01 TOOLS FOR SAFE AND DIGNIFIED PROGRAMMING THAT ARE APPROPRIATE FOR AND ACCESSIBLE TO THE TARGET AUDIENCE

1.3 Community-Led Disaster Risk Management + Protection Facilitation Guide (CLDRM+)

To Ensure the Involvement of Diverse Groups in the Leadership of the Disaster Risk Management Planning Process

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01 Tools for Safe and Dignified Programming That Are Appropriate for and Accessible to the Target Audience

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When disasters strike, people need the basics for survival, food, shelter and water. As humanitarians we must act quickly, but how we work is just as critical as what we provide. People need safety, dignity and access to basic services. This approach is called Protection Mainstreaming or Safe and Dignified Program.

This approach is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. “Protection Mainstreaming” relates to the approach we take in all our programs. It does not mean changing WHAT we do but means we should think about HOW assistance is provided. This is essentially about safe, good quality programming. It is the responsibility of all humanitarian actors and should be applied to all projects. RS Safe and Dignified Programs: efom.crs.org/protection-2/.

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Community-Led Disaster Risk Management + Protection Facilitation Guide

Introduction

As natural hazards, climate change impacts and public health emergencies continue to evolve and overlap, there is an urgent need for disaster preparedness and protection to be integrated in all disaster risk mitigation strategies.

The impact of one disaster event can have "compounding effects" on vulnerable communities due to other risks already present in a specific area. For example, flooding in an underserviced area with limited waste management services or drainage infrastructure could lead to a variety of public health impacts. This in turn could increase risks for people with disabilities or chronic illnesses in the affected area. We know these as "compounding risk" events.

If we want to do our best to protect communities, we need to improve how we prepare, plan and mitigate the impacts of disasters—especially in areas experiencing compounding risks.

This will help ensure the safety, welfare and dignity of all people—especially people who belong to marginalized populations and who are crisis-vulnerable. People who need specific support include older people, pregnant women and teens, informal settlers and people with disabilities, among others.

Purpose

To help guide better disaster preparation, planning and mitigation, CRS has created this *Community-Led Disaster Risk Management + Protection Facilitation Guide (CLDRM+).*

The guide is written for people who develop disaster risk reduction and management (DRRM) plans at the community level. It guides its users to make sure that the processes and procedures in disaster risk reduction and management are inclusive and participatory. This means including different community stakeholders in the development of the preparation, planning and implementation of actions to mitigate the risks associated with prioritized challenges in vulnerable communities. The guide supports a *multi-dimensional approach* to risk assessment and management by identifying which hazards and protection risks could endanger the safety, access and dignity of communities.

The CLDRM+ guide aims to expand the capacity of local civil society partners and government actors. This will improve the sector's knowledge and the strategies used in DRRM systems and programs. The four main goals of this guide are to:

- Improve the knowledge and skills of people who facilitate CLDRM+ sessions
- Improve people's understanding of how a CLDRM+ planning process can be sensitive to protection risks
- Improve the facilitation of CLDRM+ planning processes so that they are more sensitive to protection risks
- Improve people's skills to create learning spaces where they can reflect on disaster responses that are community-centered in a safe, collaborative and innovative environment

When to use

The CLDRM+ process should be used before an emergency or disaster as part of disaster preparation, planning and mitigation activities.

How to use

The CLDRM+ is designed to be a participatory and inclusive tool (see **who to involve** below). It can also be used in different ways, depending on staffing capacity and the availability of resources. The process can use virtual and/or face-to-face sessions.

Who to involve

Anyone who works at the community level in DRRM can participate in the CLDRM+ planning process. The participants must include representatives of groups who are vulnerable and traditionally marginalized. This may include women, older people, youth, children, speakers of marginalized languages, people with disabilities, particular ethnic groups, indigenous peoples, informal settlers and people who are displaced. Participants could include:

- DRRM planners
- DRRM coordinators
- Officers of homeowners' associations
- Community emergency responders
- Civil society actors
- Protection actors
- Representatives of women's groups
- Representatives of people with disabilities associations
- Members of community-based organizations who do disaster risk reduction (DRR) needs assessments at the community level

Key definitions

For other definitions please see the Glossary in Part 5 of the toolkit.

Disaster risk: The deaths, injuries, or damage that a system, society or community may experience over a particular time.

Hazard: Any event, situation or activity that can cause death, injury, property damage, disruption or environmental problems.

Natural hazard: A natural process or event that may kill or injure, damage property, destroy livelihoods, interrupt services and cause disruption or environmental damage.

Protection risk: The possibility of someone experiencing danger or harm—including through violence, coercion, discrimination or deliberate deprivation.

Vulnerability: A characteristic or circumstance that puts a person at higher risk of being harmed or hurt. Vulnerability is different for each person and situation.

Facilitation notes

Preparation

Planning is the first and most critical step in the process. If planned well, the CLDRM+ process will be safe, inclusive and accessible to all.

The following are key steps to take during the planning phase:

- Map out the different groups present in the community—including the most marginalized and vulnerable. Consider how they can be included in the CLDRM+ process. This helps to involve and engage people who may not be able to join the regular workshop group due to cultural and social norms. For example, workshop sessions can be conducted more than once, with separate sessions for people in the same age groups, or people with disabilities. Single women may not be able to join a general meeting but may be interviewed individually or in a women's-only group (interviews could follow a key informant interview [KII] approach). Where appropriate, trusted representatives of people with specific needs can be identified to participate—such as caregivers, advocates, teachers, etc.
- Talk with different groups about how safe it is for them to take part in the CLDRM+ sessions. Ask them how to make it safer for them—for example, by changing the location or time of the session.
- Collect information on protection risks. Use the Bubble Analysis Guide. An example is included in Annex 2.[1]
- Ask people from the community about what barriers might prevent certain people from taking part in the sessions. Make sure to ask them how to get rid of these barriers.

EXAMPLES OF BARRIERS MAY INCLUDE:

Logistical—people may not have transport to reach a location, or it may be hard to reach because of bad roads	**Financial**—it may cost too much money for people to travel to the location, or they may have to miss a day of work to participate	**Security**—the roads may be unsafe, or there may be non-state armed groups in the area	**Physical**—some people may have mobility issues	**Linguistic**—the language people speak may not be used to announce the workshop or to run the sessions	**Psychological/ cultural**—certain groups may not be allowed to leave the house alone or be seen in public; people taking care of children may not be able to leave them at home or bring them to the workshop

- Use this information about barriers to adapt the CLDRM+ content and process to make it possible for all people to participate. For example, interpreters and translators can be hired to make the content and sessions accessible to more people. Resources can be shared in large print for people who cannot see well.
- Make sure the sessions are easy to understand for many kinds of people. Some people may need extra support to understand the sessions, especially during group work. After each session, check that everyone understood the content. Make sure they feel welcome to ask questions or share concerns.
- Make sure key words used in DRRM and Protection are translated into local languages.
- If using interpreters, meet with them before the sessions. Explain the topics of the sessions. Review the topics or words that may be sensitive for a particular group of people. Give them the technical words that will be used, and their official translations before the session so they have time to prepare.
- Let people know about the sessions using different ways and in all the local languages.
- Make sure people can give feedback and make complaints. They must be able to do this in an easy, safe and confidential way. People may want to share concerns or feedback about the CLDRM+ process and the behavior of staff.
- Talk to protection actors working in the area. Invite them to take part in the sessions, along with other relevant actors (as per the list above).

[1] Guide to Bubble Analysis: https://efom.crs.org/wp-content/uploads/2019/05/CRS-Protection-Risk-Analsyis-Guide- May-2019.pdf.

- There should be someone at every session who is trained in psychosocial first aid. This is important because people may share very upsetting stories in the sessions. For example, someone may share that they or someone they know is a victim of sexual and gender-based violence (SGBV). People may also share upsetting information about protection or safeguarding concerns.
- Review the Referral Pathway Card for the area with the team. This has information for people who need basic support and services for health, SGBV, child protection, mental health, psychosocial services, etc. It also tells people about the basics of orienting people to services included on the Referral Pathway Card. The team needs this information so they can:
    - Orient people towards support (if people share protection or safeguarding concerns during the session).
    - Give correct information on the services and support available. People often ask specific questions about the support available during the historical events and mapping sessions.
    - If working in an area where there are no services for people who have protection and safeguarding needs (that is, where there is no referral pathway), work with protection actors to develop a basic referral pathway card.
- All staff should have orientation before hosting CLDRM+ sessions. This should include information about how to:
    - Respond safely to someone who says they have been harmed, abused or exploited
    - Use a survivor-centered approach
    - Orient people to the support and services they need
    - Tell people how to report safeguarding and protection concerns and give feedback[2]
- Make sure that each session has one person for each of these three roles: facilitator, note-taker and psychological first aid (where needed).
- If possible, choose a location with internet access. If people have internet access, they can immediately look up any information during the sessions.

How the sessions are delivered depends on many factors. These factors include how many staff can assist, COVID-19 (and other infectious diseases) alert levels and restrictions, and the resources available. It is possible to do the workshop in a "hybrid" format—for example, with some sessions done online and some in face-to-face sessions.

[2] *Developing a Referral Pathway for Essential Protection Services.*

Overview of the Sessions

The CLDRM+ processes involve the following sessions.

	SESSION	PURPOSE	OUTPUT	TIME
1	**Social Memory of Events**	To create a shared understanding of how the community has changed and continues to change To jointly agree on the frequency of disasters and other stresses	Disaster timeline	2 hours
2	**Mapping of Disaster Responders and Communication Preferences**	To identify and map the individuals, institutions and organizations that contribute to the effective disaster risk management To understand the communication preferences of diverse groups in the community, both in terms of giving and receiving information	Conceptual map	2–3 hours
3	**Community Hazard Mapping**	To assess which areas in the community are at risk of hazards and locations where people are safe	Community hazard and protection risk map	2–3 hours
3.1	**Community Hazard Mapping—Transect Walk**	To finalize the community hazard and protection risk mapping by visiting the areas and making final changes to the map	Updated community hazard and protection risk map	2–3 hours
4	**Vulnerability Mapping**	To identify the needs, barriers to services and support and risks face by vulnerable groups	Vulnerable Groups Map	1–2 hours
4.1	**Risk Mapping with Children and Young People**	To identify the risks and protection factors that exist in the community	Risk Mapping (with children)	45–60 minutes
4.2	**Key Informant Interviews**	To identify the specific needs, barriers and risks of the most vulnerable people and groups	Interview answers	45–60 minutes
4.3	**Vulnerable Group Mapping**	To increase awareness of the experience of vulnerable people and groups		
5	**Community Risk Assessment**	To list and describe current and potential risks in the community and how they can affect the safety and welfare of the community	Risk assessment report	1 hour and 30 minutes
6	**Problem Tree Analysis**	To identify and describe problems which contribute to the risk of disasters	Problem Tree	2 hours
7	**Community-Centered Solutions**	Through a participatory approach, collectively agree on solutions that will prevent, reduce or overcome the impacts of the risks identified. These solutions can then be used as tools or models that can be included in the Disaster Management Plan	Brainstorm of solutions	2 hours
8	**Developing the Disaster Risk Reduction Plan**	Community Disaster Risk Reduction and Management Plan	DRRM plan	1 hour

Session 1: Social Memory of Events

Objectives:	• To create a shared understanding of how the community has changed and continues to change following disasters and other stressful events	• To create a list (timeline) of how often disasters and other crises happen
Output:	• Disaster Timeline	
Time:	• Suggested time 2 hours (this is flexible and depends on the audience)	
Tool Used:	• Social Memory of Events	
Materials Needed:	• Flipchart Paper • Markers • Multicolored paper, cut into small and large circles	• Scissors • Tape

Activity Preparation/Facilitator's Notes

- Make sure that some of the participants have knowledge and experience of the disasters and other crises in the community in the past 5–20 years. This is because this activity is primarily based on the participants' collective memory of past events.
- Identify key past disaster events in the community. This can be done through a desk review or key informant interviews (KIIs).

Sometimes participants will not remember the key disasters or crises or will have forgotten the details. Be ready to add in extra information from the desk review and KIIs.

- Translate key disaster and protection words into the local languages.
- This session may bring up painful memories and strong emotions for some people. Make sure that there is someone trained in psychosocial first aid in the session. This will allow people to receive immediate support.
- Make sure the person taking notes writes down details. Use the note-taking template if needed.

Process

1. Start the session by welcoming all the participants

- Begin by introducing the team. Say each person's name and their organization. Explain the goal of CLDRM+ in simple and brief terms.
- Explain that all different kinds of people from the community are welcome to take part in the CLDRM+ process. This is why people from different groups in the community have been invited to this session. It is important that everyone helps to create a space where people's opinions are valued and heard.
- Everyone has an important job today. They are here to speak for all the other people in their community who are not present. It is important that they imagine what it was like for those people during past disaster events. This means their ideas and opinions and questions mean a lot. Thank them in advance for doing this good and important work.
- Explain that today's session may cause painful memories for some people. These memories can cause strong emotions and distress. Tell them they are free to step out of the session and leave the room if needed. If at any time they want support or are not feeling well, they should tell one of the staff members.[3]

[3] As stated in the directions on how to prepare, at least one staff member leading this session must be able to provide support to people who get distressed. When possible, staff can refer people to local psychosocial support and services.

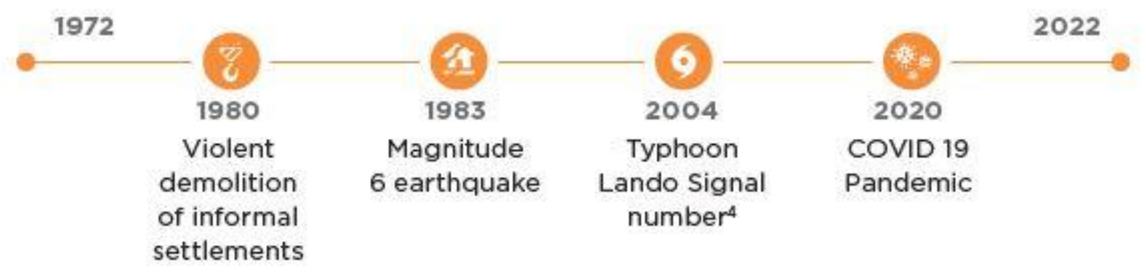
2. Explain the objectives of the session

- Explain that the goal of this session is to remember the important events that have negatively affected their community/village. For this session, "events" mean any disaster events—such as floods, droughts, storms and other crises (including mass demolition of informal settlements, violent conflict, people being displaced).
- Explain that these events will be "revisited" to share experiences and details. By the end of this session, a timeline for the community will be developed, based on their collective memories of important events.
- Explain that sharing experiences and making this timeline should help the community be better prepared for the negative impact of future events.
- Remind them to stay focused on their community. They should not focus on events that happened at the country or regional level that did not affect them.
- Make sure that participants understand key words and concepts—such as "hazard" and "vulnerability"—before doing the activity.

3. Create the Social Memory of Events Timeline

- Show the participants a flipchart with a horizontal line across the middle.
- Draw a point on the line and explain that the point marks the current year.
- Ask the participants to think about the most important events in the community in the past 5–20 years or as far back as they can remember. Important historic events include:
  - Disasters from natural hazards—such as floods, cyclones, earthquakes or tsunamis
  - Other crises—such as violent conflict, the internal displacement or large numbers of people, or rapid spread of infectious diseases

Sample Illustration[4]



4. Explore the timeline

- Ask a person or group to present the timeline to everyone
- Use these questions to guide a conversation about each event on the timeline:
  - How did the event affect the community?
  - Were there any groups in the community that were particularly affected? Which ones? How was the impact of the disaster different for them? What specific needs did they have?
  - What protection issues came about because of the event? For example, did it lead to increased crime, violence, depression, and anxiety or sexual and gender-based violence (SGBV)?
  - How did the community cope with the negative effects?
  - What kind of help did the community have to cope with the disaster? (This is also called a "response")
  - Was there anything missing from that help?
  - Were there any lessons about how help could be better next time?
- Check with the group to make sure they are satisfied with the timeline. If they have no more to add, share any information from the desk review/KIIs that is not already on the timeline. Use the guiding questions above to facilitate a similar discussion. Add them to the timeline.

[4] Adjust the time frame of "historic" depending on the group. Another thing to consider is when the community is settled in the current location.

5. Imagine a future timeline

- Ask the participants if they can see any aspect of these events or timeline that repeat themselves.
- Can any events be predicted which may happen in the future? Either the same events or similar events? For example, the timeline shows many droughts or floods. If the group has predictions, add these to the future timeline.

6. Review key points and close the session

- Review the key points from the sessions.
- Thank the participants for taking part in the discussions.
- Explain the next steps.

Social Memory of Events note-taking template

YEAR	DISASTER/EVENT	IMPACT (BY MAJOR GROUP AFFECTED)	MAJOR ACTIONS TAKEN	LESSONS LEARNED

Session 2: Mapping of Disaster Responders and Communication Preferences

Objective:	• To identify and map the individuals, institutions and organizations that do DRRM at the community level	• To understand how different groups prefer to get information and share information (their communication preferences)
Output:	• Conceptual Map	
Duration:	• Suggested time 2–3 hours (this is flexible and depends on your audience)	
Tool Used:	• Communication Preferences Survey[5]	• Disaster Responders Mapping
Materials Needed:	• White Flipchart Paper • Markers • Multicolored paper, cut into small and large circles	• Scissors • Tape

Activity Preparation/Facilitator's Notes

- Identify disaster responders and protection actors who work at the community and regional level.
- Make a list of the support and services each actor provides. Use the list during the session as a reference tool. If needed, use this mapping and referral guide: Developing a Referral Pathway for Essential Protection Services.[6]

Process

1. Start the session by welcoming all the participants

- Start the session by welcoming all the participants. Explain that this session is the next step in the CLDRM+ process. Ask the participants if they have any questions about the process up to this point.
- Remind everyone that all different kinds of people from the community are welcome to take part in the CLDRM+ process. This is why people from different groups in the community have been invited to this session. It is important that everyone helps to create a space where people's opinions are valued and heard.

2. Explain the objectives of the session

- Explain that the goals of this session are:
  - To identify the key individuals, institutions and organizations that do DRRM at the community level. This means that they do planning and response in the case of disaster event. Some of these people are also called disaster preparedness and response actors.
  - To identify the communication preferences of different groups of people. Communication preferences means how people prefer to get information and share information. It is especially important to understand these communication preferences so that information can be shared with as many people, and as quickly as possible during an emergency.
- Explain that two products will be created during this session:
  - A conceptual map, which shows the relationship and links between disaster responders and the community
  - A list of communication preferences from different groups of people

[5] It is important to do the communication preferences session with different groups separately. For example, this may mean a session with people who share the same language, age group, gender, etc. Make sure the communication preferences of different groups are included in the final communication plan.

[6] *Developing a Referral Pathway for Essential Protection Services.*

3. Complete the Responders Mapping Exercise

PART 1: Identify actors in the community working in disaster preparedness and response

- Explain that the reason why these people and groups need to be identified is to make sure all the relevant stakeholders are included in the CLDRM+ process. It is also important to understand which institutions help respond to a disaster event along with their responsibilities.
- Restate important points from the Social Memory of Events session. For example, show the timeline and share key reflections. Remind people of:
  - The issues which came out after a disaster
  - How the community responded
  - Some of the key lessons learned
- Draw a large circle on flipchart paper. Explain that the circle is the community. Then draw a vertical line in the middle to divide it into two sections. Explain that the left half is the community before the disaster event ("pre-disaster"). The right half is the community after the disaster event ("post-disaster"). The time during the disaster fits into the "post-disaster" half.
- Remind participants that this is a conceptual map and not a physical one. The point is to visually identify the actors who prepare and respond to a disaster event or crisis. It also shows which actors work inside and outside of the community.

Disaster Responders Map Example

- Ask participants to think about who make up the individuals, institutions and organizations that contribute to disaster risk reduction and management at the community level. That is, which actors plan for and/or respond around disaster events? Make a list.
- Then ask them to use a symbol or drawing to show each actor on the map. Explain that they can use smaller/bigger symbols to show the presence (level of influence) of each actor. For example, if most participants are very familiar with a specific actor, they would be seen as having a higher level of influence compared to those with whom the participants are not as familiar.
- Discuss the role and responsibility of each of the identified individuals/institutions. Use the questions below to guide the conversation and exercise. Continue to draw links as the conversation evolves.
  - What kind of services do they provide? What are their priorities?
  - What kind of protection do they offer to the community? Which groups do they serve?
  - How good are the services they provide?
  - Do any of these organizations use new approaches or tools to reduce risks related to disaster events or other crises?
- Tell participants that the next step is to put the symbols or drawings in the circle. Explain that if the actor only has a role and responsibility before a disaster, put them in the "pre-disaster" half; if the actor only has a role

and responsibility after a disaster starts, put them in the "post-disaster" half. If the actor belongs in both halves, put that symbol or drawing on the line in the middle.

- Ask participants to think about the social and protection issues that may come up after a disaster happens. Read out the list of issues the group made. Ask the group if there are any actors who help deal with these social and protection issues that should be included. Are there any actors who help groups with specific needs before, during or after a disaster? Share the examples of actors who help people with disabilities, survivors of SGBV or children and youth.[7]
- Ask the group about the relationships and links between the actors. For the first few responses, have a co-facilitator draw or give them ideas on how to draw this. For example, they can use overlapping circles or similar colors if the actors work together or have similar functions.
- Check with the group to make sure they are satisfied with the map. If they have no more to add, share any information from the desk review/KIIs that is not already on the map. Share information about any actors who are not on the map (make sure they understand what kind of support and services these actors provide). Discuss what kind of actors they are. Use the guiding questions above. Add them to the map.
- Ask the group if there are any support or services people need that no actor provides. That is, is there a gap between needs and services? Are there groups who are not protected in case of a disaster? Are there areas not covered in case of a disaster?

PART 2: Identify actors outside of the community working in disaster preparedness and response

- Repeat the same process above, except this time focus on actors outside of the community. These actors may also contribute in the CLDRM+ planning process.
- Photograph or document the materials from the session. The timeline, a list of actors and concept maps can be shared with local planners in DRRM, so insights or feedback can be considered.

4. Communication Preferences Mapping Exercise

- Explain that the next part focuses on identifying the communication preferences of different groups.
- Communication preferences means how people prefer to get information and share information. Special attention must be paid to whether there are any groups who face challenges in accessing or sharing information. It is important to understand these communication preferences for two main reasons: 1) so that information can be shared with as many people, and as quickly as possible, during an emergency; and 2) so that people have different ways of sharing information with actors. People need the ability to make complaints, ask questions and give feedback.

PART 1: Preferred way to receive information

- The first part will look at the ways in which people prefer to receive information.
- Draw the table below on the flipchart. Make sure to include the symbols and text. This will help more people understand—especially those who cannot read or cannot understand the language being used. Put the drawing in a place where everyone can see it.

[7] Key Protection Service Providers includes security forces (e.g. police) and people who provide services for health, SGBV, child protection, mental health, psychosocial support and legal support.

Information-Sharing Channels

- Explain that the table shows different channels of communication which disaster responders use to get information to the community. Some are in written form (such as newspapers), some are verbal (such as word of mouth or meetings held by community leaders) and some are more modern (such as social media and internet). Ask the group:
  - How does the community receive information now? What channels are available? For example, do people use telephones, radio or community meetings? Is there a channel not included in the table? Add it to the flipchart.
  - How does the community prefer to receive information? Written or verbally?
  - Are there groups in the community with different preferences (both in terms of method and channel)? Explain that different groups may be groups that share things in common—for example age, gender, religion, people with disabilities, etc.
  - How much does the community or different groups trust these channels? Can everyone use them?
- Give everyone a marker. Explain that they should vote for their top three preferences. They can do this by making a mark next to a preference.

This process can be repeated using the same flipchart but with another group. Give the other group marker pens in a different color.

- After everyone has voted for their three preferred options, use the questions below to guide a conversation. Explain that this conversation is about communication preferences based on past disasters.
  - During past disaster events, what were the most trusted channels of communication? Did they change as compared to the ones now marked?
  - What channels are most likely to keep functioning during and after a disaster event or other crises?
  - Are there groups in the community who could not easily find or understand information during the last crisis? What factors made it difficult?
  - How can these factors or barriers be changed?

PART 2: Ways to give feedback, ask questions and report complaints

- The next part will look at the ways in which people prefer to give information. This conversation is about the best way to give feedback, ask questions and make complaints.
- Draw the table below. Make sure to include the symbols and text. This will help more people understand, including if any of the participants cannot read or cannot understand the language being used. Put the drawing in a place where everyone can see it.

Feedback and Complaints Channels

WRITTEN CHANNELS	**SMS**
	Email
	Suggestion Box
	Letter
	WhatsApp/ viper, etc.

VERBAL CHANNELS	**Face to face (meetings)**
	Face to face (office/desk)
	Phone call

- Explain that the table shows different channels of communication which disaster responders commonly use to help community members communicate with them. Ask the participants to share the best ways (or "channels") for community members to give information to disaster responders. For example, how would people give feedback, ask questions and make complaints?
- Give everyone a marker. Ask them to vote for their top three preferred options. They can also add any missing channels.

This process can be repeated using the same flipchart but with another group. Give the other group marker pens in a different color. Sometimes, people prefer different channels for different types of information or in different circumstances. Capture this in the meeting notes.

After everyone marks their preferences, use these questions to guide a conversation. **Make sure to consider groups with specific needs—such as women, men, older people, people with disabilities, children, minority groups, etc.**

- Would everyone in the community be able to use these channels? Would it be safe for everyone to use them?
- Are there groups in the community that find it difficult to give their feedback, ask questions and make complaints? Which groups? What makes it hard?
- How would they prefer to give feedback or make a complaint to a disaster responder about the behavior of their staff or if they notice any form of abuse of power (fraud, exploitation, etc.)? Would they prefer spoken or written ways? Why?
- Which language or languages would they prefer to communicate with aid agencies or other disaster responders?

Make sure that comments are recorded on the note-taking template.

5. Review key points and close the session

- Review the key points from the sessions.
- Make sure to review the concept map.
- Comment on the important information and learning that came out of the exercises.
- Thank the participants for taking part in the discussions.
- Give the participants questions to think about after the session—for example, are there other needs that people have before, during or after disasters or other crises that were not discussed? Are there actors there to fill those needs with support and services?

Disaster Responders Mapping Exercise note-taking template

NAME OF INSTITUTION	ROLE (MEDICAL, PROTECTION, LOGISTICS, TRANSPORT, RESCUE, EVACUATION, RECOVERY, PREPAREDNESS)	LINKS TO OTHER INSTITUTIONS	AREA COVERED/GROUPS SERVING	LOCATION (INSIDE OR OUTSIDE OF COMMUNITY)
Example: Barangay VAWC (Violence against Women and Children) Desk Officer	Protection	Barangay Health Center, Barangay Police, Public Attorney's Office, Municipal Social Welfare and Development Office	Barangay 34 Caloocan/ Women and Children (minors and adults)	Inside the community

Communication Preferences Mapping Exercise note-taking template

GROUP TO CONSIDER (PLEASE ADD RELEVANT GROUPS FOR YOUR CONTEXT)	COMMUNICATION BARRIERS	PREFERRED CHANNELS TO GET INFORMATION	PREFERRED CHANNELS TO SHARE INFORMATION (GIVE FEEDBACK AND MAKE COMPLAINTS)
Women			
Men			
Children			
Adolescent girls			
Adolescent boys			
Older people			
People with disabilities (specify which ones)			
Speakers of marginalized languages			
Minority groups (please specify)			

Session 3: Community Hazard Mapping

Objective:	• To know in which locations in the community people are at risk of hazards (risk zones) • To know in which locations people are safe, or have access to protection measures (areas of low risk)	• To know how protection measures decrease the "multidimensional" risks of disaster events or other crises
Output:	• Community Hazard and Protection Risk Map	
Duration:	• 2–3 hours (this is flexible and depends on your audience)	
Tool Used:	• Community Hazard Mapping	
Materials Needed:	• Base map of the community using satellite imagery from Google Earth or other (if available). Base maps usually give location references for features that do not change—such as boundaries, rivers, lakes and major roads. If a base map is not available, use a large sheet of white paper for participants to add features by hand. • Markers (multiple colors)	• Transparency paper, used to overlay on the base map. It is best to have up to six: one each for different types of features participants will add to the map • Multicolored paper, cut into small pieces • Scissors • Tape and/or glue

Activity Preparation/Facilitator's Notes

- To prepare for this session it may be useful to do the "Transect Walk" (see explanation below). A Transect Walk helps introduce the group to the session and exercises.
- Prepare base maps of the community:
  - Collect satellite images from Google Maps, Open Street Map (OSM) or United States Geological Survey (USGS) Open-Source Satellite Images. If these are not available, the map will need to be hand-drawn.
  - Print them onto A0 size tarpaulins (33.1 x 46.8 inches or 84.1 x 118.9 cms).
  - Make sure that all locations of the community are on the printed map.
  - Make sure that the map matches the boundaries set by the local and/or the national government agency data.

It is a good idea to ask different community members if the boundaries on the map are the correct ones.

Process

1. Start the session by welcoming all the participants

- Explain that this session is the next step in the CLDRM+ process. Ask the participants if they have any questions about the process up to this point.
- Remind everyone that all different kinds of people from the community are welcome to take part in the CLDRM+ process. This is why people from different groups in the community have been invited to this session. It is important that everyone helps to create a space where people's opinions are valued and heard.

2. Explain the objectives of the session

- The aim of this session is to create a map describing the areas at risk of natural hazards. It should help people understand:
  - In which locations people are exposed to hazards (risk zones)
  - In which locations people are safe or have access to protection measures; the participants will plot different resources in the community that help protect people and decrease the negative impacts of disasters or other crises (areas of low risk)
  - How these protection measures decrease the "multi-dimensional" risks of disaster events (multi-dimensional means that a risk affects more than one part of people's lives)
- Explain that they will use this information to create a map detailing the location of hazards and associated risks throughout the community.

- Remind them of the other tools created (the timeline, the concept map and communication preferences). Tell them that this session will build on these ideas.

3. Proceed with the Community Hazards Mapping Exercise

- There are two ways of doing this exercise:
  - Option 1), use a satellite base map image of the community.
  - Option 2), ask participants to draw a map based on their collective memory.
- Explain the key concepts on mapping and adding features of the community to the map. Place a pin or make a center point on the map/paper. This will make it easier for participants to place the transparent layers/plastic sheets together.
- Explain to participants that they will make a map legend. A legend is a description of the types of features included in a map, usually displayed in the map layout. Legends often use graphics of symbols or examples of features from the map with a written description of what each symbol or graphic represents. The participants will identify the location, and then trace or draw features on each layer of plastic that will go on top of the base map.
- Each of the transparency layers represents different features:
  - **Layer 1:** Natural landscape features. These include water bodies, high and low ground, forest areas, etc.
  - **Layer 2:** Built environment. These include roads, houses, bridges, floodways, evacuation centers, canals, wells, etc.
  - **Layer 3:** Land use. These include areas used for farming, fishing, mining, etc.
  - **Layer 4:** Other community resources and facilities. These include health services, schools, police, places of worship, markets, etc.
  - **Layer 5:** Vulnerable groups. These may include areas where marginalized or vulnerable people live—including those from different ethnic or religious groups, or where a different language is spoken.
  - **Layer 6:** Hazards (refer to the list below).
- To start adding features, lead the group by finding the place on the map where the workshop is being held. Next ask them to add more features to the map.

RISK ZONES

- The next stage is to identify “risk zones.” Define “risk zones” to the group as an area of high risk.
- If other risk maps are available, show them to the group. Ask if things are correct or incorrect on the risk map.
- Lead the group in identifying risk zones. Ask if there are there are geo-hazard risk maps for the area. If so, show these maps to the group. Describe each natural hazard type, risk level (low, medium, high) and other important details. Ask if these risks should be added to the new map.
- Use the following questions to identify, describe and classify risk zones. It may be useful to use a color system in the legend (low risk = green, medium risk = yellow, high risk = red).
  - What kinds of natural hazards impact the community? (e.g., earthquakes, ground fracture, liquefaction, landslide, tsunami) impact the community? Depending on the hazard type, identify high-risk areas within the zone.
  - What specific impacts or disaster aftershocks (or secondary hazards)—such as fire, flooding and building collapse—could occur and where?
  - Who and what is most likely to be affected by hazards and associated risks?
  - How many people need to evacuate if certain hazards occur? Where would they evacuate from? Where would they go?
  - What livelihoods practices take place in the area? Are any of them more vulnerable than others—for example, are any more likely to be affected by a hazard? Where are they?
  - Are any public places in high-risk areas—for example, evacuation centers, health clinics, schools, public prisons?
  - Are there any areas where some people are at more risk NOW than before disasters—for example, during or after a disaster, people living in a certain area may be more at risk of crime, violence, harassment and SGBV?
  - What other risks are missing from the map?

Make sure that the group talks about the risks for women and girls.

AREAS OF LOW RISK

The next stage is to identify areas of low risk. These are areas with a lower risk because of the presence of protection-related conditions. Tell the participants to identify the areas of low risk, or actors who give support or assistance to the community when a disaster happens. Explain that each of these areas needs to be clearly shown on the map (including the physical area it covers and its characteristics). It may be useful to use a color system in the legend. Use the map the group made in Session 2: Mapping of Disaster Responders. Use the following questions to identify, describe and classify the areas of low risk:

- Where are the public places that offer support to the community in times of disaster—for example, evacuation centers, convenient stores, town halls, health centers, banks, etc.?
- Are there any help desks or helpline assistance in the community? Where are they located?
- Where are ATMs located/or other sources of money or funds?
- Are there any services to support survivors of violence—including SGBV? Health Services? Psychosocial support? Child protection? Child reunification? Are these services in-person or on the phone?
- Are there are any informal services or facilities that give support? ("informal" means not by the government or any other official agency or organization)
- Are there any humanitarian centers or relief centers? Where are they?
- Are there any houses or locations in the community where people who are disaster victims or displaced can stay?
- Are there other areas of protection not yet identified?

Build on the information already collected as part of the Responders Mapping Exercise.

4. Presentation of results and sharing of insights and recommendations

- In one big group, ask participants to present the map they made and explain their answers.
- **Highlight any overlaps or differences between groups as they present their maps.**

5. Review key points and close the session

- Review the key points from the sessions.
- Make sure to review the map and the details.
- Comment on the important information and learning that came out of the exercises.
- Thank the participants for taking part in the discussions.
- Ask the participants questions to think about after the session—for example, are there other needs that people have before, during or after disasters that were not discussed?

Community Hazard Mapping Exercise note-taking template

HAZARD/ THREAT	RISK CATEGORY (HIGH, MEDIUM, LOW)	IMPACT LOCATION	TYPE OF ASSETS AFFECTED	CURRENT EVACUATION SITE (IF RELEVANT)	CURRENT EVACUATION ROUTES (IF RELEVANT)	TRANSPORT USED (IF RELEVANT)

Session 3.1: Community Hazard Mapping—Transect Walks

Objective:	• To finalize the Community Hazard Mapping by visiting the areas and observing anything that needs to be added or changed in the map
Output:	• Finalized Community Hazard and Protection Risk Map
Duration:	• 2–3 hours (this is flexible and depends on the participants and the area being visited)
Tool Used:	• Community Hazard Mapping
Materials Needed:	• Note pads and pens • If available and if safe to use—cameras, GPS coordinates

Activity Preparation/Facilitator's Notes

- Ask participants to join in a "transect walk." This means walking through the community with the maps they have made. Explain that the purpose is to bring life to their hazard and protection map. They can see if they have missed anything and if they want to change, add or remove some information from the maps.
- If they agree, ask what areas or zones are at high risk of disasters and hazards. Which ones would they like to take a closer look at and see if there is information they can add, change or remove?

Process

1. Do a transect walk in a large group

- In one big group, do the first part of a transect walk. Explain that in this first part of the walk, they will focus on the physical environment. For example, did they draw the borders of the areas or zones correctly? Did they describe the area or zone correctly? Were the details of the groups of people who live there correct?

2. Do a transect walk in small groups

- Explain that in Part 2, they will split into small groups. This way groups can visit several areas or zones at the same time. Suggest that at least one person in the group should know the area or zone they want to visit.
- Start the transect walks in small groups.
- After the walk, they can add, change, or remove information from the hazard risk and protection maps.

During all of the transect walks, suggest that people take photos and use GPS coordinates—do this with caution. Use some of the guiding questions from the two mapping exercises to get people thinking more about hazard risks and protection.

3. Transect walks with children

This tool can be used to complement the Risk Mapping tools for children and young people under the section on Tools for Children and Young People. It is useful to adapt the transect walks to make them more child-friendly.

- Ask the children to first create a "base community map."
- Look at the map together. Ask the children which areas or zones are good to visit. Which paths do they take to get there?
- Make sure to keep children safe on the walks. Before the walk, find out which places are unsafe. Where are there hazards or risks? Make sure enough adults join the group to help keep the children safe.
- Before planning the session, make sure to do a risk assessment of the area. The assessment should focus on child protection risks.
- Make sure children take pens and paper with them on the walk.
- When starting the walk, ask the children to:
    - Look out for "areas that could be dangerous to them" (hazards or risks). Use red stickers to mark these hazards on their map.
    - Look out for places or people who help people be safe and healthy ("community resources"). Use green stickers to mark places or people that help people be safe and healthy on their map.

Session 4: Vulnerability Mapping

- The best way to identify the needs, barriers to services and support, and risks faced by people and groups who are more vulnerable than others, is to ask these groups directly.
- Do the next sessions (4.1, 4.2 and 4.3) with people and groups who are more vulnerable than others (also called "vulnerable people and groups").
- To identify them, ask the original group of participants in previous sessions for their ideas. Ask those participants for help in getting in touch with vulnerable people. Ask them to help find people who can represent vulnerable people and groups. Invite these people as representatives to take part in the CLDRM+ process.

These sessions can be held with people from only one vulnerable group at a time. This may help people feel more comfortable to share. For example, there can be sessions with only women, older people, people with disabilities, groups labelled as "minority" by the participants and young people. If sessions are held with only young people, different sessions could be hosted for boys and girls, or the group could be divided into smaller age groups. These representatives of vulnerable people and groups can be engaged in different ways. For example, the questions from the sessions could be used to do key informant interviews (KIIs).

Session 4.1: Risk Mapping with Children and Young People[8]

Objective:	• To have children and youth identify the risks in their communities • To have children and youth identify "protection factors" in their communities • To have children and youth decide which risks they would like to change
Output:	• List of protection risks and hazards as perceived by children and young people
Duration:	• 45–60 minute session (this is flexible and depends on your audience)
Tool Used:	• Risk Mapping (with children)
Materials Needed:	• A large sheet of white paper for participants to draw a map of the community; alternatively, you could use the image of a map already drawn • Markers (multiple colors) • Multicolored paper, cut into small pieces • Scissors • Tape and/or glue

Activity Preparation/Facilitator's Notes

- Make sure that all staff working with children and youth have been trained in safeguarding and/or have clearance to work with children and youth.
- Make sure to write down children's ideas and opinions (give just as much value and detail to their voice as for adults). After the session, transfer the information into the *Vulnerable Groups note-taking template* available below.
- During the session, the child and young people will do a risk mapping. When these maps are analyzed, it is important to look for any differences between the groups based on their:
  - Gender
  - Age
  - Ethnicity
  - Disability or vulnerability
  - Geographic location or background (where they come from or are living)

[8] The Body Map and the Risk Mapping tools for children and young people are adapted from Save the Children: A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults; Available at: https:// resourcentre.savethechildren.net/pdf/kit-of-tools_1.pdf/.

- Socio-economic background
- Socio-political context
- “Status” for example are they refugees, returned refugees, internally displaced, etc.

- Sessions can be organized for children and youth of different ages and genders. This may help children and youth feel more comfortable to share.
- It is useful to have two people take notes during this session. One person takes notes on the ideas and opinions that children and youth share during discussions. The other person takes notes specifically on the ideas and opinions that children and youth share about the risk map.
- If a child or youth shares information that could be a protection issue, make sure there is a trained adult who can follow up on this after the session.

Process

- Give the children or youth a large piece of paper and pens or pencils.
- Tell them they are going to work together to draw a map of their community/camp. They will need to mark all of the important places.
- Ask one participant to draw an outline map of their community on the large sheet of paper. Make sure to mark north at the top and have clear lines where the community or camp begins and ends.
- Ask them to fill in information. Use these questions to guide them:
  - Where are the important roads?
  - Where are the important buildings?
  - What other important places are there?
  - Where are the schools?
  - Where are the public buildings?
  - Where are the government buildings?
  - Are there other places that should be on the map—for example, rivers, mountains, beaches, crop fields, water facilities, etc.?
  - Are there places they go to often or at special times of the year that are outside the community?
- Explain that they should now mark the places on the map that make them feel safe or happy. Where do they like to go? In which places do they feel safe? Where can they go to get help?

They can put happy faces or special color marks next to places already on the map.

- Let the children and youth give their input and facilitate any conversations they start.
- Ask if there are any places missing that they forgot to put on their first map. If so, have them do this now.
- Explain that they will now mark the places on the map where they do NOT like to go. Are there places where it is dangerous for them to go? Where are they scared to go? Are there places where children and youth get hurt or could get hurt? Are there places where they are not allowed to go because adults think it is not safe for them?

They can put unhappy faces or special color marks next to places already on the map.

- Let children and youth give their input and facilitate any conversations they start.
- Ask if there are any places missing that they forgot to put on their first map. If so, have them do this now.
- Explain that they will now mark on the map three “risk areas” they wish would change. A risk area is where children and youth (or anyone) get hurt or could get hurt—for example, a neighborhood which is known to be particularly dangerous.

They can put three stars or three special color marks next to places already on the map.

- Ask if there are any places missing that they want to change but they forgot to put on their first map. If so, have them do this now.
- Let children and youth give their input and facilitate any conversations they start.
- Once each participant has "voted" on the three risk areas to change, ask about their ideas on how to change these places to make them safe. Note where there are places which could never be made safer—for example, a river that always has a dangerous current and should never be used for swimming.
- Let children and youth give their input and facilitate the conversation. Make sure to ask if there are differences about how to make places safe or safer for boys or girls, young children or older children.
- Once the discussion has been finalized, choose a fun short exercise which allows the children to shake off any strong emotions.

Session 4.2: Key Informant Interviews with Representatives of Vulnerable People and Groups

Objective:	• To identify specific needs, barriers and risks of the most vulnerable people and groups in the community	• Note: this activity is done when no representatives of these groups can be involved in the CLDRM+ process
Duration:	• 45–60 minute session (this is flexible and depends on your audience)	
Materials Needed:	• List of questions, adapted to the persons being interviewed • Translation of key terms	• Appropriate space for the interview

The Key Information Interview (KII) approach is useful to use with people who are vulnerable in more than one way. For example, someone who is elderly (an age that may mean more health problems or risk of injury in emergencies) and has a disability, or a teenage girl who comes from a minority group, or a person who has multiple vulnerabilities and is at higher risk for being hurt or harmed or excluded from the community and from the available support and services. This is why it is important to include vulnerable groups in the CLDRM+ process.

Activity Preparation/Facilitator's Notes

- Think about which groups need to be interviewed. People and groups to include are older people, children and youth, households led by females or children, people with disabilities and people who are displaced.
- Before using this tool, think about key terms that need to be defined and translated. Key terms could be *risk, safety, dignity* and *meaningful access*. Make sure the key terms are translated into local languages. When possible, have local people confirm these are the correct translations and make sense in the local context. Also make sure the person being interviewed understands the key terms. Explain each key word before asking questions.
- Some people who are interviewed may have strong emotional reactions to some of the questions. Think about which questions are asked and how they are asked. Make sure there is someone trained to respond to people in case they get upset.
- Use the "Dos and Don'ts" table below when planning and doing interviews and focus groups.
- Before beginning interviews or focus groups, learn the safeguarding protocols of the organization. For example, how should safeguarding concerns be reported? How should disclosures of human rights abuses be managed?

PLANNING AND SETTING UP THE INTERVIEW		
DO:		
✓Have the interview in a quiet, private space. The person being interviewed may feel uncomfortable if other people can hear or see them.	✓Review key terms and their definitions before asking the questions. This is especially important if working across multiple languages.	✓Be prepared to respond to any safety, protection or ethical concerns shared by the person being interviewed. Follow the organization's safeguarding and protection protocol and guidelines. Ask a protection specialist for help if it is unclear how best to respond.

STARTING THE INTERVIEW

DO:

Begin the interview or focus group with these steps:

✓**Introduce the team** (include names, organization, positions)

✓**Share the purpose of the interview**. For example: *"The main purpose of this interview is to identify the different needs, barriers and risks of the community in case of a disaster. We will use this information to make a "disaster risk reduction plan," which is a list of actions that can reduce the impact of disasters in your community. We will make the plan to address needs across different groups living in your community; therefore, we want it to be helpful for everybody. And since different people have different needs, we want to interview you and include your needs in the plan. (Note: you can share with the person or group of people what it is about them that makes you want their input, e.g., is it because of their age, ethnicity, etc.)*

✓**Explain the process:**

- Explain how the information will be used (for example, to create a plan).
- Be clear that there are no right or wrong answers.
- Make sure to explain that *the ideas and opinions they share will not affect the support or services they get right now or in the future. They will not be "punished" for giving negative opinions. Although their ideas and opinions are welcome, it may not be possible to include them in the plan or change the support or services.*
- Do not make false promises. That is, do not promise to change the plan or the support or services they get. Also do not promise to make changes to the risks in the community.

✓**Be clear that participation is voluntary.** *This means they do not have to answer any or all questions. They can stop the interview at any time. Explain how much time the interview will take. Make sure they still want to participate.*

✓**Explain confidentiality:**

- Explain that everything they ask or say is "confidential." Confidential means private. It means that no one is allowed to tell other people outside of the interview what they said without consent. Explain that someone will write things down during the interview.
- Be clear that the only exceptions to confidentiality is if the participant shares information which can lead to harm to others or to themself. In those situations, the interviewer has to report this to their supervisor, and maybe others.
- If they would like to be linked up to further support, they can also give permission to the interviewer to share some of the information with service providers. This will only be done if the participant gives their express consent.
- Explain that responses are "anonymous." Anonymous means that names are not linked to the responses.
- Explain that they can share concerns at any time. They can share privately. If in a focus group, they can find a staff member after the sessions.

✓**Review key terms.** *Make sure everyone understands the definitions. If working in multiple languages, make sure the group agrees to the translation of the key terms.*

<table>
<tr><th colspan="3">DOING THE INTERVIEW</th></tr>
<tr><td colspan="3">DO:</td></tr>
<tr><td>✓Let the person talk freely. Try not to interrupt them.
✓Listen carefully. Practice active listening.
✓Start with simple questions.</td><td>✓Look for “non-verbal signs and behaviors” that show the person feels uncomfortable. Examples include: if they stand with arms crossed over their chest, a particular look in their eyes, they blush or turn pale or keep looking away. These may be a sign that the topic should be changed, or the interview should end early.</td><td>✓Be polite
✓Take notes</td></tr>
<tr><td colspan="3">DON’T:</td></tr>
<tr><td>✗Don’t ask questions that may be dangerous or risky for a person to answer. Don’t ask questions that may insult a person.</td><td>✗Don’t rush the interview. Don’t tell the person to speak faster or say less. If time is running short, ask fewer questions.</td><td>✗Don’t make promises or create expectations about future support or services or changes to the community.</td></tr>
<tr><td colspan="3">KEY QUESTIONS TO ASK</td></tr>
<tr><td>• Has their life been affected by a crisis in the community? (Mention some of the events identified in the social memory session). Could they explain?
• How has it affected them? (Physically, socially, financially, economically)
• Did the place where they live expose them to more risk during the crisis? Did they feel more at risk because of [insert vulnerable group they represent]? (For example, being targeted by criminals.)
• Were other people’s lives affected in the same way?</td><td>• What were their main needs at the time? (For example, food, a place to live, healthcare or medicine, fleeing the area.)
• Was there anyone or anywhere that could help? (For example, a safe space in the community, any organization helping out.)
• Did they get any help from organizations? Did other people? Did the help meet their needs? Was it easy or difficult to get? Did the kind of help they got match their needs? Fill in here any specific group information. (For example, “did the kind of help match the needs of people with disabilities?”)</td><td>• Did anything block them from getting help? (For example, the people giving support or services did not speak their language, they could not travel to the site of support of services, no one was offering the right support or services.) Fill in here any specific group information. (For example, “was there anything blocking elderly people specifically from getting help?”)
• How could the help (support and services) have been better? How could the help have been made safer? How could it be easier to find and use?</td></tr>
<tr><td colspan="3">Next, ask questions about their “communication preferences.” Explain that the questions are about how they like to get and give information, or “communication preferences.”</td></tr>
<tr><td>• How did they like to get information before, during and after a disaster? (For example, SMS, radio, loudspeaker, social media, community leader, etc.)</td><td>• How do they like to give information and ask questions? (For example, if they want to share ideas, make a complaint or report the bad behavior of a staff member.) Would they prefer to write this information down or say it to a person? Would they prefer a suggestion box, email, WhatsApp, phone call, face-to-face, etc.?</td><td>• Have they ever been blocked from getting or giving information in a disaster or emergency? What kinds of problems did they have getting information from organizations? What kinds of problems did they have in sharing information with them?</td></tr>
</table>

ENDING THE INTERVIEW / FOLLOWING UP		
DO:		
✓Always ask the person if there is anything else they want to share.	✓Always thank people for their time, ideas, opinions and questions.	✓Report any safeguarding or protection concerns (or other sensitive feedback) that a person shares.
DON'T:		
✗Do not promise to make changes based on this feedback.	✗Do not refer people to services unless they have given consent.	

Session 4.3: Vulnerable Group Mapping

Objective:	• To increase awareness and knowledge of the experience of more vulnerable people and groups and about the specific needs, risks and barriers they face.
Output:	• List of vulnerable people and groups (to be complemented with the information from the other sessions under Session 4: Vulnerability Mapping)
Duration:	• 1–2 hour session (this is flexible and depends on your audience)
Tool Used:	• Vulnerable Groups Mapping
Materials Needed:	• White flipchart paper • Markers • Multicolored paper, cut into small and large circles • Scissors • Tape

Activity Preparation/Facilitator's Notes

- Collect information and data on the characteristics of the population in the community. This may include information on age, disability, gender, income levels, migration background, religion, ethnicity, languages spoken and any other locally relevant characteristics. It is very important to get this kind of information on the most vulnerable people and groups.
- The information can be collected through 1) a desk review and/or 2) key informant interviews with significant stakeholders. These stakeholders may be representatives of the vulnerable groups or they may be representatives of organizations working to provide key services and support to the most vulnerable groups—for example, representatives of women's groups, groups for people with disabilities, etc.

Make sure to include the stakeholders that were identified in the previous sessions or by local authorities.

- Collect information and data on the key needs, risks and barriers faced by the most vulnerable people or groups during disasters or other crises. This information can come from focus groups or key informant interviews with vulnerable people and groups (sessions 4.1 and 4.2). Invite some of the most vulnerable people and groups to meet and talk about their needs, risks and barriers.

Identify "representatives" of these people and groups and involve them in the entire CLDRM+ process.

Process

1. Start the session by welcoming all the participants

- Explain that this is a continuation of the CLDRM+ process.
- Explain that all different kinds of people from the community are welcome to take part in the CLDRM+ process. This is why people from different groups in the community have been invited to this session. It is important that everyone helps to create a space where people's opinions are valued and heard.

2. Explain the objectives of the session

- Explain that the purpose of this session is to:
  - Identify the most vulnerable people and groups in the community
  - Identify how different people or groups are affected by hazards and protection risks in crises differently
  - Raise participants' awareness and knowledge of these groups
  - For each group, identify the specific needs, risks and barriers they face in crises
- By the end of the session, the group will create a list of vulnerable people and groups in the community. The list will include their specific needs, risks and barriers in emergencies. This will help make sure that during an emergency, everyone's needs, risks and barriers are considered when planning and providing support and services.

3. Create a list of vulnerable people or groups in the community

- Review basic concepts of vulnerability and factors which put people more at risk. Lead a short conversation about examples of vulnerability and factors that increase risk in the community (see Annex 2 for reference).
- Share the key ideas, questions and opinions from the separate risk, protection and needs sessions with different vulnerable groups—including young people or people with disabilities. Use the information collected in the Vulnerable Groups note-taking template. Make sure to explain why people from certain groups are more vulnerable than other people. Explain why and how they face more risks and barriers. Remind the group that people can be more vulnerable than others based on where they live—for example, some people might live in an area where it floods more often.
- Lead a conversation about the key findings shared from other sessions. Use the following questions to guide the conversation (making sure that someone takes notes on the Vulnerable Groups note-taking template):
  - Is there anything surprising in this information? Is there anything missing?
  - Are there other people or groups that live here but are not included in the community? That is, are there "marginalized" people or groups? If so, why? What are their characteristics (for example, do they do different jobs; do they have a different religion, ethnicity, language, date of arrival to the community)? Are there any values or beliefs in the community or the group that keep these people or groups from belonging to the community?
  - Who are the most vulnerable people and groups during an emergency?
  - Who are the most vulnerable people and groups right after an emergency?
  - What kind of risks do these people face before the emergency? Do any of these risks increase after an emergency? How?
  - What are some of the problems these people face which increase their vulnerability during a disaster? What kind of things block them from getting help (for example, they do not understand the language being used by aid organizations; they are not able to move around easily, either due to physical problems or safety issues)?
  - Based on these vulnerabilities, needs, risks and barriers, how can these specific people or groups be supported?
  - How can these people or groups be included in the CLDRM+ process?
- Review the Community Hazards and Protection Risks Map (Session 3). Ask if any of the most vulnerable people or groups live in areas with high risks.
- Take some time to discuss, analyze and reflect on the information being shared. Write down the key points with the group. Use the matrix below.

Vulnerable Groups note-taking template

VULNERABLE GROUPS	AGE GROUP	SEX	DIVERSITY	RISKS AND SPECIFIC BARRIERS FACED	NEEDS
For example, Roma children living in the slums outside the village	Children up to 15 years of age	F/M	Part of an ethnic group, has no disability	The slums outside the village are the first to flood when the river rises. The Roma children do not participate in community meetings; communication materials are generally not in their language, and they tend to be discriminated against. The Roma children do not go to school—this means they do not know about any of the disaster risk reduction sessions.	• They need to be involved in the process • All communication needs to be available in Roma language. • Need to identify a way of reaching out to them to identify specific needs

4. Presentation of results and sharing of insights and recommendations

- In one big group, ask participants to review the list they made and explain their answers. Emphasize any unmet needs.

5. Review key points and close the session

- Review the key points from the sessions.
- Make sure to review the list(s) and the details.
- Comment on the important information and learning that came out of the exercises.
- Thank the participants for taking part in the discussions.
- Give the participants questions to think about after the session—for example, what can you do to fill the unmet needs of the vulnerable people and groups identified?

Session 5: Community Risk Assessment

Objective:	• To list and describe current or potential risks • To identify how these risks could affect the safety and welfare of the community
Output:	• Risk Assessment Report
Duration:	• 1 hour and 30 minutes session
Tool Used:	• Community Risk Assessment (this is flexible and depends on the audience)
Materials Needed:	• White flipchart paper • Markers • Scissors • Tape

Activity Preparation/Facilitator's Notes

- Before the session, a staff member—usually a protection advisor, program manager, or safe and dignified programming staff member—collects the available data on protection risks in the community and organizes it into a Bubble Analysis (see Annex 2 for an example). The Bubble Analysis is a tool to begin the process of looking at protection risks. The tool does not need to include every possible risk to begin the conversation. Make sure to add the risks identified in the Community Hazard mapping exercise.[9]
- This information can come from:
  - Focus group and other discussions
  - "Secondary sources"—for example, recent sectoral needs "assessments," gender "assessments" or rapid conflict scans
  - Key informants—for example, people who work as leads for the protection cluster or people working in relevant government ministries

Process

1. Start the session by welcoming the participants

- Explain that this is a continuation of the CLDRM+ process.
- Explain that all different kinds of people from the community are welcome to take part in the CLDRM+ process. This is why people from different groups in the community have been invited to this session. It is important that everyone helps to create a space where people's opinions are valued and heard.

2. Explain the objective of the session

- Explain that the purpose of this session is to identify and describe the risks in the community. Disaster risks mean the deaths, injuries or damage that a system, society or community may experience over a particular timeframe.
- The risk assessment includes risks that already exist and ones that could happen. The purpose is to discuss how these risks could affect the safety and welfare of the community.
- Explain that by the end of this session, they will make a risk assessment report.
- Explain that they should use the Community Hazard and Protection Risk Map and list of vulnerable people and groups they made in previous sessions.

3. Identify the challenges posed by hazards

- Ask the participants to start listing the "challenges" posed by hazards in the community. Hazards means any event, situation or activity that can cause death, injury, property damage, disruption or environmental problems.
- Once the challenges have been listed, ensure that there is common agreement among the group.

[9] Guide to Bubble Analysis: https://efom.crs.org/wp-content/uploads/2019/05/CRS-Protection-Risk-Analsyis-Guide- May-2019.pdf.

- Divide the group into smaller groups of four–five people. The size of the small group is flexible and depends on the total number of participants, space, etc. Ask each group to decide who is going to take notes on the discussion. If no one can take notes, then a staff member should help.
- Give each group one of the main "challenges" posed by hazards in the community. For example, assign one group the destruction of houses, loss of specific livelihoods, limited early warning systems and evacuation routes, etc. Consider the most likely hazards in the context and use the top three.
- Make sure someone in each group has the list of vulnerable people and groups that was made in the previous session. This information is needed to do the protection risk assessment exercise.
- Ask the groups to write down the details of the challenges on a big sheet of paper. A staff member should support group conversations if possible. Explain what they should write down using the template provided.

4. Protection risks

- Once the groups have identified the challenges posed by hazards, move to the Bubble Analysis. Explain that they have talked about challenges related to hazards which can result in disasters throughout the community, but there are also "protection risks" which may arise due to existing vulnerabilities. Protection risks mean the possibility of someone experiencing danger or harm—including through violence, coercion, discrimination or deliberate deprivation. These can affect specific groups or individuals. Use examples from the Social Memory of Events Session.
- Looking at the same list of challenges, what are the main **risks** caused by these challenges? Depending on the amount of time, they could limit this to three–five risks. Explain that if they need help, they can look at the protection risks in the Bubble Analysis. Ask if any risks are missing from the Bubble Analysis.
- Ask them to identify which **people or groups are affected** the most by each risk. If they need help, they can look at the list of the most vulnerable people and groups they made in a previous session.
- They should also think about the impact of consequences of that risk. Ask them to give a score: low impact = 1, medium impact = 2, high impact = 3.

5. Risk ranking

- Ask the groups to write down the **likelihood/chance** of each risk happening. Ask them to give each likelihood a score: low likelihood = 1, medium likelihood = 2, high likelihood = 3.
- Finally, based on the discussion, they should give a **risk score** for each risk identified (hazard and protection-related risks). This means multiplying the score from the impact by the score of the likelihood. The risk scores can be defined as: low (score of 1–3), medium (score of 4–6), or high (score of 7–9).
- In another session, they will look at the risks with a high score. That is, the risks most likely to happen. We will talk about what we can do to lower the risk.

RISK CATEGORY	PEOPLE AFFECTED	IMPACT/ CONSEQUENCE	LIKELIHOOD (LOW/MEDIUM/ HIGH)	RISK SCORE (LOW/ MEDIUM/HIGH)
The deaths, injuries or damage that a system, society or community may experience over a particular time	The particular people or groups that will be affected by the risk	What is the result or effect of this risk?	What is the chance of this risk happening?	What is the risk score of multiplying impact by likelihood?
Vulnerable people attacked/robbed after the disaster	Especially vulnerable families headed by single women, elderly people, child-headed household	Victims would suffer in more than one way, e.g., they may have injuries and it may be difficult to recover	This has not happened before in the village—low likelihood	Medium
Flood waters destroy crops	Farming families living in areas where flood waters often accumulate	Loss of crops means loss of money and income base	This happens every few years during the rainy season; the damage can be a little or a lot—medium likelihood	Medium

6. Present results and share insights and recommendations

- In one big group, ask participants to review the risk assessment report they made and explain their answers. After each group presents, ask the other groups if they would add, change or remove anything.
- Make sure to point out any overlaps or gaps between the risk assessment reports.

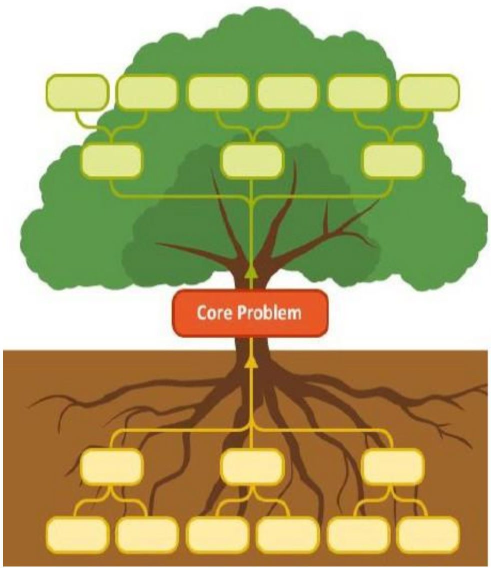
7. Optional: prioritize the risks

- If it is not clear which risks should be prioritized (based on the score in the risk assessment report) risks will need to be prioritized by community members. Explain the proposed voting procedure.
  - Every person will receive two–three stones which they can use to cast a vote for the most important challenges they believe they face.
  - Each challenge will have a box or cup placed next to it, where the voting stones will be placed. Ensure that the boxes are out of sight of the other participants so that others do not know who cast votes for what.
- Demonstrate by acting out the voting process and remind participants that everyone should vote according to what they think, and not to follow anyone else. If necessary and preferable, arrange separate locations or areas of the same location for men and women to vote.
- Once the voting is complete, count the votes immediately in front of all participants. Use visual methods to note them.
- Announce the results, highlighting which two–three received the most votes. Explain that other challenges that were not prioritized can remain on the list for when the first priorities have been addressed or when resources become available.

8. Review key points and close the session

- Review the key points from the sessions.
- Make sure to review the risk assessment reports and the details.
- Comment on the important information and learning that came out of the exercises.
- Thank the participants for taking part in the discussions.

Session 6: Problem Tree Analysis



It also include the **consequences/effects** of the core problem (branches)

A problem tree includes the main or **core problem** (trunk)

It also include the **causes** of the core problem (roots)

Objective:	• To identify and describe problems which contribute to the risk of disasters, emergencies and other events
Output:	• Problem Tree Analysis (poster drawings)
Duration:	• 2-hour session (this is flexible and depends on the audience)
Tool Used:	• Problem Tree
Materials Needed:	• White paper • Coloring materials • Markers • Scissors • Tape

Process

1. Start the session by welcoming the participants

- Explain that this is a continuation of the CLDRM+ process.
- Explain that all different kinds of people from the community are welcome to take part in the CLDRM+ process. This is why people from different groups in the community have been invited to this session. It is important that everyone helps to create a space where people's opinions are valued and heard.

2. Explain the objectives of the session

- Explain that the purpose of the session is to identify and describe ways to help prevent and reduce the risk of disasters, emergencies and other events.

3. Do the Problem Tree

- Explain that a problem tree is a tool to help identify the reasons why people may be more or less vulnerable to certain risks. It looks at problems and solutions.
- To make a problem tree, the starting point is to analyze the situation. This means looking at the cause-and-effect relationships related to a risk.
  - The reasons ("causes") that people are more vulnerable or at risk are the "roots" of our tree. For example, some causes (roots) could be about a household, a community, an organization or external environment.
  - The effects that a disaster, emergency or other event has on a person or groups of people are the "leaves." For example, there can be social, economic, political or environmental effects.
- Divide the group of participants into four or five smaller groups, as needed.

- Ask them to think about the effect that a disaster, emergency or other event has on a person or groups of people. Then, ask them to draw a tree outline on a piece of paper, with the largest space for the roots and treetop. Once they have done this, stick the trees to the wall.
- Explain that:
  - **The trunk is the risk.** Ask them to write down one of the most likely risks identified in the trunk.
  - **The leaves are the effects of the disaster, emergency or event.** Ask them to write down as many effects as possible, using one leaf for each effect. Remind them to use the information they talked about in earlier sessions. Make sure they include "leaves" or effects for different kinds of people or groups.
  - **The roots are the causes.** Ask them to think about the factors in place that contribute to disaster events. Ask them to write down the causes of that disaster in the roots. Once the groups are done drawing the causes, ask them to think about what makes those causes. They should draw a line under each cause; under that line, draw a smaller root connecting to it. On that small root, write what makes this cause. It is useful to keep asking questions like "why?" or "what explains this?" and keep writing more causes (or roots). They should do this until they think they have found the "root cause"—that is, the things that are the source of many problems.

It is better if each group chooses a different risk; if needed, give an example—such as the risk of flooding.

- Ask:
  - Why did the flood happen? *It happened because the heavy rain overflowed the riverbanks.*
  - Why did it happen? *Because there was a lot of garbage in the river and not enough space for the water to flow.*
  - Why was there garbage in the river? *Because everyone throws their waste in the river.*
  - Why does everyone throw their waste in the river? *Because there is no garbage disposal system.*
  - Why is there no garbage disposal system? *Because it is not seen as a priority by key decision makers.*
  - Why is it not seen as a priority? *(If they cannot answer this question or any of the other questions, it means they have found the "root cause.")*

Often in the activity, people cannot easily agree about causes and effects. Help groups use some form of consensus decision-making; this activity can take a long time, so it is important to set a time limit and stick to it.

4. Review key points and close the session

- Review the key points from the sessions.
- Thank the participants for taking part in the discussions.
- Explain the next steps.

Session 7: Community-Centered Solutions

Objective:	• To identify and describe ways to help prevent and reduce the risk of disasters, emergencies and other events	• To identify and describe ways to help people cope with the impacts of disasters, emergencies and other events	• To use these ideas in tools or models that are in a Disaster Management Plan
Output:	• Brainstorm of potential solutions (poster drawings)		
Duration:	• 2-hour session (this is flexible and depends on your audience)		
Tool Used:	• Solution modeling		
Materials Needed:	• White paper • Coloring materials • Markers	• Scissors • Tape	

Process

1. Start the session by welcoming the participants

- Explain that this is a continuation of the CLDRM+ process.
- Explain that all different kinds of people from the community are welcome to take part in the CLDRM+ process. This is why people from different groups in the community have been invited to this session. It is important that everyone helps to create a space where people’s opinions are valued and heard.

2. Explain the objectives of the session

- Explain the purpose of the session is to:
    - To identify and describe ways to help people cope with the impacts of disasters, emergencies and other events
    - To use these ideas in tools or models that are in a Disaster Management Plan
- Explain that by the end of this session, the group should have solutions for the risks they decided were the most likely to happen (risks with a likelihood of “3” of above in the last activity). If there is time left, they can also find solutions for the events that are less likely to happen.

3. Explore the solution modeling exercise

- Ask the participants to divide into the same groups from the last session.
- Ask them to look at the risk assessment report they made. They should come up with ideas on how to prevent or reduce the prioritized risks. They can also think about ways to help people cope with the effects of when a disaster, emergency or other event happens.
- First work on the risks that are most likely to actually happen. Explain that sometimes it is possible to decrease the likelihood that a risk happens or how bad its effects are. One way to do this is by increasing the knowledge and skills of people and groups in the community on how to:
    - Manage and cope with effects
    - Reduce the vulnerability of particular people and groups
    - Reduce the likelihood of that event happening
- For example, if high crime has been identified in a specific area, some options to decrease the likelihood could include:
    - Adding lights, safety patrols or cutting the high grass in the area
    - Increasing people’s knowledge about the risks in the area and help them find safer routes to use, safer times of the day to travel or safer ways to travel (for example, travel in groups)
- Explain that they will focus on one risk at a time, using one sheet of paper per risk. Ask them to draw or write down all the details of how this particular risk could be prevented or reduced. They should include all the solutions they can think of, even if they are not sure those solutions are realistic.

- Ask them to make sure someone in the group takes notes. They should use the Community Solutions note-taking template.
- After groups have written down all their solutions, ask them to prioritize the solutions that they want to focus on.
- Next they should put their solutions into two categories:
  - **We Can Do:** These are solutions that people, households, groups and the community can put into action with the skills, knowledge and resources they now have.
  - **We Need Help:** These are solutions that require support from the government, non-governmental organization (NGOs) or others. This can be financial support, technical support, etc.
- For the "We Need Help" category, ask the groups to write down exactly what they would need from the organization or government agency that wants to help. Remind them that if they need help with ideas on who can help, they can look back at the Map of Disaster Responders to find organizations from outside the community who can help.

When they come up with ideas to prevent or reduce risks, it is important to make sure these solutions would not cause new risk or harm.

4. Presentation of results and sharing of insights and recommendations

- In one big group, ask participants to present and explain their solutions. The groups should first present their "We Can Do" ideas. Then everyone presents the "We Need Help" category. After each group presents, ask others to comment, reflect and analyze the solutions. They should think about how relevant they are, how much time it takes to put into action and how practical it is.
- Make sure to point out any overlaps or gaps between the solutions.

5. Review key points and close the session

- Review the key points from the sessions.
- Make sure to review the solutions and the details.
- Comment on the important information and learning that came out of the exercises.
- Thank the participants for taking part in the discussions.

Community Solutions note-taking template

RISK	SOLUTION	RESOURCES NEEDED	RESOURCES AVAILABLE	ACTORS INVOLVED	CAN DO SOLUTION/NEED HELP

Session 8: Developing the Disaster Risk Reduction Plan

Objective:	• To draft a Disaster Risk Reduction Management Plan that has been designed by the participants
Output:	• Community Disaster Risk Reduction and Management Plan
Duration:	• 1-hour session (this is flexible and depends on your audience)
Tool Used:	• Disaster Risk Reduction Management (DRRM) Planning Template
Materials Needed:	• White flipchart paper • Markers • Tape • DRRM Planning Template

Process

1. Start the session by welcoming the participants

- Explain that this is a continuation of the CLDRM+ process.
- Explain that all different kinds of people from the community are welcome to take part in the CLDRM+ process. This is why people from different groups in the community have been invited to this session. It is important that everyone helps to create a space where people's opinions are valued and heard.

2. Explain the objectives of the session

- To draft a Disaster Risk Reduction Management Plan that has been designed by the participants
- To assign responsibilities and resources
- Explain that during this final session, they will continue to work on the risks and solutions they prioritized in the previous session; then they will create a disaster risk management plan on which they all agree
- **Ask** the participants if they have any questions with the process up to this point

3. Draft the DRRM Plan

- Review the priority risks and solutions from the previous session. Ask if they still agree with them. Lead a conversation about any changes, if necessary. People may want to add, change or remove information.
- Ask the participants to split into small groups (use the same groups as the previous exercise if doing them in the same session). They should look in detail at each of the solutions they prioritized, and then list:
  - Steps and activities they need to do to put the solution into action
  - Resources needed (these can be local resources or resources from outside of the community)
  - Which actors are needed to make sure each solution can happen, e.g., exactly which person, committee, structures would be needed
  - Time needed to put this solution into action and the timeline for the different steps
- When the note-taking template is filled out, ask them to reflect on and analyze the plan. They should ask themselves these questions:
  - Is there anything in the plan they disagree with? Why?
  - What are they able to contribute to the plan? (These can be resources, skills or knowledge they have within their community.)
  - Do they know anyone who wants to take part in the plan, but who needs help to be included in the process? Who? How can they be contacted? How can they be included in the process?

4. Presentation of results and sharing of insights and recommendations

- In one big group, ask participants to present and explain their solutions. After each group presents, ask others to comment, reflect and analyze the solutions. They should think about how relevant they are, how much time it takes to put them into action and how practical they are. Collectively agree on which ones can be adopted and integrated into community systems.

- Once the plan has been finalized for each solution, explain that local authorities (if not already in attendance) will be provided with the plan and a formal agreement will be made regarding any contributions required from the government, etc.

Make sure to point out any overlaps or gaps between the solutions.

5. Review key points and close the session

- Review the key points from the session.
- Make sure to review the plan and the details.
- Comment on the important information and learning that came out of the exercises.
- Thank the participants for taking part in the discussions.

Community Solutions Aimed at Prevention or Mitigation of the Specific Risk note-taking template

NAME OF SOLUTION:									
Activities	Person(s) Responsible	Start Date	End Date	Materials Provided by			Financial Resources Provided by		
				Community/ Household	Implementing Agency	Other	Community/ Household	Implementing Agency	Others

Community Solutions Aimed at Preparedness or Response Towards a Specific Hazard note-taking template

HAZARD TYPE (FLOOD, DROUGHT, ETC.)	SITUATION/SIGNS	WARNING SIGNAL	ACTIONS TAKEN BY HOUSEHOLDS	ACTIONS TAKEN BY DRM COMMITTEE	PERSON IN CHARGE (WHO ISSUES THE WARNING SIGNAL)

Annex 1: Table of Tools

TABLE 1: COMMON TOOLS USED ACROSS DIFFERENT DRR TOOLKITS	DRR TOOLKITS REFERENCING TOOL	CLDRM+ PLANNING FACILITATION GUIDE ALIGNMENT	PM INTEGRATION
Institutional and Social Network Analysis	CRS-CLDRM+ (2), Plan-HVCA, IFRC-VCA, SCI-HVCA, WV-COVACA, TF-PADR, ADPC-CBDRM	2. Disaster Responders Mapping	
VENN Diagram	IFRC-VCA, TF-PADR, AA-PVA,		
Seasonal Calendar	CRS-CLDRM+ (3), Plan-HVCA, IFRC-VCA, SCI-HVCA, TF-PADR, ADPC-CBDRM, AA-PVA		
Historical Profiles/Timelines	CRS-CLDRM+ (4), IFRC-VCA, SCI-HVCA, TF-PADR, ADPC-CBDRM, AA-PVA,	1. Social Memory of Events	
Transect Walk	CRS-CLDRM+ (5), Plan-HVCA, IFRC-VCA, SCI-HVCA, WV-COVACA, CARE-CVCA, TF-PADR, ADPC-CBDRM		
Hazard Mapping and Identification/Risk and Resource Mapping	CRS-CLDRM+ (5), Plan-HVCA, IFRC-VCA, SCI-HVCA, TF-PADR, ADPC-CBDRM	4. Community Hazard Mapping	Bubbles analysis (to be used by a protection staff)
Hazard/Risk/Problem Ranking	CRS-CLDRM+ (6), Plan-HVCA, SCI-HVCA, TF-PADR, ADPC-CBDRM	5. Community Risk Assessment	Might be common protection threats
Problem Tree	SCI-HVCA, ADPC-CBDRM, AA-PVA		
Causal Flow Analysis	WV-COVACA, TF-PADR		
Vulnerability Analysis	Plan-HVCA, IFRC-VCA, SCI-HVCA, ADPC-CBDRM, AA-PVA	4.3 Vulnerable Groups Mapping	SAD line
Coping Analysis	IFRC-VCA, ADPC-CBDRM, AA-PVA		
Capacity Analysis	IFRC-VCA, SCI-HVCA, WV-COVACA, ADPC-CBDRM		
Community DRR/DRM Action Planning	CRS-CLDRM+ (7), Plan-HVA, SCI-HVCA, WV-COVACA, ADPC-CBDRM, AA-PVA	6. Community-Centered Solutions	
Community Contingency Plans			

AA-PVA: ActionAid Participatory Vulnerability Analysis Guide

ADPC-CBDRM: Asian Disaster Preparedness Center Community-based Disaster Risk Management

CARE-CVCA: CARE Climate Vulnerability and Capacity Assessment

CRS-CLDRM+: CRS Guide to Community-Led Disaster Risk Management (# indicates Process number)

IFRC-VCA: International Federation of the Red Cross and Red Crescent Societies (IFRC) Vulnerability and Capacity Assessment

OXM-PVA: Oxfam Participatory Capacities and Vulnerabilities Assessment

Plan-HVCA: Plan International Hazard Vulnerability and Capacity Assessment

SCI-HVCA: Save the Children Hazard Vulnerability and Capacity Assessment

TF-PADR: Tear Fund Participatory Assessment of Disaster Risk

WV-COVACA: World Vision Community-Owned Vulnerability and Capacity Assessment

Annex 2: Example of Bubbles Analysis—Philippines

Compiled for the Typhoon Haiyan response in January 2014. **Sources:** MIRA II, GPC updates, OCHA updates

Protection Risks Philippines January 2014

Excluded Groups
- Groups not receiving assistance—including minority/indigenous groups, rural and remote areas
- Children, older persons, PLWD not accessing some assistance

SGBV
- Increased risk of rape in overcrowded conditions in evacuation center houses
- Transactional sex
- Domestic violence

Documentation
- Loss of birth certificates/ID papers: limits access to key essential services
- Loss of land title documents

Labor/economic vulnerability
- Risk of exploitative work practices, especially children and women
- Trafficking—loss of homes and livelihoods

Housing, land and property
- Linked to issue of ID documents and loss of land titles
- Relocation of families form “unsafe” zones
- Vulnerable groups requiring support to repair/rebuild risk exploitation

Family separation
- Ongoing family reunification

Psychosocial
- Trauma from the Typhoon
- Anxiety/stress from lack of information/participation in the response
- Fear of insecurity
- Lack of communication with family/friends

Deaths, injuries, general safety
- Debris and damaged houses
- General feeling of insecurity

Key facts:

Approx. 6,000 deaths; over 1,700 missing;

4.1 million displaced; 14 million people affected;

1.1 million houses damaged

Annex 3: Common Protection Risks

Sexual and gender-based violence (SGBV)	• Sexual violence • Physical violence • Psychological violence (emotional abuse, isolation) • Harmful practices—such as female genital mutilation/cutting, early or forced marriage, “honor” crimes, witchcraft accusations or female infanticide • Increase in negative coping mechanisms—such as early or forced marriage, sex in exchange of favors/food
Child protection	• Physical violence—such as corporal punishment • Sexual violence • Forced recruitment to armed groups or gangs • Child labor • Separation or unaccompanied minors • Psychosocial distress and mental disorder
Physical safety of civilians	• General insecurity and criminality • Forced displacement • Deliberate controls on freedom of movement (conflict scenario) • Deliberate targeting of civilian or protected infrastructure—such as schools, hospitals, conflict scenario • Landmines and explosive remnants of war
Housing, land and property	• Forced or natural hazard-induced displacement • Loss of land tenure documentation (lost or destroyed) • Forced evictions • Destruction of property • Lack of land, property and housing rights for specific groups (women, persons with disabilities, marginalized groups)
Risks associated with loss of livelihoods, household income and other economic threats	• Refers to any risks that obstructs economic well-being—such as closure of business venture, bankruptcy, applying loans to loan sharks and other informal credit systems
Exclusion or lack of access to services (to be discussed with reference to particularly vulnerable groups)	• Lack of information on available services or assistance • Lack of documentation • Exclusion/marginalization/stigmatization of specific groups • Language and literacy barriers to accessing services or information on services
Risks posed by external aid/development actors	• Exploitation and abuse of power by anyone linked to humanitarian assistance and development programs • Other forms of humiliating or degrading behavior