



Enhanced Vulnerability and Capacity Assessment (EVCA) Training of Trainers (ToT)

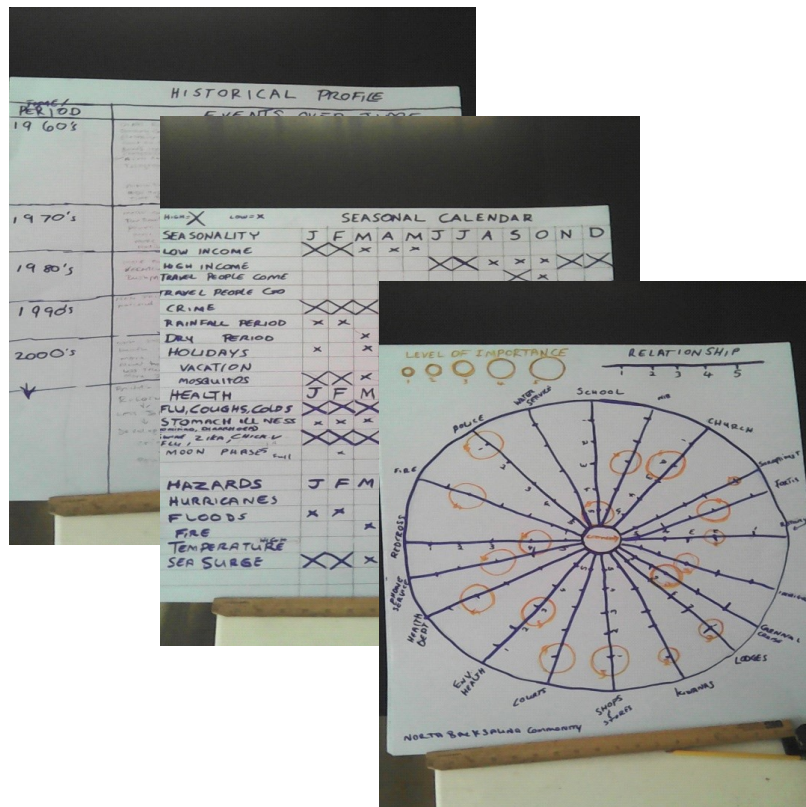
WORKBOOK

MODULE 1

INTRODUCTION

At the end of this session, participants will have:

1. Met the facilitators, people who organized training and other participants;
2. Revealed their baseline knowledge on community based approaches and VCA.



MODULE 2

PURPOSE, OBJECTIVES AND LOGISTICS OF THE TRAINING

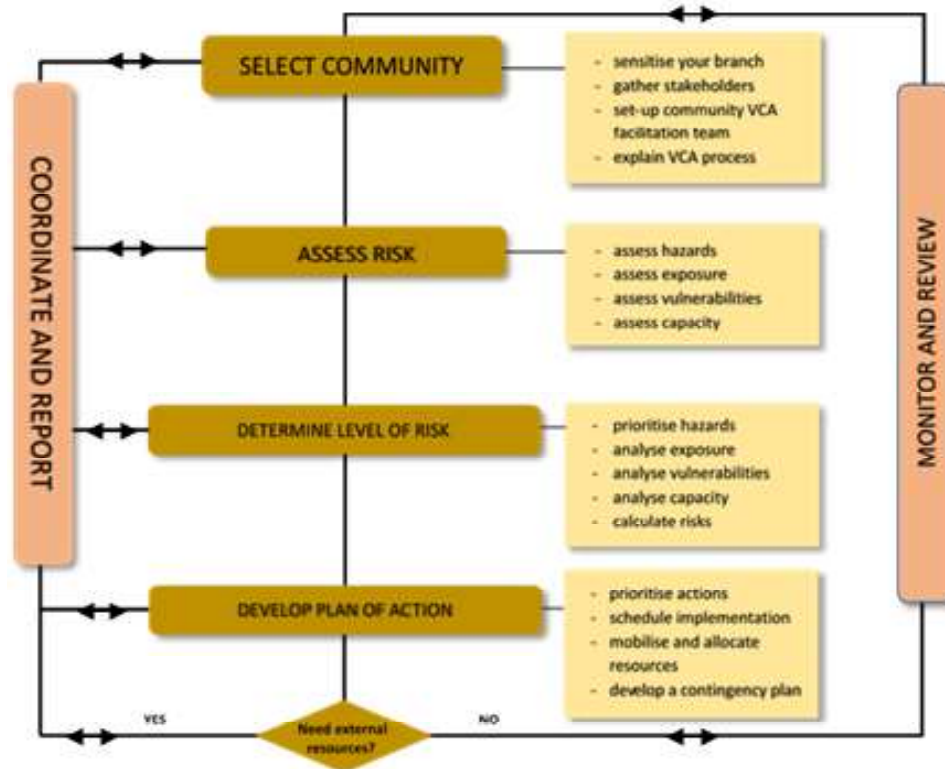
At the end of this session, participants will have:

1. Been introduced to the purpose, objectives and overview of the course content
2. Established the ground rules for the training
3. Received information about the logistics and methodology of the training

VULNERABILITY AND CAPACITY ASSESSMENT

VCA is a participatory process developed to support communities become resilient through the assessment and analysis of risks that they are facing and further guide them to identify solutions. It enables them to explore how risks arise from the interaction of hazard and vulnerable elements of the community as found in the assessment, whom within the community stand to be the most affected, what resources are available at all levels that can be applied to reduce risks, and what initiatives can be undertaken that can strengthen the capacity of people at risk

VCA process



WHAT'S COVERED IN THIS TRAINING?

SIX MODULES

Module 1

- *Introductions*

In this module we get to know each other, what we hope to achieve over the duration of the training and how much you already know about participatory community based approaches and VCA.

Module 2

- *Understanding disaster risk management and VCA contribution to risk reduction and resilience*

In Module 2, we explore the field of disaster risk management broadly to be able to make links as to why through VCAs, that Red Cross can help reduce communities understand and manage the risks that they face effectively thereby increasing their resilience.

Module 3

- *Selecting the community*

Module 3 looks at the importance of putting the target community at the forefront of the process and that stakeholders who may have a role to play in the development of the community are vigorously involved throughout the process. Also emphasise the importance of using a criteria to select target communities in where to conduct VCA. Consultations also looks within set-up of the branch, its volunteers, management and leadership who will need to be sensitized about the VCA plans and processes.

Module 4

- *Assessing risk*

In this Module, participants will look at the preparation and collection of data using tools that have been used by others in the past to collect different data related to hazards, exposure vulnerability and capacity of the community.

Module 5

- *Determining level of risk*

Module 5 looks at the important process of analysing data collected during the assessment using common approaches and templates that are user-friendly to communities. This looks at the important process of analysing data collected during the assessment using common approaches and templates that are user-friendly to communities.

Module 6

- *Developing plan of action*

Module 6 looks at the creating a plan of action based on the analysis of the findings of the assessment. As community development plans are often needed to be presented to stakeholder in many cases Government and donors. As community facilitators, we must have the skills to be able to accompany community members to be able to dialogue with development partners who may in turn support risk reduction projects that have been recommended from the VCA.

OBJECTIVES OF THE VCA TRAINING

At the end of the training, participants will be able to:

- List and describe key disaster risk management terminologies;
- Describe the links between hazards, exposure, vulnerability, capacity and risk;
- Describe the context of vulnerability and capacity assessment and common Red Cross approaches to strengthening resilience;
- Describe the process for selecting VCA community and stakeholders;
- Describe the steps involved in the assessment of risk;
- Describe the process involved in determining level of risk;
- Describe the process of developing a plan of action and why connecting with stakeholders is integral to the success of the VCA;
- Demonstrate how VCA findings and information is reported.

SESSION 3

THE DISASTER MANAGEMENT CYCLE

At the end of this session, participants will be able to:

1. Describe the disaster management cycle and different activities of the branch concerning different stages of the disaster management cycle



DISASTER MANAGEMENT CYCLE



Examples of Red Cross activities in Disaster Preparedness and Mitigation

Examples of Red Cross activities in Disaster Response

Examples of Red Cross activities in Disaster Recovery

SESSION 4

DISASTER MANAGEMENT TERMINOLOGY

At the end of this session, participants will be able to:

1. List basic disaster management terminology;
2. Understand the factors that cause disaster and the risk equation;
3. Describe how risk of disaster can be reduced.

$$\frac{H \times E \times V}{C} = R$$

DISASTER

A sudden or catastrophic event that seriously disrupts the functioning of a community or society, causing human, material, economic and environment losses to the extent that exceeds the community or society's ability to cope using its own resources.

What causes a disaster?

$$\frac{H \times E \times V}{C} = R$$

HAZARD

Threatening event, or probability of occurrence of a potentially damaging phenomenon within a given time period and area

Examples of hazards in TCI communities...

EXPOSURE

People, property, systems, or other elements present in hazard zones that are thereby subject to potential losses.

Exposure examples in TCI communities...

VULNERABILITY

The diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or human-caused hazard.

Examples of vulnerabilities in TCI communities...

Who are the most vulnerable in the community?

RISK

The combination of the probability of an event and its negative consequences.

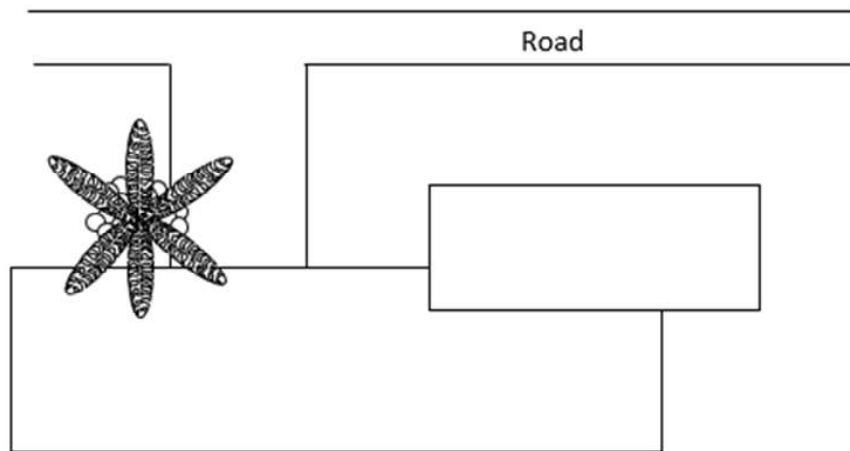
Risk is the *probability* or *chance* that losses or negative consequences could occur given the presence of hazard, exposure of elements and vulnerability. When we discuss risk, we think of **probability of loss** given the hazard, the exposure and the level of vulnerability.

What type of losses are we talking about?

How can risk be reduced?

EXERCISE

Jerry has a coconut tree in the yard of his new home. He has become aware of a problem with the tree and he is trying to analyse the situation. The tree is located next to the place where he wants to park his car. He has prepared a drawing of the area to help with his analysis.



As a result of his study, he has determined the following:

The coconut bears fruit once each year. When the coconuts are ripe, they fall off of the tree. The previous owners car was damaged twice by coconuts. No one has been struck yet although there have been some close calls.

Hazard assessment:

What is the hazard? _____

When does it occur? _____

The coconut tree is located right next Jerry's house. Jerry's 3 children like to play in the yard and when he parks the car the passengers exit under the tree.

Exposure assessment:

Who or what is exposed? _____

Jerry obviously is concerned about the safety of everyone in his household for his kids who have no idea about the danger above them whenever they are playing. And of course there are other members of his household when they are moving around the yard.

Vulnerability assessment:

Who or what is vulnerable? _____

When are they vulnerable? _____

Risk analysis:

What would you tell Jerry the risk is? _____

Would you advise him to accept the risk or do something to reduce it?

Jerry has decided to reduce his risk and has asked you for advice. What can he do?

Risk/loss reduction measures:

Prevention _____

Mitigation _____

Preparedness _____

CAPACITY

The combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals.

Red Cross efforts whether it be during disasters or peace time, should be built on community capacities.

COMPREHENSIVE DISASTER MANAGEMENT

The management of all hazards through all phases of the disaster management cycle - prevention and mitigation, preparedness, response, recovery and rehabilitation - by all peoples- public and private sectors, all segments of civil society and the general population in hazard prone areas.

CDM involves risk reduction & management and integration of vulnerability assessment into the development planning process which is much like what the VCA process aims to achieve.

SESSION 5

WHAT IS VCA?

At the end of this session, participants will be able to:

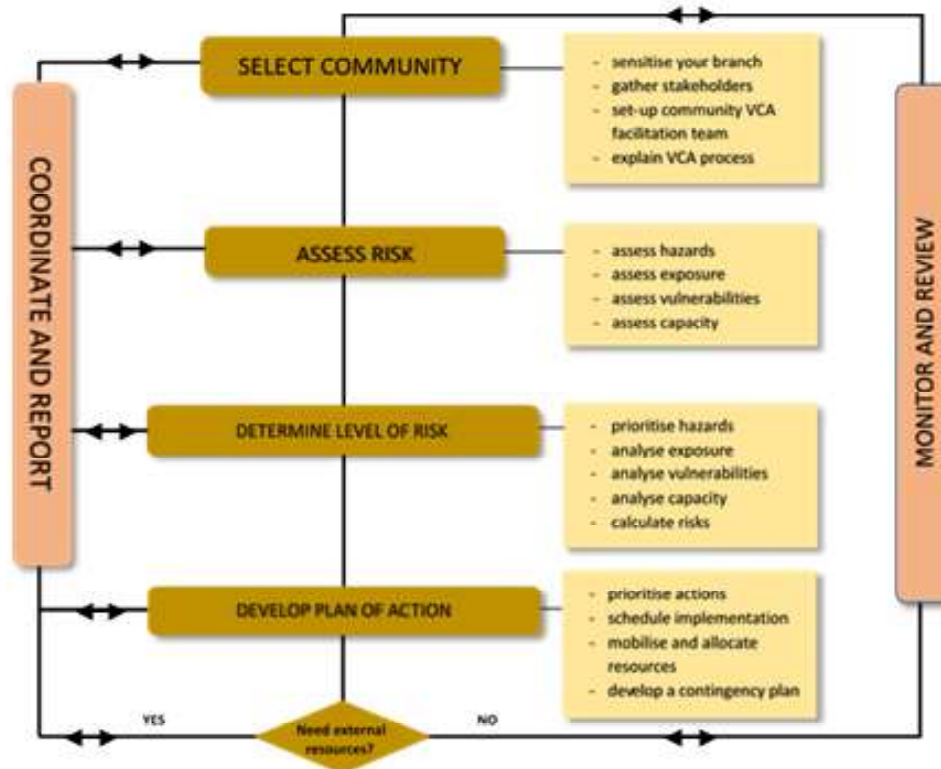
1. Describe the purpose of carrying out VCA and why it is an integral part of Red Cross work in supporting community resilience;
2. List the key steps involved in the VCA process.



VULNERABILITY AND CAPACITY ASSESSMENT

A participatory process developed to support communities become resilient through the assessment and analysis of risks that they are facing and further guide them to identify solutions. It enables them to explore how risks arise from the interaction of hazard and vulnerable elements of the community as found in the assessment, whom within the community stand to be the most affected, what resources are available at all levels that can be applied to reduce risks, and what initiatives can be undertaken that can strengthen the capacity of people at risk.

VCA process



Vulnerability and capacity assessment:

Is a participatory process

Supports communities become resilient

Involves assessment and analysis of risks

Identifies solutions

Why VCA?

Better understanding of the nature and extent of existing, changing and emerging risks that communities are and will be facing...

Communities to identify relevant and practical actions to reduce their risks and strengthen their resilience based on their priorities...

Raise awareness about the resources within the community and externally that can be mobilised...

Red Cross can use the information and lessons from communities about risks and vulnerabilities to other stakeholders to influence policies, laws and development investments which can benefit those communities

OLD APPROACH VS NEW

Wrongly perceived as one-off process



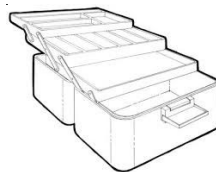
Follows standard program management approaches

Started with data collection



Systematic process, data collection more focused

Some tools required revision



Integrated gender & diversity, climate change and resilience considerations

Data overload, no proper analysis done



Analysis is done throughout the process

Perceived to be more related to DRR

Resilience

Incorporates resilience characteristics



The new VCA approach is:

- Not just about data collection _____

- Inclusive participation is important _____

- No 'one size, fit all' approach _____

- A process focusing on understanding risks and identifying risk reduction and adaptation actions _____

- A multi-sectoral and multi-stakeholder process _____

COMMUNITY RESILIENCE

Community resilience is the ability of communities (and their members) exposed to disasters, crises and underlying vulnerabilities to anticipate, prepare for, reduce the impact of, cope with and recover from the effects of shocks and stresses without compromising their long-term prospect.

- ... is knowledgeable, healthy and can meet its basic needs _____

- .. has well-maintained and accessible infrastructures and services _____

- ... is socially cohesive _____

- ... is connected _____

- ... has economic opportunities _____

- ... can manage its natural assets _____

Considerations for VCA:

- Is community level work reflected in your branch development plans, policies and structure? If not, is your branch prepared to make the necessary changes so that this becomes part of what you do? _____

- Is the proposed VCA linked with any form of national government programmes? _____

- Is your branch willing to commit to working in a participatory manner with communities over the medium to long term? _____

- Is the branch ready and committed to enable and accompany communities to take a lead role in risk assessment, planning, implementation and evaluation? _____

- Do you have the resources and skills to undertake VCA and to do the required follow-up? _____

- Are the management and leadership of the branch willing to make the necessary investments in training staff and volunteers in community work? _____

- Is your branch prepared to work in a holistic manner, so that different technical and programme departments can respond to community needs that arise? _____

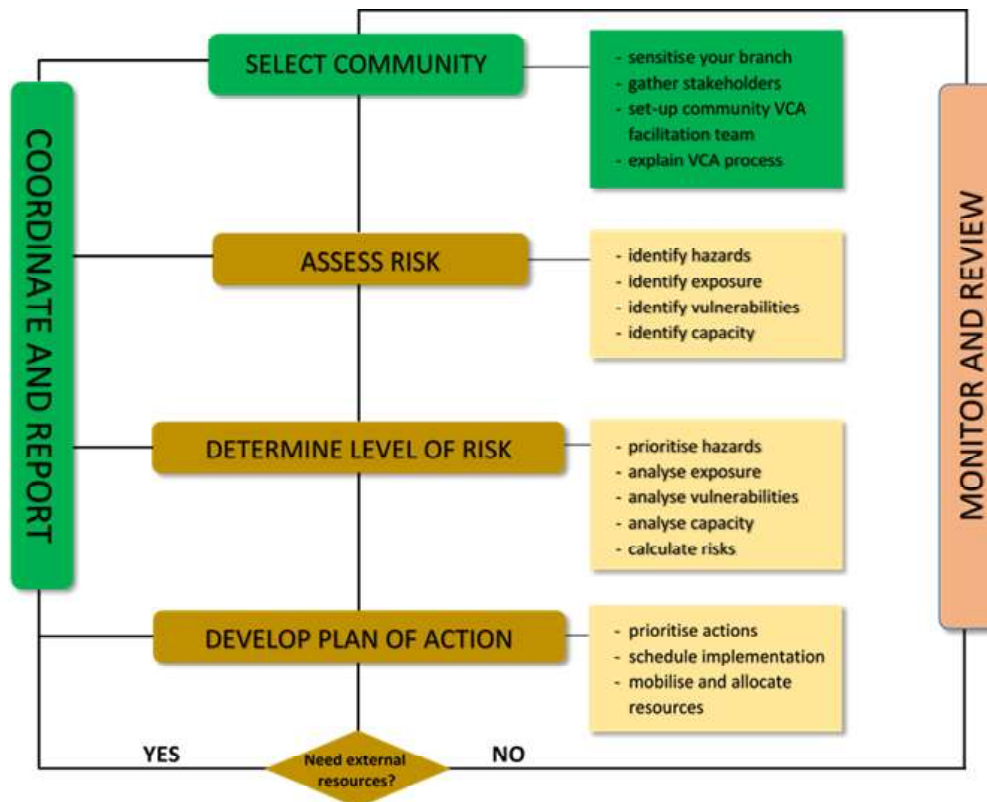
- Are there other stakeholders that you can involve from the start to be able to connect them with the community? _____

SESSION 6

SELECTING AND CONSULTING WITH THE TARGET COMMUNITY

At the end of this session, participants will be able to:

1. Describe the process of selection of target community for VCA;
2. List the steps for consulting the target community.



COMMUNITY

A group of people who may or may not live within the same area, village or neighbourhood, share a similar culture, habits and resources. Communities are groups of people also exposed to the same threats and risks such as disease, political and economic issues and natural and man-made hazards.

A RESILIENT COMMUNITY

... is knowledgeable, healthy and can meet its basic needs



...has well-maintained and accessible infrastructures and services



... is socially cohesive



... is connected

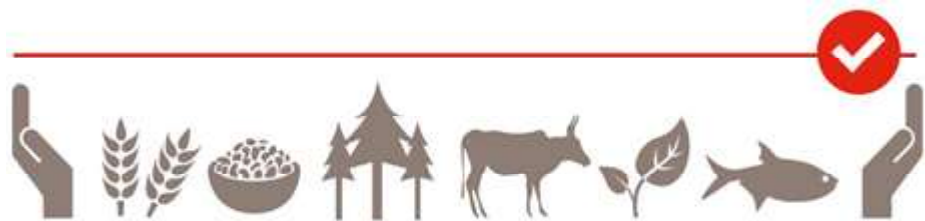


A RESILIENT COMMUNITY continued...

... has economic opportunities



... can manage its natural assets



SELECTING A TARGET COMMUNITY

- Which communities are particularly vulnerable? _____

- Find out about disaggregated data... _____

- How many communities? _____

- Are there several communities within the same location exposed to the same risks? _____

- Organisations working in the same/ nearby area? _____

- If the community is too large, would sampling equally represent issues of the wider section of the community? _____

STEPS FOR CONSULTING TARGET COMMUNITY

- Identify and brief community leaders

- Inform the local authorities about the purpose of your visit and of the VCA

- Arrangement of the meeting (venue, accessibility, time, duration, number of meetings)

- Ensure equal opportunity for everyone to be able participate

- Prepare agenda and presentation of key messages about the VCA - so not to raise any expectations

- Prepare objectives of the meeting

SETTING-UP VCA FACILITATION TEAM

- Composition of the facilitation team is important

- Consider practical ways to ensure that the team is inclusive

- Identify champions - for ownership

- Look after the facilitation team

CRITERIA FOR VCA FACILITATION TEAM

- Mix _____

- Skills _____

- Gender _____

- Links and affiliation _____

CRITERIA FOR VCA FACILITATION TEAM continued

- Level of education _____

- Commitment _____

- Other considerations _____

SKILLS AND COMPETENCIES

- VCA application knowledge _____

- Community mobilization _____

- Negotiation and advocacy _____

- Facilitation _____

- Gender and diversity _____

- Sectoral knowledge _____

- Climate change knowledge _____

- Problem solving skills _____

- Analytical skills _____

- Technology use and application _____

TRAINING YOUR FACILITATION TEAM

- Understanding of what VCA is, what and how it is carried out _____

- Community work is highly specialised - your team must be properly prepared if they are to make full use of the methods, tools and materials at their disposal _____

- Training can take up to 3 full days _____

SESSION 7

SENSITIZING YOUR BRANCH

At the end of this session, participants will be able to:

1. Describe key steps to take in sensitizing fellow staff and volunteers within the branch in order gain a whole of organisation commitment towards the VCA.



THOUGHTS ON BRANCH SENSITIZATION

- Identify who should be sensitized? _____

- What are the key messages? _____

- Who will do the sensitization? _____

- When is the best time? _____

WHY SENSITIZE THE BRANCH LEADERSHIP?

- Gain commitment and resources _____

- Connect VCA to branch development priorities _____

QUESTIONS FOR THE BRANCH?

- Is the branch experienced in working with communities? _____

- Can the VCA be linked to other Red Cross activities? _____

- Are there other entry points to consider? _____

- Does the branch have the total will to carry out the VCA? _____

- Are there enough volunteers? _____

HOW TO SELL THE VCA?

- Let the VCA sell itself _____

- Prepare well for making presentations and conducting meetings _____

- Find like-minded people who can advocate on your behalf _____

SESSION 8

IDENTIFYING STAKEHOLDERS

At the end of this session, participants will be able to:

1. Describe the roles of community, the Red Cross and stakeholders in a VCA;
2. List the key considerations for stakeholder engagement.



COMMUNITY

A group of people who may or may not live within the same area, village or neighbourhood, share a similar culture, habits and resources.

Communities are groups of people also exposed to the same threats and risks such as disease, political and economic issues and natural and man-made hazards.

ROLE OF COMMUNITY IN VCA

- Identify and analyse their risks with support of Red Cross and other stakeholders

- Develop a risk reduction plan based on their priorities _____

- Mobilise local resources (human, material and financial) to implement their plan

- Execute their plan (which could include demanding the services they are entitled to from the government and other relevant actors)

- Monitor and evaluate their progress towards risk reduction and generate lessons to improve future actions _____

- Inclusiveness _____

ROLE OF RED CROSS IN VCA

The role of Red Cross in VCA is above all as a facilitator of community participation and empowerment.

- Facilitate and encourage community members to speak, listen and analyse the data they generate
- Ensure that the most vulnerable people in the communities are well represented in the process
- Facilitate access to resources (financial, material, human) to enable the community to implement their action plan
- Strengthen relations between community and authorities using auxiliary role
- Connect the community with other stakeholders
- Ensure that community takes the lead in the whole resilience process

ROLE OF STAKEHOLDERS

- Stakeholders will engage depending on their area of specialization and interest _____

- Facilitation team should always put the communities' interest first _____

ENGAGING STAKEHOLDERS

- Map the different stakeholders (both local and national) _____

- Think about what needs to be achieved first _____

- Keep relationships in a strategic way _____

- Organise sensitization meetings _____

ROLE OF KEY STAKEHOLDERS

- Government departments _____

- DDME _____

- Meteorological office _____

- Community-based organisations _____

- Non-government organisations _____

- Academic institutions _____

- Media organisations _____

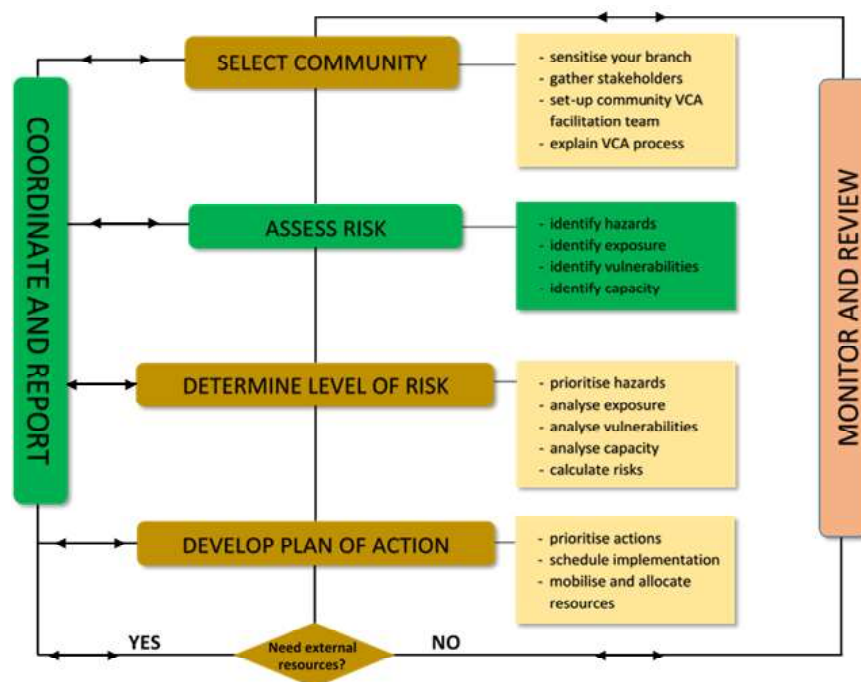
- Private sector (businesses) _____

SESSION 9

PREPARING FOR AN ASSESSMENT

At the end of this session, participants will be able to:

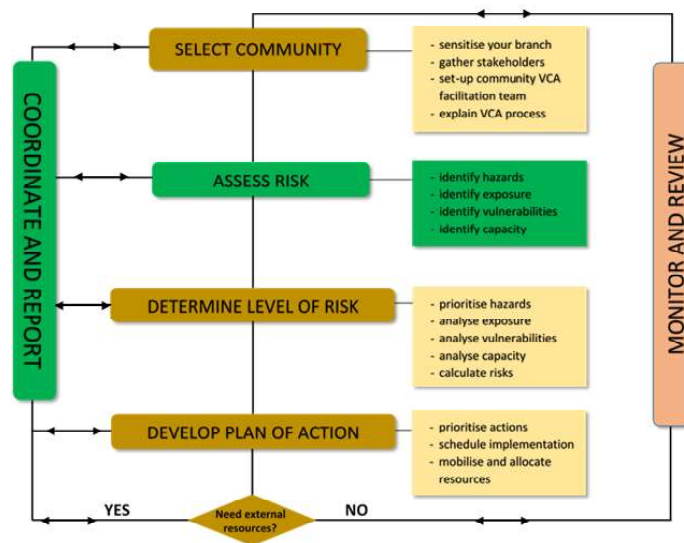
1. Describe key steps to be undertaken in preparing for an assessment in VCA
2. Know how to select the right tools for assessment
3. List some key considerations before carrying out an assessment



RISKEQUATION

$$\frac{H \times E \times V}{C} = R$$

VCA PROCESS



SELECTING THE RIGHT TOOLS

- Suitability of the tool to assess H,E,V,C _____

- Application to context of community (urban vs island etc.) _____

- What is already known? _____

- Time available? _____

- Number and skill sets within facilitation team _____

- Other factors such as budget and technology _____

- What is meaningful to the community and how much can they absorb? _____

IDENTIFYING VCA PARTICIPANTS

- There should be a selection criteria _____

- Inclusiveness _____

- Set-up means to collect disaggregated data _____

CONSIDERATIONS FOR WHEN SELECTING VCA PARTICIPANTS

- Women, men and anyone who identifies with another gender or no gender
- Different age groups including the elderly, youth and children
- Different types of disability
- Different religious, ethnic, linguistic or migrant groups, for example regular and irregular migrant groups or stateless people
- Pregnant and lactating women
- Male and female heads of households;
- Community organisations such as local women's groups, youth, people with disabilities, migrant population etc

ORGANIZING THE ASSESSMENT

Step and order	Tool	Method	Composition of community participants	Division in groups
Hazard assessment				
1.	Mapping	Focus group discussion	Women, men, disabled group, etc.	Yes, three different groups/ No division
2.				

KEY CONSIDERATIONS BEFORE ASSESSMENTS

- Organise prior permission _____

- Have the means to collect data _____

- Build trust _____

SECONDARY INFORMATION

- Build on what is already known _____

- Compile secondary and analyse secondary data prior to any community level work

- Consider other assessments done before by Red Cross or others

- Obtain (if available) spatial map of the community (google maps or from government)

- Highlighting gaps in the secondary information can help you ask the right questions

SESSION 10

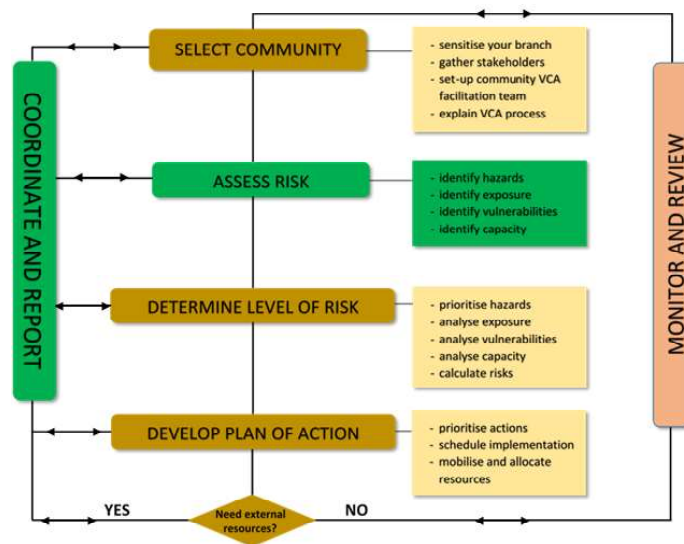
CONDUCTING AN ASSESSMENT

At the end of this session, participants will be able to:

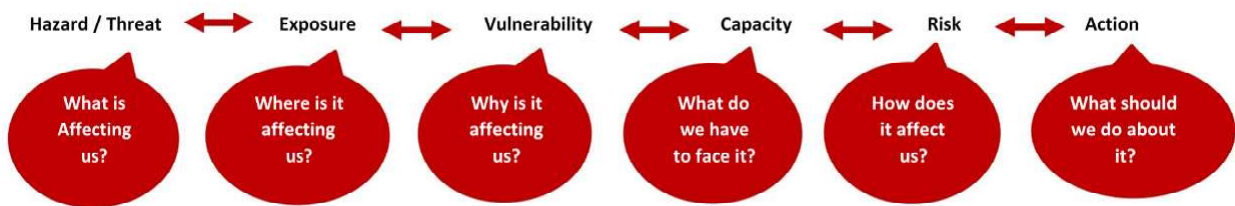
1. List the steps and tools needed to carry out hazard and exposure assessment;
2. List the steps and tools needed to carry out vulnerability and capacity assessment.



VCA PROCESS



WHAT IS THE ASSESSMENT TRYING TO ACHIEVE?

**HAZARD AND EXPOSURE ASSESSMENT**

Purpose is to identify all the natural or man-made hazards or threats experienced by the community and prioritise them in order to gain a thorough understanding of the nature and behaviour of the top prioritised hazards and an understanding of the different exposure levels within the community.

- Identify hazard and threats _____
- Prioritize them _____
- Nature, behaviour and exposure levels _____

IDENTIFYING HAZARDS

$$\frac{H \times E \times V}{C} = R$$

PURPOSE: For the community to find out what hazards or threats are affecting them

SUGGESTED TOOLS

- Brainstorming _____

- Historical profile/ disaster history _____

- Presentation of available scientific information on emerging and changing hazards

- Mapping _____

- Transect walk _____

- Seasonal calendar _____

IDENTIFYING EXPOSURE

$$\frac{H \times E \times V}{C} = R$$

PURPOSE: For the community to identify where and when hazards or threats affect them

SUGGESTED TOOLS

- Brainstorming _____

- Transect walk _____

- Seasonal calendar _____

IDENTIFYING VULNERABILITY

$$\frac{H \times E \times V}{C} = R$$

PURPOSE: For the community to reflect on how and why a hazard or threat affects them

SUGGESTED TOOLS

- Mapping _____

- Seasonal calendar _____

- Historical vizualization _____

- Problem tree _____

- Livelihood analysis _____

- Household/ neighbourhood vulnerability assessment _____

- Gender analysis _____

IDENTIFYING CAPACITY

$$\frac{H \times E \times V}{C} = R$$

PURPOSE: For the community to identify what resources they have to deal with the hazard or threat and prevent or mitigate its negative impact.

SUGGESTED TOOLS

- Capacity mapping _____

- Venn diagram (government, social groups, civil society organisations)

- Secondary data (human capital - skills and knowledge in the community)

INCONSISTENT INFORMATION (WHY?)

- Perception _____

- Access to information _____

- Misinterpretation _____

DEALING WITH INCONSISTENT INFORMATION

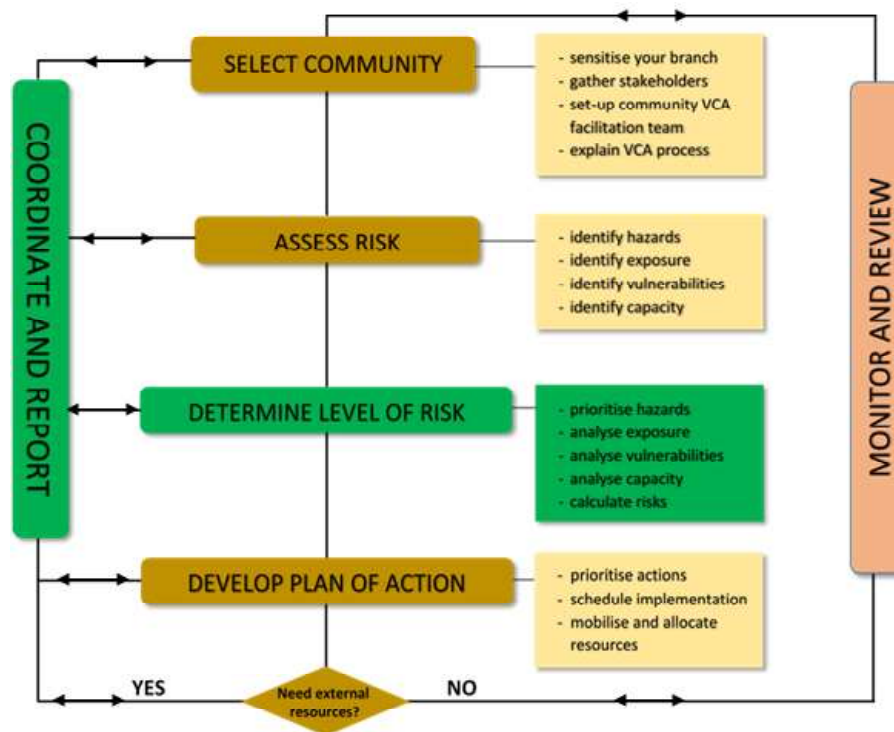
- Analysis _____

- Verification _____

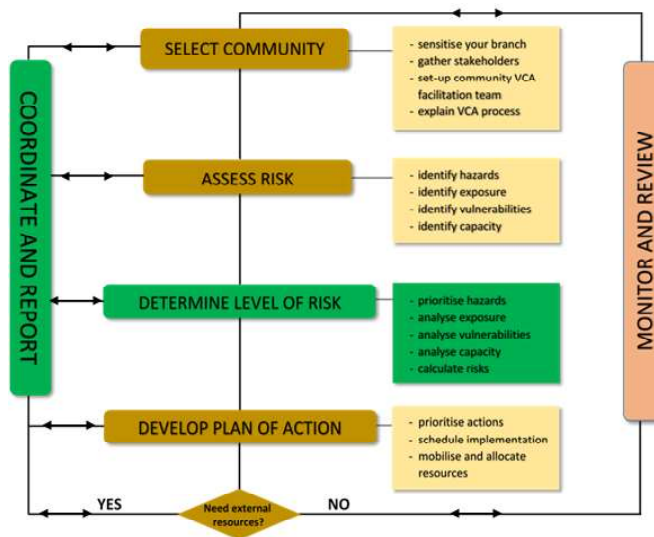
SESSION 11

ANALYSING HAZARD, EXPOSURE, VULNERABILITY AND CAPACITY INFORMATION

- At the end of this session, participants will be able to:
1. Describe key steps and tools used in analysing hazards, exposure, vulnerability and capacity



VCA PROCESS

**ANALYSIS**

Analysis is the process whereby the information collected is organized and interpreted to answer key questions about where to focus the plan of action in the VCA.

THE WALL METHOD

DETERMINING THE LEVEL OF RISK

$$\frac{H \times E \times V}{C} = R$$

PRIORITIZE AND CHARACTERIZE HARARD

$$\frac{H \times E \times V}{C} = R$$

HAZARD CHARACTERISTICS

- Origin/ causes _____

- Severity/ force _____

- Early warning/ lead time _____

- Frequency/ how often? _____

- Duration/ how long? _____

SYNTHESIZE AND ANALYZE EXPOSURE

$$\frac{H \times E \times V}{C} = R$$

ANALYZE EXPOSURE

Hazard (examples)	High exposure – who and what	Medium exposure – who and what	Low exposure – who and what	Score (High, moderate, low)
Flood	-55 houses in low-laying area by the river - 1 health post - 1 market - 56 hectares of farmland	- 10 houses near the river made of wood -1 school by the river -5 shops -2 km of road -9 hectares of crops	20 houses built on stilts with strong cement structure 100 houses on high ground	High
Dengue				Moderate
Conflict				Low

SYNTHESIZE AND ANALYZE VULNERABILITY

$$\frac{H \times E \times V}{C} = R$$

ANALYZE VULNERABILITY

Hazard	Characteristics	Impact	Vulnerability aspects with their causes	Score (High, Moderate, Low)
Flood	Risk knowledge, health and basic needs	Death, injuries	No early warning, lack of swimming skills, people with disabilities living in the exposed houses	High
	Social cohesion	Displacement	Ethnic division among the community members	Low
	Economic opportunities	Loss of crops	No alternative livelihoods for most of the community	Moderate
	Infrastructure & services	Cut-off road, damaged buildings	Poor drainage lines, poor building standards	High
	Natural Assets	Loss of fertile soil Increased flash flood risk	Serious deforestation on the upper stream of the floodplain	High
	Connectedness	Lack of timely support from external organisations following crisis	Community has no connections with the district disaster management office	

SYNTHESIZE AND ANALYZE CAPACITY

$$\frac{H \times E \times V}{C} = R$$

ANALYZE CAPACITY

Hazard/threat	Characteristics	Capacities (community, household, individual)	Score (High, Moderate, Low)
Flood	Risk knowledge, health & basic needs	People have access to weather forecasts on their mobil (but limited knowledge on how to interpret it and what actions to take) Two well-experienced swimmers who could train others	Low
	Social cohesion	Communities with good leadership; Culture of people sharing physical resources they have in times of need	Moderate
	Economic opportunities	One social group has savings and loans scheme with low-interest loans available	High
	Infrastructure & services	Availability of one protected borehole A health station with, 1 health officer and 1 nurse as staff	
	Natural assets	Ancestral forest on top of the hill is a protected community forest	
	Connectedness	Red Cross branch has connection with the district disaster management office Mobil network and all weather road available	

COMBINED SYNTHESIS (EXPOSURE & VULNERABILITY)

Exposure x Vulnerability	Vulnerability		
Exposure	Score		
Score	Low	Moderate	High
Low	Low	Low	Moderate
Moderate	Low	Moderate	High
High	Moderate	High	High

GUIDANCE TO DETERMINING RISK

	High vulnerability	Medium vulnerability	Low vulnerability
High exposure	Highest risk	High risk	Some risk
Medium exposure	High risk	Medium risk	Less risk
Low exposure	Some risk	Less risk	Least risk
	Low capacity	Medium capacity	High capacity

GUIDANCE TO DETERMINING RISK

Priority Hazard	Exposure x Vulnerability						Capacity						Level of Risk
	C1	C2	C3	C4	C5	C6	C1	C2	C3	C4	C5	C6	
Flood	H	H	M	L	L	H	L	L	L	L	M	L	H
Dengue													
Hurricane													

CONSOLIDATING RISK INFORMATION

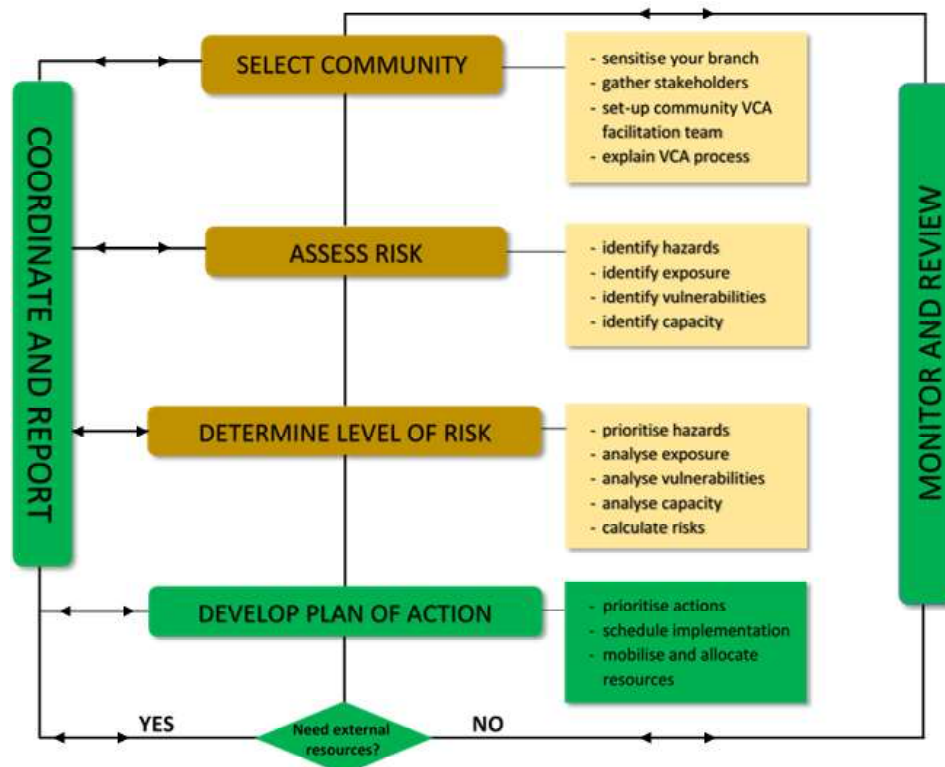
Hazard	High and medium exposed elements (copy high and medium from exposure summary)	High risk characteristics identified	Priority vulnerability aspects (copy high and medium from vulnerability summary)	Priority capacity aspects (copy from capacity summary)	Summary of key risks (high exposure, high vulnerability, low capacity)
Flood	-55 houses in low-laying area by the river (H) - 1 health post (H) - 1 market (H) - 56 hectares of farmland (H) - school near the river (M)	Risk knowledge	- No early warning system, lack of swimming skills - 5 people with disabilities living in the exposed houses	People can access weather forecasts on their mobil (but limited knowledge on how to interpret it and what actions to take)	Children who don't know how to swim that go to school in the flood risk area are at high risk of death and injury People with disabilities in houses by the river would need help to evacuate

SESSION 12

FACILITATING PLANNING AND REPORTING

At the end of this session, participants will be able to:

1. Describe key steps and tools used in planning and implementing actions to address risks associated with hazards, exposure and vulnerability thereby increasing and increase capacity
2. Understand how to support communities with contingency planning.



REDUCING RISK

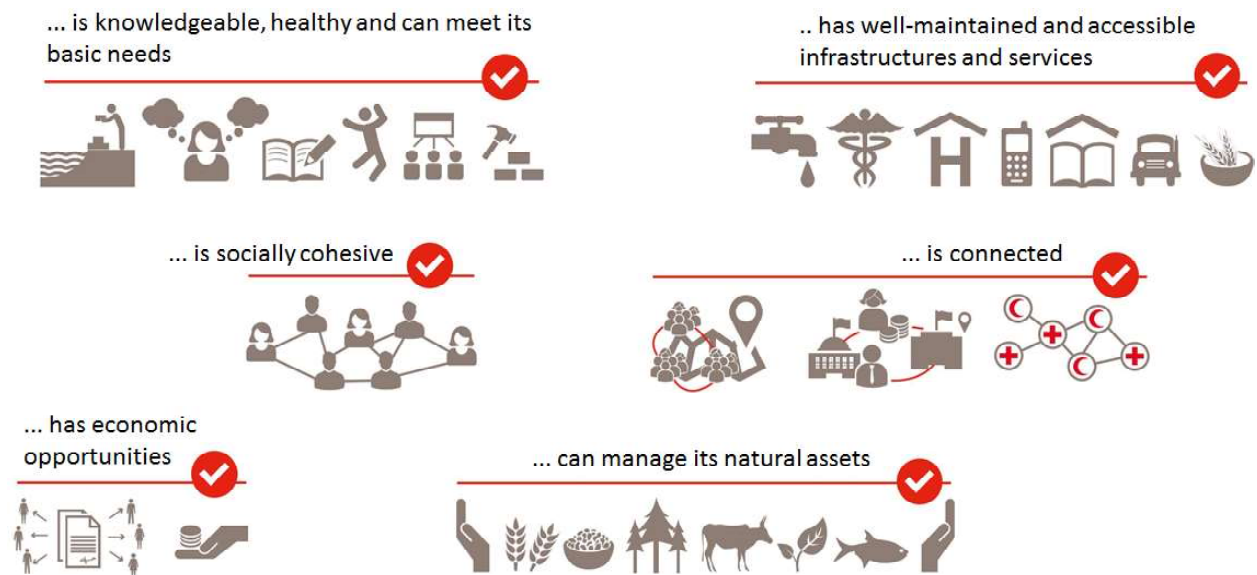
- Reduce the intensity of the hazard _____

- Reduce the level of exposure _____

- Reduce vulnerability _____

- Increase capacity _____

A RESILIENT COMMUNITY



VISIONING

- What activities can contribute to reducing the intensity of the hazard? _____

- Activities that can help reduce the level of exposure _____

- Activities that can reduce vulnerability _____

- Origin/ causesActivities that can increase capacity _____

IDENTIFYING POTENTIAL ACTIONS

Characteristics		Exposure	Vulnerability	Capacity	Risk	Potential actions/ solutions
Hazard/ threat specific						
Example: Floods	Risk knowledge, health and basic needs.					
	Social cohesion					
	Economic opportunities					
	Infrastructure & services					
	Natural Assets					
	Connectedness					

CONSOLIDATING POTENTIAL ACTIONS

Characteristics	Exposure	Vulnerability	Capacity	Risk	Potential actions/ solutions
Common					
Risk knowledge, health and basic needs.					
Social cohesion					
Economic opportunities					
Infrastructure & services					
Natural Assets					
Connectedness					

PRIORITIZING POTENTIAL ACTIONS

- Prioritises actions based on a criteria
- Clarifies which action can be carried within the capacity of the community and within what timeline
- Provides an opportunity for the community consider their capacity first before looking outside for support
- Gives the opportunity for the community to begin making connections with external stakeholders whom they may need to access support from

CRITERIA FOR PRIORITIZING ACTIONS

- Practicality _____

- Effectiveness _____

- Impact _____

- Socially sensitivity _____

- Climate smart _____

- Sustainability _____

RANKING ACTIONS

Actions	How to implement			Criteria	Rank
	Can do it ourselves	Needs support	Needs advocacy		
Fix drainage system	X (Workforce)	X (Equipment)			

ACTION PLANNING

Which risk(s) do we try to address?	How will we do it? Description of activity (quantity/beneficiaries)	What resources are required?	Source of resources	When to implement?	Who will be responsible?

CONTINGENCY PLANNING

- Effective response is affected by level of preparedness & planning, capacity to respond & resources available
- Helps manage time pressure faced during disasters
- Identify constraints in advance
- Ensure strong coordination mechanism for complementary actions of quality response
- Improves relationships & coordination with stakeholders
- Develops common understanding before responding to disasters
- Reinforces & clarify coordination of roles & responsibilities
- Helps ensure adequate arrangements in advance to respond in a timely & effective manner

REPORTING

- A good VCA report is key to ensure everyone is clear about the identified risks and the agreed actions to increase resilience and to mobilise support.
- The VCA report should document the entire process, whilst being concise and clear - so that it will be accessible and easy to read rather than sit on a shelf.
- Share the report back with the community. Communities need to "own" the EVCA report to manage their Action Plan and monitor progress.
- The community should have access to something tangible they can use. This could be a series of protected flip charts or posters including the hazard map displayed in a community centre, a printed document, or a presentation or a digital PDF report posted on a community website, or to the VCA repository.
- Try to provide the community with a tangible EVCA product that they can be proud of and that everyone can easily access.

SESSION 13

COORDINATION AND IMPLEMENTATION

At the end of this session, participants will be able to:

1. Describe process of connecting the community with stakeholders and how accompanying implementation is done



CONNECTING THE COMMUNITY WITH STAKEHOLDERS

- Community plan need input from different actors
- Branch can contribute to the plan's success by connecting the community to other relevant actors, processes and resources
- Links to stakeholders with responsibility for local development (usually local government) are critical
- Whenever possible be aligned with ongoing development activities

CONNECTING THE COMMUNITY WITH STAKEHOLDERS

- Assist the community to prepare a presentation of what it wants to do and why, starting with a 'My Community Factsheet'. Collate the findings of the VCA, the objectives the community has chosen, and a summary of prioritized activities. If community members are willing, when-ever possible use visual aids (photographs, sketches, PowerPoint). Encourage several members of the community to act as presenters or speakers, making sure that those chosen reflect the diversity of the community.
- Help set up meetings with external stakeholders who participated in the assessment, and others who might be able to offer some resources. Use your Branch or volunteer contacts to obtain meetings if the community is unable to do this itself.
- Accompany community members to meetings, assist and coach speakers, record any offers of resources, and assist the community to access them. The branch may need to help members of the community to develop a proposal, arrange future meetings, train in project management skills, or take other follow-up actions.
- Discuss the process with your branch's donors. Explore whether your current funding arrangements might permit you to support the community's plan of action. When requesting new funding, try to build 'funding flexibility' in from the start.

ACCOMPANYING IMPLEMENTATION

- Strengthen their internal capacity by creating or training a community organisation or committee that will mobilise the wider community and lead the implementation of the action plan.

- Also offer to help implement some of the activities in which your branch can offer expertise (e.g. first aid training, first responders training, establishing early warning systems, etc.)

- Advocacy can bring communities together and encourage them to respond to external threats. It goes hand-in-hand with awareness raising and education.

- Awareness raising and education can empower communities to change and to have safer, healthier lives, while advocacy can create the conditions in which they are actually able to do so.

- Use the Red Cross Red Crescent's credibility and auxiliary role to connect the community with relevant authorities and other decision-makers.

- Your branch can also assist the community to prepare for these meetings. Share your experience and skills on presenting evidence, requesting action and documenting agreements: this can help the community to take full advantage of opportunities
