Aboriginal Disaster Resilience Planning Guide

STEP 1 — Getting Started

STEP 2 — Resilience Assessment

STEP 3 — Building a Resilience Plan

STEP 4 — Plan Implementation

Aboriginal Disaster Resiliency Planning (ADRP)

Resource Guide

JUSTICE INSTITUTE
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Table of Contents

Before You Start

Welcome to the ***Aboriginal Disaster Resiliency Planning (ADRP) Resource Guide***. This guide provides:

1. An alphabetical listing of the various online and printable resources that are available and downloadable on the ADRP website. They are listed alphabetically and are cross-referenced with the ADRP steps and activities where they would be most useful.

2. An alphabetical listing of the various audio-visuals available on the ADRP website to help members of your community better understand a number of key steps in the ADRP.

Paper-Based Resources

Aboriginal Disaster Resilience Planning Guide: Overview and Instructions

Used In: Introduction
Type of Activity: Highly Desirable
Number of Pages: 13

The *Aboriginal Disaster Resilience Planning (ADRP) Guide* is designed to help you work through the various steps: how to get started; how to assess your community's current state of resilience; how to assess what disasters are likely to take place; and how to develop an *Action Plan* to help your community increase its overall resilience and adopt strategies to help the community survive a disaster.

The *Overview and Instructions* section begins with a preface that introduces the various people and institutions who have had a role in developing and implementing the ADRP. Following this section, the four steps towards ADRP planning are listed and summarized and the *ADRP Guide at a Glance* is introduced — an outline of the various available tools and resources.

Aboriginal Disaster Resilience Planning Guide: Step One – Getting Started

Used In: Step One – Introduction
Type of Activity: Required
Number of Pages: 7

This section of the *ADRP Guide* provides the user with a summary of the four activities in Step One:

- Activity 1 – **Set up a Community Planning Team**
- Activity 2 – **Review the HRA, ARI and the HRI Tools**
- Activity 3 – **Define Community Borders**
- Activity 4 – **Getting Community Buy-in**

Along with the activities, the *ADRP Guide* provides a list of resources and an abbreviated check list for activity completion.

Aboriginal Disaster Resilience Planning Guide: Step Two – Resilience Assessment

Used In: Step Two – Introduction
Type of Activity: Required
Number of Pages: 10

Step Two is the busiest portion of the *ADRP Planning Guide.* Five separate, but integrated, activities are discussed and the tools for **Hazard Risk Analysis (HRA)**, *Aboriginal Resilience Index (ARI)* and the *Hazard Resilient Index (HRI)* are summarized. The activities are presented and discussed in the following order:

- Activity 1 – **Developing a Risk Profile**
- Activity 2 – **Gathering Information for Resilience**
- Activity 3 – **Recording Information**
- Activity 4 – **Assessing Resilience**
- Activity 5 – **Develop an Integrated Resilience Profile**

Along with the activities, the **ADRP Planning Guide** provides a list of resources and an abbreviated check list for activity completion.

Aboriginal Disaster Resilience Planning Guide: Step Three – Building a Resilience Plan

Used In: Step Three – Introduction
Type of Activity: Required
Number of Pages: 8

Step Three introduces the importance of setting a vision, developing goals and then examining your HRA, HRI, and ARI to develop doable strategies to mitigate the risks and increase your community's resilience.

- Activity 1 – **Setting a Vision**
- Activity 2 – **Developing Goals**
- Activity 3 – **Identifying Resilience Strategies**
- Activity 4 – **Writing the Resilience Plan**

You will conclude this section with a *Disaster Resilience Plan.* Along with the activities, the *ADRP Planning Guide* provides a list of resources and an abbreviated check list for activity completion.

Aboriginal Disaster Resilience Planning Guide: Step Four – Plan Implementation

Used In: Step Four – Introduction
Type of Activity: Required
Number of Pages: 6

The final step, step four, has three activities, which are presented and discussed in the *ADRP Planning Guide*. These include:

- Activity 1 – **Implementing the Resilience Plan**
- Activity 2 – **Evaluating Progress**
- Activity 3 – **Continue Planning**

Remember that working towards resilience is a process. There is no end state. Resilience evolves as your community evolves and changes over time. This process of re-evaluating starts the planning cycle again. This activity involves making changes to your plan that are based on your community's progress. Along with the activities, the *ADRP Planning Guide* provides a list of resources and an abbreviated check list for activity completion.

Aboriginal Resilience Index – Overview and Instructions

Used In: Step Two– Activity 4
Type of Activity: Required
Number of Pages: 3

This resource provides you with a comprehensive overview of the *Aboriginal Resilience Index (ARI) Tool*, including the two categories of resilience**: Community Resources** and **Disaster Management**.

The overview also provides some background on the *ARI*, how to work with the *ARI* and the *Hazard Resilience Index (HRI)* and provides the instructions for completing the *ARI Tool*.

Collecting Information

Used In: Step Two– Activity 2
Type of Activity: Highly Desirable
Number of Pages: 6

This document provides you with a various ways in which you can **collect the required information** to support the resilience assessment process and develop an accurate profile of community resilience.

In particular, the resource provides you with information on how to conduct a **transect walk** and to use **photo voice** as means of engaging your community and obtaining information.

Ways of organizing and storing information are presented and there is a good discussion on **conducting interviews**, **focus groups** and **surveys**.

Community Mapping

Used In: Step One – Activity 3
                        Step Two – Activity 1
                        Step Two – Activity 3
Type of Activity: Required
Number of Pages: 18

This document explains the importance of mapping your community and how to create a meaningful **map of your community**. It is divided into four sections.

The first section provides an overview of the **value of mapping**, **types of maps** and way to **conduct mapping**. Mapping activities can be done by manually or using Geographical Information Systems (GIS).

The second section provides information on establishing **community borders** and the considerations that must be taken into account when doing so.

The third section provides information on **establishing zones in your community** to provide the basis of evaluating where your hazards are most likely to occur (hazard risk assessment) and where your hazards resiliency is at its strongest and where it needs to be improved upon.

The final section is a very **useful list and graphic representation of all of the symbols** that can be used to identify geographical factors on your map and resources that can help your community to create a map for disaster planning.

Community Profile Instructions

Used In: Step Two – Activity 3
Type of Activity: Highly Desirable
Number of Pages: 12

This resource provides you with an overview of the *Community Profile Template* and its importance. The instructions address several key areas on:

- How to gather information
- Where to find information
- How to record information

Everything that you would want to know about in your community is reflected in the depth and scope of resources that are addressed. For example, there is information on how to determine the **population** of your community and diverse topics such as **Historical Indian Treaties**, the **economy**, areas of **conservation**, **landfills**, community **events** and the state of your community's **fire hall** and **police** services.

Community Profile Template

Used In: Step Two – Activity 3
Type of Activity: Highly Desirable
Number of Pages: 63

A *Community Profile* provides a way for the community residents to get together and understand their community and its quality of life. The process of putting together the *Community Profile* is as important as the actual profile itself. In a way, completing a *Community Profile* is similar to putting together a jigsaw puzzle. Each piece of the puzzle completes the picture of your community: who lives and works in your community, what services exist, what businesses exist and what factors make up the spirit of your community to make it different from every other community.

The community profile is divided into **six parts** and can be completed using **the fillable form fields online**.

Part One – Introduction (Pages 2 to 10)

Part One provides an **Overview** of the Community Profile: what it is, why it is important, sources for information, and how to best display the information. It includes

- A definition and description of the **key elements** of the Community Profile such as: community **history**, **population**, **existing businesses** and services, **vegetation and wildlife**, **utilities**, community **events** and other elements
- A definition and description of various components of a community's disaster management capacity such as: **fire halls**, **emergency plans**, and related services such as **Emergency Social Services** and **Search and Rescue**
- A description of hazard relevant information worth identifying

Part Two – Resources (Pages 10 to 12)

Part Two lists potential **sources of information** for gathering the **data** required to complete the Community Profile.

Part Three – Community Profile Template (Pages 13 to 40)

Part Three is a fill-in-the-blanks template for you and your community to complete. You may not have all of the information but you'll be surprised by how much information you actually do have. This is an area where current and past residents can really contribute.

Part Four – Capacity Inventory Summary (Pages 40 to 50)

Part Four provides space to copy over the results of the **Skills and Knowledge Inventory** forms completed by community residents.

Part Five – Disaster Management Template (Pages 50 to 61)

Part Five provides space to document **disaster management-based services** such fire services, equipment, disaster volunteers, disaster management budgets, etc.

Part Six – Hazards Information (Pages 61 to 63)

Part Six provides space to document **historical hazardous events** and potential changes in existing hazards and living conditions.

Glossary

Used In: Introduction
Type of Activity: Highly Desirable
Number of Pages: 8

The glossary lists all of the **key terms** used in the Aboriginal Disaster Resiliency website and documents. They are all listed alphabetically. Over-arching words and concepts such as an "All-Hazards Approach," "Community Assets," "Disaster Resilience" and "Risk Reduction" are defined and contextualized.

Hazard Resilience Index- Overview and Instructions

Used In: Step Two – Activity 4
Type of Activity: Highly Desirable
Number of Pages: 5

This resource provides you with a comprehensive overview of the *Hazard Resilience Index (HRI) Tool*, outlining the need to identify and assess existing community-based strengths, assets and vulnerabilities across a wide range of characteristics and resources.

The overview also provides some background on the *HRI*, how to work with the *HRI* and the *Aboriginal Resilience Index (HRI)* and provides the instructions for completing the *HRI Tool*.

Hazard Risk Analysis Overview and Instructions

Used In: Step Two – Activity 1
Type of Activity: Highly Desirable
Number of Pages: 6

This resource provides you with a comprehensive overview of the Hazard Risk Analysis Tool, including the types of hazards (i.e., natural hazards; diseases, pest infestations and pandemics; and human-caused hazards). The overview also explains why understanding hazards is important, provides the instructions for completing the Hazard Risk Analysis Tool, identifies how the findings link to the Hazard Risk Profile Template, and finishes with a list of all of the potential hazards on the ADRP website.

Hazard Risk Profile Template

Used In: Step Two – Activity 1
Type of Activity: Highly Desirable
Number of Pages: 6

The *Hazard Risk Profile Template* provides you with an opportunity to transfer your findings from the *Hazard Risk Analysis Tool* into one form that collates all of the **potential hazards** that could impact your community.

It provides you with two options to record your findings:

1. You can enter the findings for each identified zone in your community (e.g., neighbourhoods such as the "Downtown Core," or geographical areas such as "the Hillside area") so that you can see on one page those areas at greatest risk/lowest risk.
2. You can complete a **hazard analysis** for the **overall community**, based on the zones you have identified to assist your community in targeting areas for mitigation.

Integrated Disaster Resilience Template

Used In: Step Two – Activity 5
                       Step Three – Activity 3
Type of Activity: Highly Desirable
Number of Pages: 8

This resource provides a way of integrating the findings of the *Aboriginal Resilience Index (ARI)* and the *Hazard Resilience Index (HRI)* into two sections:

1. The *Aboriginal Resilience Profile* – This section provides an opportunity to summarize the ARI findings by:

a. **Categories** of Aboriginal Disaster Resilience (e.g., Community Resources and Disaster Management);
b. A **rating** for each **dimension** of Disaster Resilience for both Community Resources and Disaster Management; and
c. Those items that were **deemed to be important** to the community and needed attention.

2. The *Hazard Resilience Profile* – Allows for the rating of hazards to be organized by:
a. **Hazard type** – e.g., Hydrological
b. Factors - such as having been tagged as "**Important to my Community**"

The resource concludes with some basic tips on how best to present your findings.

Provincial and Territorial Information Guides

Used In: Step 2 – Activity 1
Type of Activity: Highly Desirable
Number of Pages: Variable

An *Information Guide* has been established for each province and territory. These guides can be very helpful in terms of providing you with various links to legislative, regulatory, hazards and resilience resources that are specific to that province and territory.

Key elements for each guide include:

1. The Aboriginal Affairs and Northern Development Canada (now Indigenous and Northern Affairs Canada [INAC]) **National Emergency Management Plan**
2. Aboriginal and non-Aboriginal **government** and **organizational contacts**
3. Territorial **Policing** and **Fire Protection Areas**
4. General Disaster-Related **Geography**
5. **Legislation**
6. **Statistics**
7. Supplemental **Hazards Information**

The information can be useful when completing the Hazard Risk Analysis but also when you are assessing community-based resiliencies and capabilities in regards to your disaster management programs and completing your *Community Profile*.

Skills and Knowledge Inventory – Instructions

Used In: Step Two – Activity 3
Type of Activity: Highly Desirable
Number of Pages: 1

Completing a *Skills and Knowledge Inventory* can better capitalize on the talents and skills available in your community and be surprisingly useful within the context of disaster and in the face of local hazards. This resource provides you with the overall instructions on how to complete the various templates for distributing the templates via:

- mail,
- email, or
- through face-to-face or telephone interviewing.

Depending on your community and the availability of people to assist in conducting these surveys, you may choose to have people complete the forms online, via interviewing, or to send them out by mail. Both the computerized form and the interviewing form can be completed and stored digitally using the **fillable form fields**. Be sure that people save their work frequently!

Skills and Knowledge Inventory – Via Mail, Email or Interviewing

Used In: Step Two – Activity 3
Type of Activity: Highly Desirable
Number of Pages: 10

The *Skills and Knowledge Inventory* will provide your community with a comprehensive assessment of what skills, knowledge (including traditional knowledge), and abilities exist within your residents.

Each inventory is exactly the same other than the introduction to the survey tool, which is worded appropriately for either of the three formats — via email, by interviewing or by being sent by mail — and how to save and submit the document.

The inventory is divided into several parts:

1. **Skills Information** (e.g., skills for caring for the elderly, office/business skills, construction, music and the arts).
2. **Organizational Skills** (e.g., organizing sports teams or spiritual and traditional events or ceremonies)
3. **Disaster Management Resources** (e.g., transportation such as a boat, a First Aid Kit or a chain saw)

It is important that members of each household sign the inventory and agree to have the information shared for the purposes to developing a more resilient Aboriginal Community.

Working Together: Building a Community Team

Used In: Step One – Activity 1
Type of Activity: Required
Number of Pages: 6

This part is discusses both **informal** and **formal** ways of working with a **community-based team**. The formal ways are expanded upon in three appendices:

1. Establishing an **advisory committee**,
2. Partnering with a **sponsoring group** or association, or
3. Forming a **working group**

Each section discusses potential members and structure, the pros and cons of the three different methods and an action list. Some accompanying references are provided.

Working Together: Gaining Community Acceptance

Used In: Step One – Activity 1
Type of Activity: Required
Number of Pages: 2

The more people are involved and the more creative the process, the more likely solutions will be acceptable for everyone in the community. This section provides a variety of ways in which you can engage your community and gain the interest, trust and support of your community to move ahead with the ADRP process.

Information is provided in regards to the importance of garnering **political support** and working within an **incorporated community** or in an **unincorporated community**.

Working Together: Holding Community Meetings

Used In: Step One – Activity 1
                 Step Two – Activity 2
Type of Activity: Required
Number of Pages: 7

In many cases, in order to get community buy-in and involvement it would seem practical to host a community meeting. **Community meetings** can go smoothly or can be a real challenge to manage. This resource has been developed to provide you with some ways of conducting meetings, organizational tips and suggestions and strategies to manage different personalities and interests.

The resource includes sections on:

1. **Promoting** the meeting;
2. Participant **roles**;
3. **Materials** and equipment;
4. Creating meeting **agendas**;
5. **Process** development;
6. **Facilitatio**n techniques; and
7. **Recording** techniques.

You'll find it an invaluable resource for not only completing the ADRP but for managing any public/community meeting.

Working Together: Creating a Community Vision

Used In: Step Three – Activity 1
Type of Activity: Highly Desirable
Number of Pages: 16

This resource is divided into three sections:

1. Creating A Community Vision
2. Community Visioning
3. Appreciative Inquiry

The first section discusses the importance of completing a **Community Vision:** an opportunity to provide your community with some direction regarding where your community would like to be positioned in the future — five or ten years down the road. Following the introduction on establishing a Community Vision, guidance is provided on how to support a **visioning process** through a series of community workshops.

Community Visioning is one approach communities may choose to create to follow in order to create a Community Vision, goals and objectives. This approach calls for the establishment of a Community Task Force to complete a **SWOT Analysis** for each of the key issues.

- **Strengths** – What is going well — or what is right or positive about this?
- **Weaknesses** – What is not going well — or what is wrong or what are the problems?
- **Opportunities** – What can be done to improve the situation?
- **Threats** – What are the threats — both internal and external?

Following this analysis, guidance is provided on how to develop and refine a **Vision Statement** and **Community Action Plan**.

The **Appreciate Inquiry** is another community visioning approach; one that is **strength-based** and which follows four steps:

1. **Discovery** – an opportunity to appreciate what exists in the community that is working well through interviews, surveys or other means of creating and collecting personal stories community-based disaster resiliency.
2. **Dream** – to imagine what could be; to building a positive image based on what is known to be possible in the future. To identify what becoming a disaster resilient community could look like.
3. **Design** – to identify the steps that need to be taken to achieve becoming a disaster resilient community.
4. **Destiny or Delivery** – to identify who can take responsibility for completing the various steps that need to be taken.

Video Resources

1.1 – Setting Up a Team

Used In: Step 1 – Activity 1
Length: 1:13 minutes

Demonstrates an initial community engagement discussion with several First Nations trusted and respected residents regarding whom to choose for the Community Steering Committee.

1.3a – Defining Borders

Used In: Step 1 – Activity 3
Length: 1:22 minutes

The video portrays committee members discussing their community borders and whether or not to include neighbouring communities or not.

1.3b – Community Mapping

Used In: Step 1 – Activity 3
Length: 0:52 minutes

Committee members begin working on their community map and identifying important elements to include on the map to be shared with community at large.

2.1 – Hazard Risk Analysis

Used In: Step 2 – Activity 1
Length: 1:44 minutes

Demonstrates committee members working on completing the Hazard Risk Analysis and discussing the importance of including hazards experts in the analysis. The emergency manager reviews snow melt floods and one committee member mentions the importance of considering oral history when completing the risk analysis.

2.2 – Collecting Information

Used In: Step 2 – Activity 2
Length: 1:01 minutes

The video clip indicates the importance of getting out of the office and doing a tour of the community to identify potential hazards. The video also demonstrates community youth engaging with the emergency manager to participate in a Transect Walk.

2.3a – Community Profile

Used In: Step 2 – Activity 3
Length: 1:41 minutes

Committee members are involved in completing their Community Profile and identifying some of the important elements to consider. Issues addressed include young people leaving the community for educational purposes and the state of the environment.

2.3b – Interviewing

Used In: Step 2 – Activity 3
Length: 1:41 minutes

The video clip begins by demonstrating committee members identifying the value of completing the Skills and Knowledge Inventory. This scene is followed by a demonstration of having a committee member interview someone over the phone and in a face-to-face interview.

2.4a – Community Resiliency

Used In: Step 2 – Activity 4
Length: 2:04 minutes

Demonstrates committee members working on completing the Aboriginal Resiliency Index for Community Resiliency and introduces the use of the Skills and Knowledge Inventory to add to existing local knowledge regarding the level of resiliency in the community.

2.4b – Disaster Management

Used In: Step 2 – Activity 4
Length: 2:18 minutes

Demonstrates committee members working on completing the Aboriginal Resiliency Index for Disaster Management Resiliency. Topics include the community's awareness of local hazards and the existence of evacuation routes.

3.1 – Community Vision

Used In: Step 3 – Activity 1
Length: 2:16 minutes

Community members discuss the benefits of completing a community visioning exercise but express concerns about the time required and how the process links into current planning initiatives. Provides a brief overview of the benefits of an Appreciative Inquiry approach.

3.3 – Reviewing Strategies

Used In: Step 3 – Activity 3
Length: 2:39 minutes

Shows committee members working on reviewing mitigation strategies and choosing items for their Action Plan. The video also demonstrates different approaches for choosing Hazard Resiliency strategies and Community-Based strategies.

3.4 – Action Plan

Used In: Step 3 – Activity 4
Length: 0:51 minutes

The Emergency Manager meets with the committee to bring together all of the work they have completed and to review items for the Action Plan.

4.1 – Celebrating Success

Used In: Step 4 – Activity 1
Length: 1:06 minutes

Demonstrates the committee members celebrating the success of achieving one of the items on their Action Plan – receiving money to support a program for their elders in the community.