

Annex C: Scoping matrix of existing HVCA toolkits

Toolkit	Author	Purpose	Individual Tools (in order)	Aim of Tool	Target Population	Size of Group	Method	Materials	Implementation Time	Context
Hazard, Vulnerability and Capacity Assessment (HVCA within wider child-centred DRR Toolkit)	Plan International	This manual not only focuses on conducting a HVCA assessment, but also to train children on DRR through the process. The process is meant to build children's capacities in DRR; enable children to analyse and monitor disaster risks, vulnerabilities, and capacities in their communities; help children plan for DRR activities they can initiate or participate in their communities; provide a space for children to contribute their perspectives to DRR in their communities; and to link children's HVCA findings appropriately to local disaster management governance and planning.	Community Map	Participants will be able to portray their community/neighbourhood from their perspective, identifying important locations and landmarks, including settlements/residential areas, schools, government and public buildings, infrastructures etc. Participants will also be able to identify/define the area that their risk analysis will cover.	Children aged 10-18	15-20 children	Drawing a community map by participants, drawing relevant buildings/landmarks/facilities etc	Flip chart, markers/crayons/pencils	30-45 minutes	Community focused, child-centred
			Better understanding of our risks, Optional transect walk	Participants will be able to define hazard, vulnerability, capacity, risk, and risk reduction through community examples			Engagement and participation in story of community prone to disaster - discussion and drawing. Children define key words. Optional transect walk based on time available	Flip chart, A4 paper, crayons/markers	30-45 minutes	
			Hazard identification	Participants will identify the hazards in their community.			Discussion based on previous community map	Community map, card, markers, flip chart	30 minutes	
			Seasonal calendar and disaster history	Participants will learn about the history of disasters in their area and identify the time periods when recurrent hazards occur			Discussion, drawing, mapping by month	Seasonal calendar, flip chart, markers, worksheet template	30-45 minutes (plus work at home)	
			Hazard ranking	Participants will rank hazards based on impact, frequency, and priority to address			Discussion	Flip chart, markers, large bag of dried beans/pebbles	30-45 minutes	
			Disaster causes and impacts	Participants will describe the causes of disasters and their impacts, including the causes and impacts of climate change, and the links between disaster causes and risk reduction/prevention efforts			Discussion, writing	Disaster causes and impacts template-chart, flip charts, markers	30-45 minutes	
			Vulnerability identification	Participants will identify and analyze vulnerabilities in their communities			Discussion, writing, drawing	Large cards, markers, community map, plastic sheeting, marker to write on plastic	20-30 minutes	
			Transforming vulnerabilities into capacities and identifying prevention, preparation and mitigation activities	Participants will be able to identify the way in which the vulnerabilities identified can be transformed into capacities for mitigating, preparing for, or preventing disasters. The participants will also identify which of their actions are prevention actions, and which are preparation and mitigation actions.			Game, discussion, writing	Flip chart, markers, cards	45-60 minutes	
			Stakeholder mapping and influence	Participants will identify the actors and institutions involved in disaster prevention and mitigation or preparation and how they can be influenced to help reduce disaster risks			Discussion, writing	Cards, flip charts, markers	30-45 minutes	

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Vulnerability and Capacity Assessment (VCA)	International Federation of the Red Cross	The VCA is an investigation that uses various participatory tools in order to understand the level of people's exposure to (and capacity to resist) natural hazards at the grass roots level. It is an integral part (but not the only part) of disaster preparedness and can contribute to the creation of community based disaster preparedness programmes at the rural and urban grass-roots level. As part of the process it allows people to identify and understand the risk they consider should have priority, even if these are not the natural hazards. It is a tool which enables local priorities to be identified and leads to the design of actions that contribute to disaster reduction, as well as the design and development of programmes in each of the International Federation's priority areas that are mutually supportive and responsive to the needs identified by people at the grass-roots level.	Review of secondary sources	Gain an overall picture of the community, reviewing secondary sources including documents and reports produced by other organisations, local government authorities and social institutions.	Local Community					Community focused	
			Community baseline data (quant and qual)	Checklist to assess a community's vulnerability to disaster and its capacities to respond							
			Semi-structured interviews	Used to both give information and to receive information							
			Focus group discussions	Group to give thoughts/views on specific issue							
			Direct observation	Process of observing objects, people, events and relationships. Easy means of gathering data on how people interact with each other and go about their daily activities							
			Mapping	Method of setting out in visual form the resources, services, vulnerabilities and risks in a community. Maps can be used to indicate the location of health clinics, schools, water sources and shelter or to identify locations at particular risk such as areas prone to floods or health hazards, indicating which groups are vulnerable.				Choose either hazard/risk map, spatial map or capacity resource map			
			Transect walk	Used to note the sites and topography of the area and to understand inter-relationships in their natural surroundings. It allows first hand viewing of the interactions between the physical environment and human activities, behaviour, values, attitudes, practices and capabilities over space and time. It also identifies danger zones, evacuation sites and local resources used during emergency periods, land use zones, health issues, commercial activity in the community.							
			Seasonal calendar	Explores the changes taking place in a community over the period of one year. Shows not only weather patterns, but also social and economic conditions (including economic recession), public events and seasonal activities such as harvesting. Calendar can be used to identify periods of stress, hazard, disease, hunger, debt and/or vulnerability.							
			Historical profile / Historical visualisation	Give an insight into past events, such as hazards, and what changes have occurred over time. The two variations can also assist in building a picture of the effects of past events on the community, and track changes in the environment and community behaviours and shed light on causal links.							
			Household / Neighbourhood vulnerability assessment	Tool is a graphic means of assessing the main vulnerabilities faced by individual households and neighbourhoods. Enables you to gather information about the main vulnerabilities faced by people in the community, both individually and collectively.							
			Livelihoods analysis / Coping strategies analysis	Tool assesses what assets or resources are available to a sample of households and the damage/disruption to those assets and resources when a hazard occurs. The tool also assesses how the livelihoods and their assets can be protected and strengthened from the impact of hazards, and assess the capacities of the members of the community to construct safe houses or to live in safe locations.				Interviews and diagrams			
			Institutional and social network analysis	Tool uses a diagram to show key organisations, groups and individuals in a community, the nature of the relationships between them and the perceptions that people have of their importance.							
			Assessing the capacity of people's organisations	A tool for organisational analysis that can help a community identify the people's organisations that are important to it. This tool is closely linked to capacity mapping.							
Venn diagram	Tool used to clarify the different interest groups, institutions and decision-making patterns. Shows the claims people have on others during a period of hardship and how institutions, both internal and external, operate to provide resources during an emergency.										

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Urban Participatory Vulnerability and Capacity Assessment (PVCA)	Save the Children India	PVCA is the first step in planning to gain an in-depth understanding of the community through the key lenses. It is an appraisal/mapping of the given community's realities, vulnerabilities, risks as well as capacities. The PVCA provides a solid foundation for designing, planning, implementing and evaluating practical coping and adaptive strategies. It contributes to linking DRM programmes or initiatives with local concerns, needs and priorities. The information is used to build disaster risk management programmes which include response, mitigation and/or preparedness activities.	Social mapping	A social map will highlight key findings and analysis of the social indicators that will provide an overview of the socio-demographic overview of the community.	Local Community (children, women, men, duty bearers, authorities, electoral representatives, opinion leaders).				1 day	Urban focus, child-centred
			Economic mapping	An economic mapping should provide a pattern/overview of income, expenditure, credit, savings and investments on children. Issues such as land ownership, production of crop types and landlessness is mapped with quantitative and qualitative parameters. Livelihood occupations are also mapped, as well as key vulnerabilities identified and analysed.		1 day				
			Political mapping	Aim of the political mapping tool is to gradually unfold the power sharing pattern/control, the decision making process, access to entitlements, whether there is a silent majority who never speak nor participate, the involvement of women in the decision making process and the extent to which children are a part of the decision-making process.		1 day				
			Seasonal calendar	This helps the community to understand the community dynamics through a calendar year. It builds awareness regarding the vulnerable times during the year that puts the community at risk (through unemployment, starvation, distress, migration etc). It also establishes the linkages with economic and social indicators of the community.						
			Disaster history	This helps to get an overview of the disasters that have impacted the village/area and the key impacts/losses suffered.						
			Hazard / Risk Hunt	Looks to build a physical map of the school/centre, to map the structural features such as cracks, staircase without rails, safe play areas etc. It also is intended to map the non-structural elements such as doors (inwards or outwards opening), electrical switches, water/sanitation etc. A disaggregated list of children, teachers etc would also be made, as well as a map of key risks/ challenges children face on their travel to and from school.						
			Community resource mapping	Every village is equipped with human, technical, material and institutional capabilities. This map is important for forward planning.						
			Household mapping questionnaire	Maps key stakeholders who are affected and can affect the project directly and indirectly						
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Participatory Capacity and Vulnerability Assessment (PCVA)	World Vision	The assessment provides a framework for analysing vulnerability and capacity to adopt to climate change and disasters at community level. It prioritises local knowledge on climate and disaster risks and adaptation strategies.	Rain/Seasonal calendar	A tool that helps in gathering and analysing information from communities on rainfall and temperature for specific locations. It examines trends in rainfall, brainstorm on future rainfall scenarios and potential responses. It is also used to evaluate use of climate information for planning.	Local Community (adults and children)					Community focused
			Hazard / Resource mapping	Community draws a maps showing main livelihood resources and where hazards impact these resources. The members then identify all livelihood resources and generate a list of all climatic hazards they face. They then rank these hazards by their severity.	Local Community (adults and children)					
			Hazard ranking	After the hazard/resource mapping the generated list to probe more from the children if they are facing other different hazards. After consensus, children are guided to prioritise their top 3.	Children					
			Vulnerability and impact analysis matrix	Tool explains that climatic hazards are caused by weather changes and it looks to measure the impacts on livelihoods of men/women/children, the coping strategies they have in place, and whether they are effective and sustainable. It works to look at alternate long term adaptation/mitigation strategies	Local Community (adults and children)					
			Local adaptive capacity and risk assessment	The tool looks at the existing capacity in terms of each adaptive characteristic before and during disaster events, the vulnerability in relation to the local adaption characteristics, and the strategies to increase capacity to mitigate the impact of the disaster and adapt to climate change.	Local Community (Adults only)					
			Institutional mapping	This mapping helps to understand which institutions are most important to the community, analyse engagement of different groups in local planning processes and how they increase capacities or vulnerabilities of communities. Overall it assesses and evaluates access to service and availability of social 'safety nets' for the community as well as their relevance.	Local Community (Adults only)					

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Participatory School Disaster Management (PSDM)	Save the Children	The PSDM is aimed to guide staff in assessing risks, planning and carrying out physical protection measures. It also looks to develop skills and provisions for disaster and emergency preparedness, response and recovery. It also supports schools in developing disaster plans specific to their local needs and that reflect good practices nationally and internationally. The student and community participatory activities form a section of the broader PSDM.	Knowing our Dangers								
			Natural hazards and human made risks	Aim it to allow students to distinguish between hazards that cannot be avoided and risks that can be reduced.	Children	1 school class divided into pairs	Discussion and picture identification	Paper, pencils, blackboard, chalk, numbers photographs showing hazards in country	35 minutes	School focus, child-centred	
			Hazards calendar	Aim is to consider the various dangers that children encounter, that would prevent them from attending school, and when these might occur		Class divided into groups of 4	Discussion, writing	Paper, pencils			
			Learning from past disasters	Objective is to research and to learn lessons from past disaster in the country and specific area		Class divided into groups of 3	Discussion, writing	Paper, pencils/pens, coloured pencils, crayons			
			Risk matrix	The aim of creating the matrix is to identify the natural and human-made hazards that could affect the school and community in question.		1 school class	Discussion	Chalkboard, chalk, paper			
			Grounds survey and mapping (school)	The aim is to involve the children in leading in the creation of a school grounds risk and resource map to raise awareness about hazards, vulnerabilities and capacities in the school, and to engaging in awareness and risk reduction.		Small groups	Discussion, writing	Map of the school grounds, pencil/pen, school-based self-assessment survey (parts A, B, C and D)			
			Community walk, survey and mapping	Aim to involve children in leading in the creation of a community risk and resource map to raise awareness about hazards, vulnerabilities and capacities in the community, and to engaging in awareness and risk reduction.		Class divided into groups of 4	Discussion, writing, drawing	Community Walk Survey, map of the community, pens/pencils, paper, coloured pencils		Community focus, child-centred	
			Key messages in songs, storytelling and games	To learn key messages for disaster risk reduction and make them the children's own.		Class divided into groups of 3-6	Discussion, songwriting, game designing, storytelling/poem and story writing	Each activity needs 1 copy of 'Key messages for DRR for Households and families'	1-1.5 hours	School focus, child-centred	
			Reducing our Dangers								
			Mind mapping	Aim is to think about what the impacts of hazards are, and what can be done about them. The process will help think about problems in detail and develop specific solutions to reduce dangers.	Children, community members and local experts	Various groups depending on specific sub-activity	Discussion, writing, drawing	Results from previous tools, copies of 'summary of risks requiring action in and around the school'	3-4 hours	School focus, child-centred	
School rooms earthquake hazard hunt	Aim is to complete the earthquake hazard hunt in all rooms of the school to identify anything that could injure or kill people by falling, sliding, or colliding during an earthquake, and any valuable assets that might be damaged.	Children	Groups (unspecified number)	Discussion, writing	Paper, pencils, blank copy of 'school non-structural earthquake risk reduction action plan'						

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Community Owned Vulnerability and Capacity Assessment (COVACA)	World Vision	The COVACA toolkit comprises a series of exercises that a community will undertake to identify: a) the likely disaster risks that threaten the community b) capacities (strengths and weaknesses) the community has in dealing with disaster risks, these include traditional mechanisms and c) what the community can do to be prepared to face disaster risks and to reduce their impacts.	Part A - Gathering basic info on the community								Community focus
			Community fact sheet	Tool allows community to fill out basic information of the area where they live.	Local Community						
			Social mapping	The tool helps the group to build a picture of the relevant existing structures and key actors in the primary focus area. The process helps the group and relevant staff to understand the social and institutional context of their work and gives them early and essential information.							
			Part B - Identification of hazard								
			Disaster timeline	Explores types of shocks that have affected the community in the past	Local Community						
			Food calendar	Used to map out the production and availability of foods over a 12 month period							
			Important changes	Identifies patterns or trends and assesses the level of preparedness for future hazards.							
			Seasonal calendar	Tool gathers information on changes in seasonal activity. It can help identify perceptions of long term changes to the climate and the degree to which climate data is used in community planning. It can identify regular events associated with conflicts/							
			Important health issues	Tool reveals the existence of health problems related to disasters and climate change							
			Selection of key threats	Tool allows community to identify what they perceive the key threats to be							
			Part C - Identification of vulnerabilities, capacities and coping mechanisms								
			Impacts / Vulnerabilities	This process will help participants/communities to understand which aspects of their livelihoods are vulnerable to particular hazards, the nature of that vulnerability, and whether there are institutional and/or policy factors which contribute to that vulnerability.	Local Community						
			Coping mechanisms / capacities	These four tools help participants/community members to understand which livelihood assets and which policies or institutions can be drawn upon in order to cope with or recover from hazards.							
			Causes								
			Capacity and resources								
			Early warning sign								
			Part D - Planning of community activities								
			Identifying activities	The community can now bring together all the information that they shared during previous activities to identify activities that they can do within their own resources to better protect themselves.	Local Community						
			Action planning								
			Part E - Feedback and sharing, reporting and monitoring								
Feedback and sharing	Once all the processes have been done, these tools ensure the assessment is shared with other community members. It also ensures the staff member reports their impressions on how the exercise has been done with the community.	Local Community									
Reporting											
Regular monitoring											
Annual monitoring											
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Urban Community Risk Assessment (UCRA)	Bangladesh Government	The URA looks to understand the characteristics, circumstances and causal relationship among factors that render urban dwellers prone to disasters. It looks to determine the nature and extent of risk by analysing potential and actual hazards, evaluating conditions of vulnerability and potential threat, to people, property, livelihoods and the environment. It then looks to examine the capacity gaps and from there the risk assessment identifies priority interventions required to address the risks in question. This helps to determine the level of risk an urban community faces given their particular areas within a city. The participatory approach facilitates the active involvement of city dwellers and other crucial stakeholders, fostering a common understanding, ownership, sense of responsibility and mutual accountability.	Validation of relevant secondary information	Aim is to collect data (economic, geographic, demographic etc) on the relevant area.						Urban community focus	
			Transect walk	Aimed at identifying obvious vulnerabilities whilst interviewing community members along the way. It is an opportunity for community members to see the overall scenario and sensitises them about how their actions contribute to the accumulation of disaster risk.							
			Hazard mapping	Maps depict the spatial locations, size and frequency of hazards. They provide motivation for risk management actions that would be difficult to obtain without a compelling visual aide.							
			Focus group discussions	Allows richer and more in-depth understanding of the differential perception of hazards by the various sectors							
			Household and institutional level vulnerability survey	Shows household and institutional level vulnerabilities, and the level of awareness on disaster risks scenarios.							
			Vision mapping	Shows the future vision of the ward in term of the selected disaster risk reduction measures should be developed to complement the disaster maps and should include information gathered from the survey.							
			Validation of the maps (Present vs Vision)	Presented to Ward Disaster Management Committee and selected senior members for validation.							
			Assessing the capacity gaps	Aims to translate findings into requirements for capability development and resources needed to; prevent the emergence of particular disasters, mitigate the severity of the threats, prepare for events, respond when the disasters happen, and to recover effectively and in a timely manner after a disaster event.							
			Risk statements/consequence	Repeat FGD sessions with same groups as previous FGDs. Facilitators will share final list of vulnerabilities and will ask the participants specific question regarding a specific vulnerability and consequences for the community to check understanding.							

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Urban Risk Assessment	Islamic Relief	Urban risk assessment is a methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat, or harm, to people, property, livelihoods and the environment. Urban risk assessment is also a process which assists policy/decision makers, practitioners and government authorities to identify the most vulnerable communities with respect to existing hazard/disasters, and allows them to develop strategies for further risk reduction interventions. The urban risk assessment also gives a glimpse of development and growth, and highlights the bottlenecks of urban planning.	Hazard Assessment at Ward Level								Urban focus
			Hazard mapping	To identify and analyse common hazards in the locality and their magnitude and likelihood	City disaster management committee members, local knowledgeable persons, local professionals, representatives from primary stakeholders		Venn diagram and mapping	Flip chart, different sized/coloured paper, marker and adhesive	2-3 hours		
			Vulnerability assessment	To identify and analyse vulnerability in the locality		Discussion	Flip chart, marker, adhesive	1-2 hours			
			Capacity assessment	To identify and analyse capacity in the locality		Discussion	Flip chart, marker, adhesive	1-2 hours			
			Institutions mapping	To understand the perceptions that local people have of the role and significance of various organisations within the community		Group work and discussion	Flip chart, marker	1 hour			
			Mobility mapping	To analyse people's mobility at different places during day and night time		Mobility mapping	Flip chart, different sized/coloured paper, marker and adhesive	1-2 hours			
			Livelihood mapping	To identify the major livelihoods in the locality and their importance in the context of existing hazards		Chapati diagram	Flip chart, different sized/coloured paper, marker and adhesive	1 hour			
			Key informant interviews	To gain information about the locality, people, past and potential future hazards	Key informants should have involvement with a particular issue of interest	Discussion	KII Checklist, notepad, pen	1 hour			
			Risk Assessment at Community Level								Urban focus
			Hazard mapping	To identify and analyse common hazards in the locality and their magnitude and likelihood	City disaster management committee members, local knowledgeable persons, local professionals, representatives from primary stakeholders		Venn diagram and mapping	Flip chart, different sized/coloured paper, marker and adhesive	2-3 hours		
			Vulnerability assessment	To identify and analyse vulnerability in the locality	Ward commissioner, local knowledgeable persons, professionals, representatives from primary stakeholders		Discussion	Flip chart, marker, adhesive	1-2 hours		
			Capacity assessment	To identify and analyse capacity in the locality	Ward commissioner, local knowledgeable persons, professionals, representatives from primary stakeholders		Discussion	Flip chart, marker, adhesive	1-2 hours		
Key informant interviews	To gain information about the locality, people, past and potential future hazards	Key informants should have involvement with a particular issue of interest		Discussion	Notepad, pen	1 hour					

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Urban Situational Analysis Guide and Toolkit (USAT)	Save the Children	The USAT is designed to assist child-focused development agencies to develop evidence on the scale and nature of poverty and inequality in cities and urban areas, with a view to deepening knowledge on the opportunities and challenges to impact the most vulnerable and marginalised children at neighbourhood, municipality and city level. This involves analysing the political economy and gathering of data on child rights in cities to identify potential programming opportunities and entry points within poor urban areas. The USAT will help to identify target groups and areas for projects by identifying pockets of poverty and vulnerability within a city.	Demarcation of vulnerable locations (where the intervention/investigation is to take place)	If the programme focus is city-wide, then demarcation is not necessary but if the area of interest is a particular location or locations within a city, then a mapping exercise to identify the vulnerable populations in their place of existence needs to be done. The identification of slums and description of their characteristics is important because a) localising interventions to target the most vulnerable children requires a clear demarcation of localities which house primary stakeholders and their caregivers; and b) if some extent of ground truthing is a necessity as part of the SitAn exercise, then it is necessary to have slum locations and their broad characteristics on hand so that a rudimentary sampling exercise can be undertaken to select a representative lot.	Not applicable	Not applicable				Urban focus, child-centred
			Desk Review of Secondary Data (including child budgeting, local government systems to determine actors responsible for service delivery)	Review should seek reports and analyses produced by other development actors in the urban area, by local orgs. and by urban and national governments responsible for governing the urban area. Analysis of data should be disaggregated, to the extent possible, by various characteristics of children as relevant in each context. This is important in understanding the multiple forms of discrimination and exclusion that girls or boys, at different ages in their childhood, as well as women may face. Child budgeting as part of the desk review is a tool whereby one can examine the true commitment to child welfare and child protection programmes a government has for any given fiscal year. It lets you take stock of the development strategy a country prescribes to and the recourse gaps in meeting its commitments.	Not applicable	Not applicable				
			Interviews with Key Development Partners (KDPs)	KDPs are representatives of donor agencies and their partner organisations funding child rights initiatives in these cities and beyond, local NGOs, Child Rights NGO networks and research/academic institutions etc. The aim of these interviews is to acquire a comprehensive understanding of the challenges that are faced in running a child rights based development programme in urban areas, both at the funding level as well as execution on the ground.	Key development partners		Discussion			
			Interviews with Key Duty Bearers (KDBs)	These discussions are held with duty bearers to get first-hand information from the stakeholders about the status of vulnerable children based on their on-job experience, understand different types of interventions that are available to address various child-rights issues at city-level, and finally, with their help identify gaps in the system that leave children open for exploitation and deprivation.	Key duty bearers		Discussion			
			Focus groups with children and caregivers	It is necessary to talk directly to children in vulnerable situations and their caregivers. This will provide insights into a child's understanding of rights, how children at risk cope with their vulnerabilities, their survival strategies, met and unmet expectations from family and duty bearers and finally, what they see as their future.	Children and caregivers		Discussion			
			Priority ranking using participatory appraisal techniques (Problem ranking or paired ranking)	Used to elicit local people's perceptions of the most important development needs/problem they face.						
			Stakeholder Analysis	This is the identification of a project's key stakeholders, an assessment of their interests in the project and the ways in which these interests may affect a project. The reason for doing a stakeholder analysis is to help you identify a) which individuals/organisations to include in your coalition b) what roles they should play and at which stage c) who to build and nurture relationships with and d) who to inform and consult about the project.	Key stakeholders					
			Rapid primary quantitative surveys (only to be done if there is no secondary data available or if benchmark values for potential outcome/impact indicators will have to be generated)	If an urban programme is being planned that is confined to a single neighbourhood/cluster of localities, and disaggregated data on crucial aspects is not available, then country teams can commission a quick survey of children and caregivers to fulfil these data gaps.	Children and caregivers					

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Climate Vulnerability and Capacity Analysis (CVCA)	Care International	The main objectives of the CVCA are to a) analyse vulnerability to climate change and adaptive capacity at the community level and b) to combine community knowledge and scientific data to yield greater understanding about local impacts of climate change	National Level								National focus
			Secondary research	Scientific information on climate change is generally available at country level and can help in identifying which climate-related shocks and stresses are likely to affect communities. Important to know what info is available and re-package it in a way that will be interesting, relevant and easily understood in communities							
			Institutional mapping	Aim is to understand the context at the national level and to guide further analysis. Provides useful info to plan the scope of the policy analysis and to identify key stakeholders for further investigation.							
			Policy analysis	Aims to understand the dynamics of policies in different sectors, how they address climate change, and how they may affect adaptive capacity at the local government/community, and household/individual levels.							
			Key informant interviews	Key informants provide information and analysis on the implementation of relevant policies							
			Local Government / Community Level								Community focus
			Secondary research	Gain an understanding of the livelihood strategies, socio-economic situation, power dynamics and local governance in the target communities is critical to ensuring that facilitators are effective during the field work, and to identifying focus groups within the community							
			Policy analysis	Assess the degree of decentralisation of decision-making in shaping adaptive capacity of vulnerable households/individuals. Regional/district plans give helpful info on priorities of local governments. Can also provide insight into level of participation of vulnerable people in establishing these priorities. The status of implementation can yield useful info on resource and capacity constraints faced by local actors.							
			Institutional mapping	Aims to better understand which institutions are most important to people in target communities. It assists in identifying the institutions that should be engaged in the CVCA process, as well as potential allies and opponents in addressing vulnerability at the community level.							
			Key informant interviews	Provide useful insights into local governance structures and status of implementation of local policies and programmes.							
			Household / Individual Level								Household focus
			Secondary research	Having more background information can allow the field work to focus specifically on climate change issues.		5-12 people					
			Hazard mapping	Aim to become familiar with the community, see how the area is perceived by different groups within the community. It identifies important livelihood resources in the community, and who has access and control over them. It identifies area and resources at risk from climate hazards, and it analyses changes in hazards and planning for risk reduction					1 hour 30 minutes		
			Seasonal calendars	Identifies stress, hazards, hunger, debt etc. It looks to understand livelihoods and coping strategies, to analyse changes in seasonal activities and to evaluate use of climate info for planning					1 hour 15 minutes		
			Historical timeline	Aims to get an insight into past hazards, to make people aware of trends and changes over time, and to evaluate extent of risk analysis, planning and investment for the future					1 hour 15 minutes		
			Vulnerability matrix	Determines the hazards that have the most serious impact on important livelihoods resources, determines which livelihood resources are most vulnerable and identifies coping strategies currently used to address the hazards identified					1 hour 30 minutes		
			Venn diagram	Looks to understand which institutions are most important to communities, as well as analysing engagement of different groups in local planning processes. It aims to also evaluate access to services and availability of social safety nets					1 hour 30 minutes		

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Community Risk Assessment (CRA)	Bangladesh Government	CRA is a participatory process for assessing hazards, vulnerabilities, risks, ability to cope, preparing coping strategies and finally preparing a risk reduction options implementation plan by the local community. CRA looks to use scientific information and predictions and participatory discourses to identify, analyse and evaluate the risk environment of a particular community, and then reach a consensus amongst the community on actions that are needed to manage the risk environment.	Validation of relevant secondary information	Tool uses community members to validate secondary information	Local teachers, knowledgeable persons, Union Disaster Management Committee (UDMC) members	10-15 people	Discussion	Secondary information docs/maps, notebook, colour marker, pens	2 hours	Community focus
			Transect walk (familiarisation tour)	Tool looks to gain clear understanding of the locality and its natural resources, land use, local problems, prospects etc	Local land surveyors, knowledgeable persons, local professionals (school teachers and other primary stakeholders)	6-8 people	Discussion, writing	Map, notebook, pen/pencil	3-4 hours	
			Focus group discussions	Aim is to gain information about the locality, people, their livelihoods, local risk environment (hazards) and local/traditional preparedness and coping strategy	UMDC members, local knowledgeable persons, local professionals	6-10 people	Discussion	FGD checklist, notebook, marker, brown paper, board, tape, pen	3 hours	
			Social mapping	The mapping collects information on the topographical, villages/settlement, physical infrastructure, institutions, commonplaces, land use, disaster prone and impacted areas and natural drainage of the area. This information will be recorded on maps	UMDC members, local knowledgeable persons, local professionals		Discussion	Brown paper, union map, pens, adhesive labels, scissors, pencil	3-4 hours	
			Hazard venn	Aim is to identify and analyse the common hazards in the locality, their magnitude and likelihood	UMDC members, local knowledgeable persons, local professionals	6-10 people	Discussion, writing	Brown paper, diff sizes/colours of paper, marker, adhesive	1 hour	
			Hazard mapping	Tool aims to locate the affected areas by specific hazards within the union	UMDC members, local knowledgeable persons, local professionals		Discussion, drawing	Large union boundary map, colour pencil, marker	2 hours	
			Livelihoods seasonal calendar	Calendar aims to look at local livelihood options and its seasonability dimensions	UMDC members, local knowledgeable persons, local professionals	6-10 people	Discussion, drawing	Brown paper, scale, colour markers, board, adhesive tape	1 hour	
			Hazard seasonal calendar	This looks at the occurrence and intensity period of listed hazards and their changing trend due to 'climate change' in the locality	UMDC members, local knowledgeable persons, local professionals		Discussion, drawing	Brown paper, colour markers, board and adhesive tape	1 hour	
			Key informant interviews	Aim is to gain information about the locality, people, their livelihoods, past and potential future hazard impacts	Individuals who have involvement with a particular issue of interest	6-10 people	Discussion	Notepad, pen	1 hour	
CRA Workshop (which has 4 internal steps consisting of 9 activities)	This workshop builds consensus among the different concerned stakeholders on identified actions (interventions) relevant to hazard management and mitigation.	Primary and secondary stakeholders	Multiple		7 days					
Toolkit	Author	Purpose	Individual Tools (in order)	Aim of Tool	Target Population	Size of Group	Method	Materials	Implementation Time	Context
Community Risk Assessment (CRA)	World Vision	CRA is a participatory assessment of hazards, vulnerabilities, capacities and people's perception of risks. CRA unites the community and other stakeholders in common understanding of its disaster risks. It enables the community to estimate the range of risk, provides an avenue for children and the community to define their situation and recommend solutions, as well as raising awareness.	Hazard and resource mapping	Aim is for the participants to be able to: a) Know what will be affected or can be damaged by a disaster; b) Identify safe and dangerous places in the community; c) Identify available resources that can be used by the children and community members in disaster risk reduction	Boys and girls		Discussion, drawing	Paper, pencils, pens, community spot map	1 hour	Community focus
			Seasonal calendar (adults)	The participants, at the end of the activity, are able to know the seasonal changes, hazards, diseases, community events and livelihood activities in a given month of the year.	Women's group and Men's group		Discussion, writing	Paper, pencil, markers, ten seeds	1 hour	
			Seasonal calendar (children)	By the end of the activity the participants should be able to: a) share cultural and other religious celebrations in the community; b) share livelihood and typical occupation of people; c) share typical image of children/young people in the community; d) create pin up calendar representing season og the community and situation of children/ young people; e) identify months and places that pose risk/danger to the community, particularly the children; and f) identify the places in the community with high concentration of children and young people	Boys and girls		Discussion, drawing	Paper, pencils, scissors, hole-puncher, yarn, masking tape	2 hours	
			Disaster timeline	This tool aims to teach participants about the history of disasters in the community, the factors that led to the disasters and the impact on the environment and people's lives. The participants will be able to describe how much natural resources have been affected by disasters.	Elderly adults		Discussion, drawing	Paper, metacards, pen, masking tape	1-1.5 hours	
			Organisations in my place	Aim is to identify the organisations that can assist in advancing disaster preparedness efforts	All participants		Discussion	Paper, metacards, pen, masking tape, coloured paper	1-1.5 hours	

Toolkit	Author	Purpose	Individual Tools (in order)	Aim of Tool	Target Population	Size of Group	Method	Materials	Implementation Time	Context				
Community Risk Assessment, Analysis and Planning	World Vision	Designed to effectively carry out disaster risk assessment in target communities which are high risk to natural and human induced hazards. This is a community based approach to DRM where children are at the heart of the process. It provides an avenue for the children and their community to define their situation (through risk assessment and analysis) and recommend solutions (planning) to the issues affecting them.	Tools for Adults											
			Risk map	This is a tool that allows community members to identify visually the capacities, as well as the vulnerable elements of the community especially the children, the elderly and people with disabilities who are put at risk by hazards. The tool enables community members to look at their resource base and make an inventory of their capacities.	Adult community members representing different parts/sectors	Discussion, drawing	Paper, pencil, pens, crayons and plastic cover, community spot map, glue, masking tape			Community focus				
			Disaster timeline	This tool shows the disasters that they have experienced in previous years/decades. The disaster timeline will also demonstrate the repetitiveness and the increased frequency of some disasters, as well as looking at the natural/physical/human resources affected, and how the community coped and responded afterwards.										
			The organisations in my place	This tool identifies the parties/stakeholders who can potentially help advance or hinder the development of the community. Participants will identify the organisations that helped them before, during and after an emergency or major disaster.										
			Seasonal calendar	This tool helps the community identify important aspects of seasonality that affect their lives. The community chooses the indicators they want to demonstrate seasonality against.										
			Hazard assessment	This tool aims to teach participants to be able to identify the kind of hazards or threats present in the community, as well as understanding the nature and behaviour of hazards.										
			Hazard ranking	The aim of this tool is to know the priorities of community members or the most significant problems/hazards faced by the community.										
			Tools for Children											
			Risk map	This is a tool that allows community members to identify visually the capacities, as well as the vulnerable elements of the community especially the children, the elderly and people with disabilities who are put at risk by hazards. The tool enables community members to look at their resource base and make an inventory of their capacities	Boys and girls (18 and under) representing different parts of the community	Discussion, drawing	Paper, pencil, pens, crayons and plastic cover, community spot map, glue, masking tape			Community focus, child-centred				
			The organisations in my place	This tool identifies the parties/stakeholders who can potentially help advance or hinder the development of the community. Participants will identify the organisations that helped them before, during and after an emergency or major disaster.										
			Safe and dangerous places	Aim of this tool is to check if the child has knowledge of safe and dangerous places, and how s/he perceives them.										
			Disaster timeline	This tool shows the disasters that they have experienced in previous years/decades. The disaster timeline will also demonstrate the repetitiveness and the increased frequency of some disasters, as well as looking at the natural/physical/human resources affected, and how the community coped and responded afterwards.										
			Understanding livelihood	Through this tool children discuss the different types of livelihoods in the community. It allows exploration of what alternative livelihood people get involved with during different seasons (eg. flood/rainy season), what livelihoods children are aware of, and the problems associated with these. It also probes into the existence of child labour.										
			My needs before, during and after a disaster	This tool looks to understand and know the needs of the children before, during and after a disaster.										
Toolkit	Author	Purpose	Individual Tools (in order)	Aim of Tool	Target Population	Size of Group	Method	Materials	Implementation Time	Context				
Participatory Vulnerability Analysis (PVA)	ActionAid	PVA is a systematic process that involves communities and other stakeholders in an in-depth examination of their vulnerability, and at the same time empowers or motivates them to take appropriate actions. The overall aim of PVA is to link disaster preparedness and response to long-term development.	Situation Analysis of Vulnerability											
			Focus group discussions										Community focus	
			Historical profile/time line											
			Vulnerability map											
			Seasonal calendar											
			Livelihood analysis											
			Analysing causes of vulnerability											
			Problem tree/objective analysis											Community focus
			Concept mapping											
			Analysis of community action											
			Matrix highlighting communities' ability to cope											Community focus
			Venn diagrams											
			Problem tree/objective analysis											
			Concept mapping											

Toolkit	Author	Purpose	Individual Tools (in order)	Aim of Tool	Target Population	Size of Group	Method	Materials	Implementation Time	Context		
Participatory Capacity and Vulnerability Analysis (PCVA)	Oxfam	The PCVA toolkit outlines a multi-stakeholder risk analysis and planning process designed to help staff and partner organisations engage with communities in contexts where natural disasters are significant drivers of poverty and suffering.	Secondary data collection									
			Beginning work with the community									
			Plate diagram tool	The aim is to find out the demographic composition of the community	Local Community	6-8 people (2 groups of men, 2 groups of women)						Community focus
			Daily time chart	Aim is explore what the gender and generational roles are in the community	Local Community (adult men and women)	Four groups of 5-8 people (mothers, grandmothers, fathers, grandfathers)						
			Circle diagram tool	Aim is to understand what groups and organisations exist within the community, as well as which government/private sector institutions exist within the community and which external institutions does the community interact with	Local Community (adult men and women)	Four groups of 4-6 people (2 male, 2 female)						
			Semi-structured interviews	Aim to find out what the main livelihood strategies are in the community	Local Community							
			Annual livelihoods calendar	Aim of the calendar is to find out what cycles the main livelihood strategies follow	Local Community							
			Resource map	To explore which natural and physical resources are important to livelihoods, life, and well-being in the community	Local Community (adult men and women)	Two groups of 6-8 participants (1 male, 1 female)						
			Analysing hazards, the impact of climate change, vulnerabilities, and capacities									
			Hazard map	Aim is to look at what hazards are affecting the community (and how hazards have changed/might change as a result of climate change)	Local Community (adult men and women and possibly children)	Two groups of 6-8 men, women and possibly children						Community focus
			Historical timeline	Aim is to look at how the different hazards affected the community at different times (and how hazards have changed/might change as a result of climate change)	Local Community (adult men and women)	Groups of 4-6 participants (at least one comprised solely of women)						
			Impact visualisation tool	The tool looks at how the identified hazards affect families and the resources on which they rely for their livelihoods		Four groups of 5-8 people						
			Problem tree	The aim to identify why community members are negatively affected by hazards								
			Solutions tree	Looks at how the community can reduce its vulnerability to hazards								
			Prioritising risk									
			Risk quadrant tool	Looks at which hazards present the highest risk to the community	Women of different ages and men of different ages	1 Group of 4-6 women, 1 group of 4-6 men						Community focus
			Ranking tool	Tool looks at which assets are at greater risk								

Toolkit	Author	Purpose	Individual Tools (in order)	Aim of Tool	Target Population	Size of Group	Method	Materials	Implementation Time	Context
Participatory Vulnerability and Capacity Assessments (PVCA)	Christian Aid	A PVCA is carried out in a community to collect, analyse and systematise information about its vulnerability in a structured way. Its main purpose is to a) identify the key vulnerabilities of a particular community; b) understand how community members perceive risks and threats to their lives and livelihoods; c) analyse the resources (capacities) and strategies available to them to address or reduce these risks; and d) help the community develop an action plan as an important output of the PVCA process	Focus group discussions	Used to obtain diverse ideas and perceptions on a topic of interest in an informal and tolerant environment.	Local Community	Groups of 7-10 people		Notebook, pens (flip chart, markers, audio recorders)	At least 1 to 1.5 hours	Community focus
			Transect walk	This serves to create hazard awareness within the community and will provide the facilitators with useful information including the presence of any excluded inhabitants, how densely populated the community is, the historical development of the village. It will also give an idea about the type, location and distribution of the main resources, landscapes and main land-use and will help establish that everybody is informed about future gatherings		Groups of at least 2 people		Notebook, pens (cameras and audio recorders if wanted)	90 minutes	
			Timelines	An interviewing tool that relies on the knowledge of some members of a community to describe the history of the village and record the important historical events as perceived by the community themselves. By drawing a timeline, the community can learn to temporally trace the disasters they have experienced, but more importantly they can track the frequency with which each different disaster affects their lives, changes in their environment and its behaviour, understand the causal links of the disasters and the links with the community's vulnerabilities, and how the people have adapted and developed specific response mechanisms over the years.				Pens, papers, markers (cameras and audio recorders if wanted)		
			Social mapping	Aims to form a visual representation of a community in terms of (for example) resources, demography, ethno-linguistics, health patterns and wealth. It is one of the best tools used to understand some of the less sensitive aspects of the social interactions within a community				Pens, papers, markers (cameras and audio recorders if wanted)		
			Risk mapping							
			Ranking (including wealth/vulnerability)	The aim is to rank the degree to which different hazards affect people/ property/resources etc to show the kind of hazards people feel affect them the most. It will also provide a tool to assess the importance of different activities in the community's livelihoods.				Pens, papers, markers (cameras and audio recorders if wanted)		
			Power-structure analysis	Focuses on the social and institutional hierarchy of the community. The analyses emphasize the social and economic differences between the households and the perceptions of significance that each group and organisation have of each other.				Pens, papers, markers (cameras and audio recorders if wanted)	2 hours	
			Seasonal diagrams and calendars	Offers a visual representation of the temporal distribution of a community's resources such as economic activities, production activities, epidemics, migration and natural phenomena. At the same time it allows people to plot their strategies, such as diversifying livelihoods, in order to cope with the recurring hazards.				Flipchart paper, markers (cameras and audio recorders if wanted)		
			Action plan development	Culmination of the PVCA. The developing of an action plan is a consensus-building tool aimed at identifying the environmental and/or livelihoods problems and to solve them with the input and support of the community. The aim of this tool is to increase the level of understanding or risk and disaster risk reduction (DRR) by all the participants and to help reach a consensus on proposed new activities that would help improve the resilience and development of a community.				Flipchart paper, markers (cameras and audio recorders if wanted)		

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Participatory Risk, Capacity and Vulnerability Analysis (PCVA)	Action against Hunger	PCVA is an investigative method that uses a variety of qualitative participatory tools (PRA) to engage local stakeholders in their own disaster risk and vulnerability diagnosis. It combines local knowledge with secondary information on disaster risks, and increases understanding of the context where ACF wants to intervene.	Select and meet with the community								Community focus
			Community Agreement	To confirm that ACF has the agreement from the community to carry out the assessment and share information with local and national stakeholders.	Local Community						
			Community Profiling	Aim is to collect basic information about the community, including demographic data, the geographical relationship to key points, to describe land features, to identify power and influence persons and groups etc etc.							
			Identify disaster risks								Community focus
			Focus group discussions	Fieldwork starts with FGDs about general topics like natural hazards, socio-economic vulnerabilities, disaster preparedness strategies, environmental issues etc. This technique explores values and attitudes of different groups, as well as the knowledge and understanding of the topics.	Local Community						
			Disaster History	Help to provide a better understanding of the most significant disaster events that have left their mark on the community's development and evolution, on the changes in their nature, intensity and behaviour. It provides a more in-depth history and community identity. It helps reveal how disasters have affected people's resources over the years and evaluate their negative effects on their lives.							
			Seasonal calendar	Used to study changes in the community over a year. Can show weather patterns, the social and economic conditions, public events and seasonal activities. It shows periods of stress, work, disaster, hunger, debt, or vulnerability.							
			Social, resource and hazard mapping	The maps are used to indicate the location of health centres, schools, water points etc, and identify in particular risk areas and located vulnerable groups. They help to understand complex relationships and allow visual comparisons of information.							
			Transect walk	This is used to observe the community organisation, the risk areas and the available resources. It can be used to record the topography of lands, to understand the interrelationships with the environment, to locate vulnerable sites, evacuation sites, spatial planning, the types of construction, the distribution of social infrastructure, the health issues and facilities, the business activities etc.							
			Historical calendar	Aim is to determine the factors that led to the disasters and the impact on people's lives, livelihoods, environment and assets.							
			Prioritise disaster risks								Community focus
			Disaster risk ranking	Aim is to know, prioritise and analyse the most significant disaster risks faced by the community, and to weight needs and solutions for further assessment. It determines the hazards that have the most serious impact on important people's assets, and the current coping and adaptive strategies.	Local Community						
			Hazard analysis	The aim of this tool is to support the community to describe the characteristics of the major hazard that has been prioritised during the previous stage.							
			Analyse disaster risks								Community focus
			Vulnerability and impact analysis	The aim is to define vulnerable elements, why they are vulnerable and how they are impacted by the specific hazard. It can be used to specify the categories of people affected by a hazard; organisations exposed to the hazard and the physical elements at risk of the hazard.	Local community leaders						
			Capacity and risk analysis	Used to discover the needs from the community and to further disaggregate groups. After capacities and gaps have been listed, a risk rank is assigned to individual or household groups.	Local Community						
			CVA matrix	Aim is to provide an inventory of all the capacities and resources of the population. It is a way to organise information about the community and attempt to have an overview of the main factors to consider prior to planning.							
The problem/solution tree	The community and team together choose the most dangerous hazards based on the disaster risk ranking and analysis tools. Then a problem/solution tree can be developed for the major hazard. The aim is to determine the consequences of the hazard on the community and to determine its capabilities to limit or reduce these effects.										
Visioning matrix	This exercise allows the community to participate in the decision-making process, and to identify potential action on DRR. The tool allows the community to refine the analysis and to define the potential measures that can transform weaknesses into capacities. It provides a vision of their ideally prepared and resilient community.										

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Child-oriented Participatory Risk Assessment and Planning (COPRAP)	Centre for Disaster Prevention (CDP) and the Asian Disaster Preparedness Centre (ADPC)	The aim of COPRAP is to a) assess disaster risks and particular strengths and weaknesses of children and the community through participatory means; and b) to collectively devise risk reduction solutions based on the results of the participatory assessment.	Representation of self	Aim is to build rapport and create ease between the facilitator and the participant, and to know how and identify the strengths and weaknesses of child participants.	Children aged 7-17		Drawing of thing/animal/plant that represents or illustrates self	Paper, crayons/pencils		Community focus, child-centred
			Safe and dangerous places	Aim is to check if the child has knowledge of safe and dangerous places, and how s/he perceives them.	Children aged 7-12		Picture of place/s child considers safe and dangerous	Paper, crayons (or clay)		
			Make me a portrait of...	Aim is to know what the participation of children is before, during and after the flood	Children aged 7-17		Children to act out a scene or activity and will ask them to depict their condition and activities before, during and after the hazard/disaster	Not applicable		
			Dangerous things	Objective is to know the perspective of children towards dangerous things or animals	Children aged 7-12		Molding of dangerous things using clay/mud	Clay of different colours		
			My needs – before, during & after the typhoon and floods	Objective is to know the needs of the children before, during and after the disaster	Children aged 7-17		Molding clay to show needs of children	Clay of different colours		
			Top five problems	Aim it to know the five primary problems that children face	Children aged 7-17		Discussion, writing	Paper, pen/pencil		
			Suggested solutions	Aim is to know the suggestions of the youth and children in solving the problems confronted by the children and the community.	Children aged 7-17		Discussion, writing	Paper, pen/pencil		
			Suggestions to those in authority	Aim is to explore the possible solutions to problems that the teenagers want to suggest to local authorities	Teenagers aged 13-17		Discussion, writing	Paper, crayons (or clay)		
			Hazard and resource map	Objective is to know the safe and dangerous places. To know what will be affected or can be damaged by disaster and locate in the map the resources present in the community for disaster preparedness and mitigation	Adults (men and women separately)		Discussion, drawing	Paper, pen, crayons, plastic cover		
			Understanding livelihood in our place	To know the different forms of livelihood in the community/area	Adults (men and women separately)		Discussion	Paper and pencil/pen		
			The organisations in our places	Aim is to identify the organisations that can assist in advancing disaster preparedness and development efforts			Discussion, drawing	Paper, pen, coloured paper		
Disaster timeline	Aim is to know the disaster experienced by the community, their effects and the actions taken by the people	Adults (men and women separately)		Discussion, drawing	Paper and pen					