation, which is especially useful for highlighting what actions or interventions are believed to have contributed to the respective situation. Note that, even in this step, the intention is not to evaluate the effectiveness or success of your project work or interventions; rather, it is an attempt to <b>start looking at what may help build resilience or not</b>. Providing a short rationale will help in that quest.</p>
<p>8. Analysing the results</p>	<p>The analysis step is initially no different from baselines. The data cockpit offers you the same features to look at the result of the endline study numerically or graphically, and to use the full, rich concept of resilience by looking at the various lenses. However, in a second step, it is possible to bring in the earlier studies and view, for example, the T1 and T0 results side by side.</p>
<p>9. Sharing the results with the community</p>	<p>In this step, you can use your insights and approaches from the prior step to help the community and its enabling context (e.g. local government) to understand where they currently stand on their resilience journey and maybe also provide explanations as to why that may be the case. At this stage, it is really important to manage community and stakeholder expectations around what it means if results have decreased in some sources or even lenses.</p>
<p>10. Implementing interventions</p>	<p>If this is not the final endline, but rather a midline, there may still be interventions from your action plan that haven’t yet been implemented. For those that haven’t yet been prioritized together with the community, this may provide another opportunity to discuss them. Finally, the midline may provide new insights and lead to new intervention ideas that you may want</p>

	to prioritize if the project allows, or if there are leaders who are willing to take them up. This could also be reviewed at endline in case there are some interventions that the community wants to take forward through other means, leveraging funding themselves.
11. Assessing interventions	N/A
12. Validating the framework	A full FRMC implementation cycle with baselines, midlines, endlines, and post-event studies will also help with the validation of the overall community resilience measurement framework. Without the work of prior projects coming full cycle, the current stage of validation of the FRMC would not have been possible, and it is likely the development of the new CRMC would not have been possible, either.

**Figure 2: FRMC screenshot showing the work step of “evaluate grading”**

The screenshot shows the FRMC interface for a project named 'HeatFloodColombia'. It includes fields for 'Name of the Community', 'Country', 'Households', 'Average household size', 'Responsible Project Leader', 'Organization', 'Latitude', and 'Longitude'. A table below lists grading steps:

Name	State	Type	Hazards	Start	End
T1	Evaluating	Normal	Heatwave, Flood	2022-03-19	2022-03-19
T0	Completed	Normal	Heatwave, Flood	2022-03-19	2022-03-19

A dropdown menu on the right side of the table offers options: 'View Grading', 'Evaluate Grading', and 'View Study'.

**Figure 3: FRMC screen for the grade change evaluation, grade by grade**

The screenshot shows a 'Human' category screen with a list of indicators for evaluation. Each indicator has a current grade, a target grade, and a dropdown menu for 'reason'.

Indicator	Current Grade	Target Grade	Reason
Secondary school attendance	C	D	Decrease reason
Food availability	C	B	Increase reason
First aid knowledge	B	A	Increase reason
Climate change action	B	C	Decrease reason
Climate change and risk awareness	A	C	Decrease reason
Climate change and risk awareness	C	B	Increase reason

Progress bars on the right of each row indicate the current score out of a total of 750.

## 5.2 Project set-up

Tracking resilience over time is done by re-running t-line studies; that is, by measuring the sources of resilience in the same way as the baseline (T0). At a minimum, the baseline (T0) should be followed by a T1 at project end to provide an overview of that resilience journey over time. Ideally, there will be a number of intermediary t-line applications between the baseline (T0) and the endline study. For example, in an 18-month project, you would likely just assess the sources of resilience twice (T0 at the start and T1 at the end), with perhaps one post-flood resilience outcome assessment. But, with longer-term community engagement, you may complete both types of assessment many times.

It is important to consider the full project cycle at the outset when setting up the community resilience measurement. Overall timelines, project budget, and duration of individual steps will all determine when endlines should be conducted. One of the intentions is to show change within a community over time, as they are on a resilience journey. To ensure this change can be measured, a reasonable time period should pass between t-line studies. This should already be reflected when you set up the project at the beginning.

## 5.3 Defining and understanding the community

Remember that the FRMC tool itself does not define the community or outline what is 'inside' or 'outside' the community. A community largely defines itself, and it is this community description that is used when setting up the baseline study. This community definition – and hence the 'scope' of what the community is – needs to remain the same: the endline must be conducted in that 'same' community. If quite some time has passed between the baseline and endline, and if growth and migration dynamics are quite significant in the project area, this will influence your considerations. The community may have grown in extent or population density, so you need to consider carefully what is inside or outside of it compared to when you first defined it for the baseline. Obviously, people who have moved away from the community should not be considered, so don't invite them to interviews. This is particularly important when sending out online surveys, as these could be filled in from anywhere without knowing whether that interviewee is still in the community, so you'll have to find out in advance. Also, a community may have changed in political terms – a new subdivision may have been incorporated, or your community may have merged with another political community. The human and social environment of 'your' community, however, may still be the same, and that's what you should use for your community perimeter.

## 5.4 Setting up the endline study

The study set-up stage is a key step in the endline process. The objective is to conduct endline studies as similarly as possible when compared to the baseline study so that there is the least possible skew or bias in the underlying approach. Technically, there are no additional requirements when setting up endlines compared to baselines. You may want to review the guide [Project set-up study set-up data collection and grading](#).

You only need to consider that the system allows you to create, then activate, grade, etc. the later study, depending on the state of prior studies. For example, you may want to directly set up a draft of the endline study once you have completed the baseline study set-up. The template functionality of the software will allow you to do that. However, you can only create another t-line study draft if you have activated the prior study. Please see the [FRMC technical user manual](#) for details.

In practice, you are advised to try and use the same data-collection methods, triangulations, and key informant and focus-group discussions that you used for the baseline. But you will have learnt in prior studies what worked in terms of data-collection methods, the data-collection process itself, and you should reflect this here. If a certain focus group did not have the right information or answers on some of your resilience sources, then you may want to select other groups, or even other data-collection methods, for that source. You may also find that a certain focus group did not work well at all and not include it in the endline. In this sense, it is important not only to consider the consistency of the study set-up, but also the data quality and the value of the data itself. It is very likely better to change the set-up in a particular resilience source to collect better quality data than run into the same issues again that you already encountered in the baseline.

As a general rule, review the set-up you used for the baseline and then make adjustments based on your experience rather than start from scratch for the endline set-up. Do triangulate data for each source when possible, but don't over-triangulate, as this significantly increases workload and may provide little additional information. Try keeping household interviews short and use them for resilience sources that are best suitable for household interviews, such as human and social capital, and the first few sources that look at household-level financial capital.

The same rules for statistical representativeness apply to the number of household surveys to be conducted – the tool will suggest the minimum required number of household interviews based on the population size of the community.

**Note:** Depending on when you carried out the baseline, the requirements for this statistical representation may have increased slightly to improve data quality. At the beginning of the FRMC, the tool suggested the number of household interviews be based on 95% confidence. This has been increased to 99% and the tool will show this accordingly. This means that **the tool may recommend a higher number of household surveys for the endline study compared to the baseline study.**

**Note:** If the population size of the community has increased significantly, your original input of number of households and average household size may no longer be accurate. If you feel this should be changed, ask your organizational/country trainer to update these numbers in the community set-up before setting up the endline study.

Be especially careful when selecting secondary sources. They may not have been updated since you last consulted them for the prior study, and therefore may not reflect the latest situation in the community.

Remember that the functionality of the FRMC/the software now offers the feature of online surveys, which can be conducted remotely. However, the objective is to conduct the studies as similarly as possible, so if you didn't use online surveys in the baseline,

think carefully about how the data quality is comparable when interviewees respond online compared to an at-the-door onsite interview.

## 5.5 Collecting data in the community

The approach to conducting interviews at a household level or through focus-group discussions and key informant meetings is not different from baselines.

The objective is to conduct the studies as similarly as possible so that there is the least possible skew or bias in the underlying approach. This also means ensuring that field workers/enumerators do not express bias towards ‘improvements’ or ‘change’, and let interviewees provide their responses based on how they view the community.

Enumerators should not approach the data-collection stage with the expectation that everything has improved in the community and therefore pressurize respondents to show this change in their responses. The data-collection stage must be approached neutrally and factually. Of course, it is a fair approach to actively interact with the interviewees and ask for clarifications or specifications, but do not introduce any expectations of what a ‘good response’ to a question would be, especially if fieldworkers are aware that interventions have been completed in the community that may or may not have changed the situation.

## 5.6 Grading the sources

**Besides a solid endline study set-up, grading is probably the most important step in an endline. It is the key step where project leads and the country management of the organization implementing the project should be careful not to introduce measurement bias.**

Carefully consider “clearing your mind” to avoid bias, before assembling the grading team and start running the grading exercises or grading workshops. The objective of the grading is to assess the situation factually at the time of the study in the respective community, and **not to think about what has changed compared to earlier studies, or to highlight how certain interventions have brought about change in the community.** There is no pressure to increase a grade in an endline just because you think something has been done to address that resilience source.

This is important for multiple reasons:

- **The FRMC is not a monitoring and evaluation tool**, so it will not evaluate the quality of interventions that you have implemented.
- **There is no linear relationship between the grades for individual sources of resilience and interventions.** It may be that one intervention influences several sources at the same time, but we cannot and should not anticipate these relationships – only the full dataset of all FRMC measurements may shed some light on this.
- **The time element: even the best, swiftest, and most effective interventions will take time to show effect**, and everything that is happening in the community may not show an effect in your t-line yet. This is one of the motivations to ideally conduct several t-lines over time.

**It is therefore crucial that you do not review or compare the baseline study with the ongoing endline study.** As you do your endline grading, only focus on the current

dataset, which will tell you about the grades of the sources at the time of that endline. Ideally, do not look at the baseline results for quite some time before conducting the endline grading, so that you don't even unconsciously have that baseline in mind and start afresh for the new grading. Consider having a colleague who has not been involved in the interventions join you to review the grading rationale; this can help with objectivity.

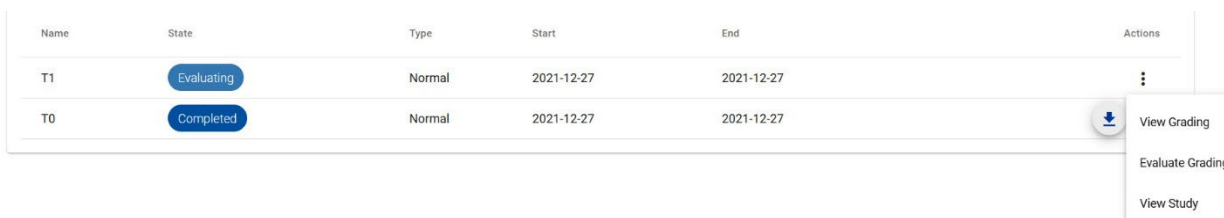
## 5.7 Evaluating grade changes

This is an additional project step that is different for t-line studies after the baseline. In the evaluating status (only available for studies that are not T0), the grade changes in a T>0 study compared to the prior study need to be assessed and justified. For T0 studies, the status will be moved from grading to completed directly, without evaluating, once grading has been set.

It is at this stage, and also the results-analysis stage, that you should start considering what has changed and, potentially, why. This will help you develop a narrative when you share the results with community and external stakeholders.

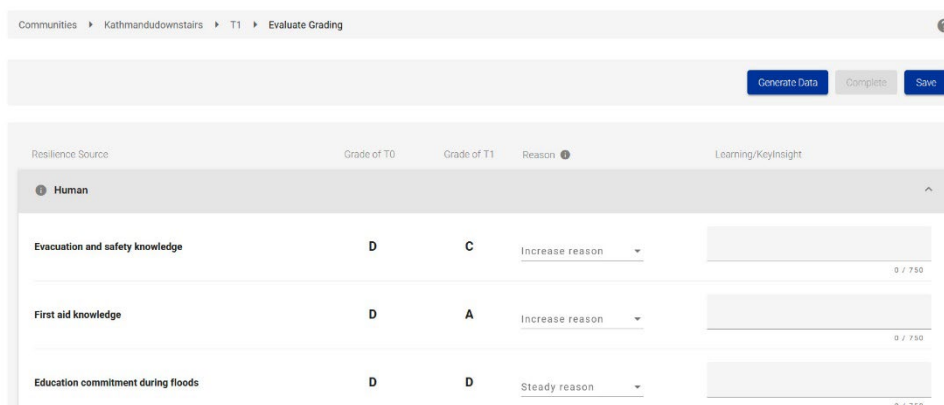
In this step, the project lead is asked to provide a reason to explain the grade of T(n) compared with the prior study T(n-1). Depending on the three possible scenarios for each source (grade increase, grade unchanged, grade decrease), you must select from the dynamic drop-down menu which of the choices best explains the grade change. There is then a free-text field where you can provide a short explanation, which is especially useful for highlighting which actions or interventions are believed to have contributed to the respective situation (see Figures 4 and 5).

**Figure 4 The 'Evaluate Grading' selection, available from the context menu in the community overview screen for a T>0 study**



Name	State	Type	Start	End	Actions
T1	Evaluating	Normal	2021-12-27	2021-12-27	⋮
T0	Completed	Normal	2021-12-27	2021-12-27	View Grading Evaluate Grading View Study

**Figure 5 The 'Evaluate Grading' screen with different scenarios of grade changes**



Resilience Source	Grade of T0	Grade of T1	Reason	Learning/KeyInsight
<b>Human</b>				
Evacuation and safety knowledge	D	C	Increase reason	0 / 750
First aid knowledge	D	A	Increase reason	0 / 750
Education commitment during floods	D	D	Steady reason	0 / 750

When looking at the change between baseline and endline grades, it is tempting to assume that the community with the largest increase has in some way performed the 'best'. This is not how the Zurich Flood Resilience Alliance views the measurement tool. In some cases, resilience grades may go down due to unavoidable external factors, and it is perfectly reasonable for a country programme to make the case that grades would likely have gone down even further without their interventions. In some cases, the right interventions for a community may result in an impressive increase in grades but, in other cases, the implementing organization may decide the time is right to tackle a more entrenched issue that is critical for flood resilience but works over a long time period and is pertinent to only a couple of source grades. In any case, the grade change evaluation can put the change into context.

**Note that, even in this step, the intention is not to evaluate the effectiveness or success of your project work or individual interventions, but, rather, is an attempt to start looking at what may help build resilience or not.** Providing a short rationale will help in that quest, and a project is currently underway to help us better understand how interventions may build resilience and how the Zurich Flood Resilience Alliance's 'intervention questionnaires' combined with this grade change evaluation stage can provide the necessary research basis for that. In this sense, with endlines, you are still contributing to global learning aimed at improving the flood resilience of millions of people worldwide.

## 5.8 Analysing the results

**The results-analysis step is initially no different from baselines.** The data cockpit offers you the same features to look at the result of the endline study numerically or graphically, and to use the full, rich concept of resilience by looking at the various lenses.

However, in a second step, it is possible to bring in the earlier studies and view, for example, the T1 and T0 results side by side. At this results-analysis stage, you should start considering what has changed and, potentially, why, in order to develop a narrative and plan your approach for sharing the results with the community.

Remember that the FRMC is not intended to be a project or intervention-evaluation framework used by external assessors to evaluate a project's efficiency or effectiveness. Rather, it is intended as a fully integrated framework and tool that will be deployed at various stages of a long-term (multi-year) community resilience-building programme to support decision-making and generate evidence of how resilience in a community changes over time. This should form the basis of planning discussions with the community about where the community stands at the time of the endline, what has changed, and why.

The FRMC has not been designed to be a competitive tool to compare the performance of communities. Overall resilience scores should not be compared across communities, nor should individual sets of strengths and weaknesses of communities be used to demonstrate good/strong/resilient or bad/weak/not resilient communities. The FRMC simply provides information about change and the direction of the journey for the communities themselves, relative to where they started and where they want to get to.

The numbers/grades and the quantitative aspects of the FRMC are a progress guide, not the outcome. This is particularly important to keep in mind when discussing endline results. Again, it is not the intention to showcase how much one community has progressed and compare this to 'how little' another community has progressed. While globally we are in a race to resilience and need to adapt to a world in which the climate has changed and will continue to change, it is not a race between individual communities to outcompete one another in their resilience journey; on the contrary, resilience journeys can be used to identify synergies of how communities can jointly become more resilient.

However, although communities should not be compared in a competitive sense, it is possible to aggregate and then analyse results both over time and also across groups of communities. This type of aggregated analysis could be used to link the community level to higher administrative levels and hence understand the situation across a region, and identify how communities can work together to jointly increase resilience or advocate to their enabling environment to provide further support on the resilience journey. This is also important to keep in mind when thinking about the sustainability of your resilience programmes and what legacy any ending programme can bring: keeping the resilience journey alive and leaving communities with a sense of ownership and ideas of what could be done next are all important aspects.



For more information  
write to [info@floodresilience.net](mailto:info@floodresilience.net)  
visit [www.floodresilience.net/FRMC](http://www.floodresilience.net/FRMC)  
or follow [@floodalliance](https://twitter.com/floodalliance)  
on social media.

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