

Community-based Disaster Risk Management Participatory Tools Manual

November 2021

The following document outlines more detailed and potential tools that can be used for the different CBDRM steps. Each step will include specific PRA tools for the step's elements. For example, Step 3 (The VCA), outlines the different tools that can be used for the 5 categories used to assess vulnerability and capacity. Participatory tools which promote involvement of children are also included.

Step 1 – Preparation



- Training and equipping the facilitation team, who will be working together with the community.
- Informing the team on knowledge related to the CBDRM process, the terminology, how best to explain concepts to the community, and how to introduce the different Participatory Appraisal tools which the community will be using.

Participants

The participatory tools will be used by local staff working for Help a Child and the facilitation team working on CBDRM in the community.

Participatory Tools:

1. Community mapping
2. Child development/well-being matrix
3. Target area mapping

Step 2 – Hazard Assessment



- Identifying and analysing hazards that are seen in the community or in the area which have an effect on the community's well-being.
- After the community has identified the different types of hazards, follow-up steps can be to minimize the impact a hazard can have on the community.

Participants

The community (children, elderly, vulnerable, men and women)

Participatory Tools:

1. Type	Historical timeline, seasonal calendar
2. History/timing	Historical timeline
3. Frequency	Historical timeline, seasonal calendar
4. Severity	Historical timeline, seasonal calendar, transect walk
5. Duration	Historical timeline, seasonal calendar
6. Location/area	Historical timeline, seasonal calendar
7. Warning signs	Historical timeline, seasonal calendar
8. Forewarning	Historical timeline
9. Trends	Historical timeline, seasonal calendar, transect walk

Involvement of children:

- The historical timeline can be done with children by asking them whether they can draw any past experiences/memories related to hazard being identified.
- The seasonal calendar can be done with children by asking them whether they realise differences in seasonality and the impact on going to school, how much food they eat, grieving, temperatures etc.)

Step 3 – Vulnerability and Capacity Assessment (VCA)

- Provide an overview of different vulnerabilities and capacities in areas of an individual's life within a community.
- Different aspects of vulnerability are analysed.
- The VCA is filled in with answers received through focus group discussions, interviews, or conversations with the community. Full participation of all community members is crucial for a successful and participatory analysis.
- Understand vulnerabilities and capacities for different groups in the community (women vs men, children, pastoralist vs agriculturalist etc.)

Participants

The community (children, elderly, vulnerable, men and women, caregivers of children)

Participatory Tools:

1. Individual Seasonal calendar, take a step, 24-hour schedule, child development/well-being matrix, ten seeds (for women/girls), Self Help Group's
 2. Social The river code, 24-hour schedule, Venn diagram I, Self Help Group's
 3. Natural Seasonal calendar, historical timeline, transect walk, community mapping
 4. Physical Community mapping, transect walk
 5. Economic Community mapping, seasonal calendar, wealth ranking
- Vulnerability ranking and resource bag & access and control over resource PRA Tool can be used for each of the five VCA elements.

Involvement of children:

- The resource bag & access and control over resource tool can be used with children. A List of resources is created by the community and is given to children. They are then asked whether they have any of the resources or not.
- The child development/wellbeing matrix is specifically for children.
- The Venn diagram I tool is specifically focused on the well-being of children.

Step 4– Pressure and Release Model (PAR)

- Analyse underlying risk factors to understand why a community is vulnerable and which hazards the community is faced with.
- Understand why the community is prone to disasters.

Participants:

The community (children, elderly, vulnerable, men and women), local staff

Participatory Tools:

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| 1. Root causes | Cause and impact tree, focus group discussions, community mapping, refer to VCA 'economic' outcome. |
| 2. Dynamic pressures | Cause and impact tree, focus group discussions, refer to VCA 'natural', 'physical', 'economic' and 'social' outcome. |
| 3. Unsafe conditions | Cause and impact tree, focus group discussions, community mapping, refer to VCA 'social', 'physical', and 'economic' outcome, Venn diagram II |
| 4. Hazard | Refer to 'hazard assessment' |
| 5. Disaster | Focus Group Discussion, historical timeline, seasonal calendar |

Step 5 – Community-level risk reduction planning

- Plan created by community to finalize concrete steps and plans that will be taken to minimize risk.

Participants:

The community (children, elderly, vulnerable, men and women)

Participatory Tools:

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| 1. Verifying data | Focus group discussions |
| 2. Prioritizing impacts | Goal setting matrix, focus group discussions, pairwise ranking |
| 3. Identifying risk-reduction activities | Focus group discussions |
| 4. Evaluating suggested activities | Focus group discussions, community action plan (CAP), Self-help groups |
| 5. Implementing activities | Community action plan (CAP) |

Involvement of children:

- The pairwise ranking tool can be used with children. Children can be asked what they think is most important.

Further description of each PRA tool can be found in the [Help a Child Participatory Toolbox Manual](#)