

Understanding Hazard, Vulnerability and Capacity Assessments
(HVCAs) in urban contexts

A 5-STEP PROCESS GUIDE

Consultation edition, April 2018

This guide is part of a series of research reports and tools developed by Save the Children in partnership with commissioned researchers and supporters. See the full suite of research products at www.gadrrres.net/resources

We gratefully acknowledge the support and commitment of C&A Foundation and C&A in building a robust knowledge and evidence base for child-centred disaster risk reduction and Comprehensive School Safety in urban settings.

Authors:

Bruce Raveslout, Vice-President, Tango International
Raniya Sobir, Research Associate, Tango International
Jeremie Kaelin, Research Associate, Tango International

Technical advisors:

Nick Ireland (Save the Children), Corinne Schoch (Save the Children), Christophe Belperron (Save the Children), Tyrone Reden L. Sy (Save the Children), David Sweeting (Save the Children), Paul Mitchell (Save the Children), Lordes L. Pambid (Save the Children)

Academic Advisory Committee:

Professor Kevin Ronan (School of Health, Medical and Applied Sciences, CQ University, Australia) Dr Katharine Haynes (Dept of Geography and Planning, Macquarie University, Australia) Professor David Johnston (Joint Centre for Disaster Research, Massey University/GNS Science, New Zealand)

Research and Knowledge Managers:

Xiaowen Fan (Save the Children), Karimi Gitonga (Save the Children), Kate McFarlane (Save the Children)

Editor

Rebecca Stewart

© Save the Children 2018

This publication is copyright but may be reproduced by any method without fee or prior permission for teaching or non-commercial purposes. It may not be reproduced for resale. For copying in any other circumstances, prior written permission must be obtained from the publisher.

Published by:

Save the Children Switzerland
Sihlquai 253 | CH-8005 Zurich
Email: info@savethechildren.ch

Save the Children Asia Regional Office
Strathmore Building 3rd Floor
352 Tanglin Road,
Singapore 247671
Email: esdresearch@savethechildren.org

Contents

Acronyms	4
HVCA tools	5
Section 1: Introduction	6
What is a HVCA?	6
Why is there a need for this guide?	7
Target users	7
When should this guide be used?	8
How to navigate this guide	8
Section II: The five-step assessment process	9
Step 1: Facilitate assessment design	10
Step 2: Facilitate assessment design	18
Step 3: conduct field data collection	27
Step 4: data analysis and sense making	30
Step 5: Reporting and dissemination	34
Appendix: Detailed HVCA tool guidance	38
Tool guidance Step 1a	38
Tool guidance Step 1b	43
Tool guidance Step 2a	45
Tool guidance Step 2b	46
Tool guidance Step 2c	48
Tool guidance Step 2c	49
Tool guidance Step 2c	54
Tool guidance Step 3a	56
Tool guidance Step 3b	58
Tool guidance Step 4a	59
Tool guidance Step 4b	60
Tool guidance Step 4b	61
Tool guidance Step 5a	62
Tool guidance Step 5b	62

Acronyms

Acronym	Definition
ACF	Action Contre la Faim (Action Against Hunger)
CCA	Climate Change Adaptation
CO	Country Office
CPI	Community Preparedness Index
DIY	Do It Yourself
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
FGD	Focus Group Discussion
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
GIS	Geographic Information System
HVCA	Hazard, Vulnerability and Capacity Assessment
HVCAP	Hazard, Vulnerability and Capacity assessment and Action Planning
IFRC	International Federation of Red Cross
INGO	International Non-Governmental Organisation
iOS	Internetwork Operating System
IT	Information Technology
KII	Key Informant Interview
LGSAT	Local Government Self-assessment tool
NGO	Non-Governmental Organisation
ODK	Open Data Kit
PVCA	Participatory Vulnerability and Capacity Analysis
SOW	Statement of Work
TA	Technical Advisor
TOR	Terms of Reference
UN	United Nations
UNFCCC	United Nations Framework Convention on Climate Change
USAID	United States Agency for International Development

HVCA tools

For a full summary of all HVCA tools reviewed, see Appendix A in Child-centred hazard, vulnerability and capacity assessment and planning in urban settings – A scoping study and needs assessment.

#	Tool name	Acronym	Organization	Year	Link to tool
1	Hazard, Vulnerability and Capacity Assessment	HVCA	Plan International	2010	Weblink
2	Vulnerability and Capacity Assessment	VCA	International Federation of the Red Cross and Red Crescent Societies	2007	Weblink
3	Participatory Vulnerability and Capacity Analysis	PVCA	Save the Children, India	2011	Not available online
4	Participatory Capacity and Vulnerability Analysis	PCVA	World Vision		Not available online
5	Participatory School Disaster Management Toolkit	PSDM	Save the Children	2016	Weblink
6	Community Owned Vulnerability and Capacity Assessment	COVACA	World Vision	2012	Not available online
7	Urban Community Risk Assessment Guideline	UCRA	Government of the Republic of Bangladesh	2014	Weblink
8	Urban Risk Assessment	URA	Islamic Relief	2010	Weblink
9	Urban Situation Analysis Toolkit	USAT	Save the Children	2016	Weblink
10	Climate Vulnerability and Capacity Analysis	CVCA	CARE International	2009	Weblink
11	Community Risk Assessment	CRA	Government of the Republic of Bangladesh	2017	Weblink
12	Community Risk Assessment	CRA	World Vision	2011	Weblink
13	Community Risk Assessment Analysis and Planning	CRAAP	World Vision	2014	Tools for children Tools for adults
14	Participatory Vulnerability Analysis	PVA	Action Aid	2004	Weblink
15	Participatory Capacity and Vulnerability Analysis	PVCA	Oxfam	2012	Weblink
16	Participatory Vulnerability and Capacity Assessment	PVCA	Christian Aid	2009	Weblink
17	Participatory Risk, Capacity and Vulnerability Analysis	PCVA	Action Contre la Faim	2012	Weblink
18	Child-oriented Participatory Risk Assessment and Planning	COPRAP	Asian Disaster Preparedness Center	2007	Weblink
19	Child-centred Urban Resilience Framework	CCURF	Arup & Plan International	2016	Weblink
20	Comprehensive School Safety Assessment	CSSA	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector	2016	Weblink
21	Community Preparedness Index	CPI	Save the Children	2014	Factsheet Guide Index questions

Section 1: Introduction

Understanding Hazard, Vulnerability and Capacity Assessments (HVCAs) in urban contexts helps you plan and choose your urban child-centred HVCA approaches more effectively.

It helps you reflect upon and question the decisions you make during the HVCA and guides the adaptation and localisation process. This integrating approach can be applied across multiple tools/toolkits and operational contexts. It ensures consistency in planning for each individual HVCA, but allows for flexibility regarding the choice, application and modification of individual methods and tools.

This process guide recognises the current challenges (outlined below) and integrates a HVCA process approach to help integrate HVCAs outcomes into local or sectoral planning processes.

Numerous high-quality HVCA tools are already available to draw on to design and organise an assessment. Rather than prescribing particular tools or toolkits, this five-step process guide will help you analyse, interrogate and carefully craft the assessment design and combination of tools appropriate to your context.

What is a HVCA?

HVCAs are used to assist local governments and communities to identify risk in their local contexts before undertaking Disaster Risk Reduction (DRR) planning.

It is applied in the Disaster Risk Management (DRM) cycle in very localised contexts (eg at the village level or in urban neighbourhood contexts). Most of the existing HVCA tools therefore cater to these localised activities, so it is important to distinguish between conducting HVCAs at community level (for community-based DRR action planning) and conducting a risk assessment at program level or for strategy development purposes (see Table 1).

Table 1: Scope of HVCAs		
Activity	Who will use it?	For what purpose?
1. Community-based HVCAs specifically designed to inform Action Planning	<ul style="list-style-type: none">Local/municipal governmentLocal civil society or community groups (e.g., associations relevant to informal settlements)Save the Children, INGOs and development agencies	<ul style="list-style-type: none">To prepare a DRR action planTo prepare a community/local development planTo identify activities implemented by INGOs
2. Situation diagnosis/urban risk assessment or context analysis	<ul style="list-style-type: none">Save the Children, INGOs and development agencies, local government officials.	<ul style="list-style-type: none">Develop/design new DRR/CCA or resilience building interventions or integrate DRR/CCA/resilience elements into existing programs or portfoliosDevelop a country program strategy, an urban strategy, a resilience strategy or both

Why is there a need for this guide?

This process guide seeks to overcome some of the challenges of using existing HVCA tools in urban contexts. These include domain gaps and the gaps in approaches prescribed in these existing tools.

Domain gaps in existing tools:

- Questions lack focus on urban contexts and systems.
- The main focus is on natural hazards, disasters or climate change without sufficient guidance around strengthening resilience on a wider range of shocks and stresses (such as urban demographic/migration pressures, food price fluctuations or job market shocks). Risks in the urban context also needs to be understood at different scales than is done in most current tools.
- A limited focus on leveraging technology. Few tools mention options for using now commonly available technology, but do not demonstrate practical application methods.

Main gaps in approaches in existing tools:

- The majority of approaches in existing HVCA tools are 'rural oriented' because:
 - Existing HVCA tools prescribe time intensive methods that are difficult to execute in urban settings. This could be due to:
 - Residents are time constrained and social dynamics are less conducive to participatory activities.
 - Residents move/relocate frequently and there is seasonal migration into urban areas
 - Local government officials transfer frequently due to increased opportunities in urban areas.
 - Existing HVCA tools centre on communities where local social, economic and political characteristics are commonly defined by geographic boundaries in rural contexts. In urban contexts, it is difficult to separate one urban commune, neighbourhood or district from the rest of the city, and alternative forms of assessment targeting and engagement will have to be explored. Existing tools have limited guidance on these alternatives.
 - Existing tools and methods are typically suited to less stakeholders. Urban areas involve a complex range of stakeholders and roles, power and decision-making structures, relationships and networks than in rural areas, and the existing HVCA tools do not differentiate ways to engage particular stakeholders or how they might interact. In urban contexts, the city/municipal government is often the central stakeholder for these types of assessments (as compared to the community being the central focus of HVCAs in rural contexts).
- Most HVCA tools and methods follow a linear, inflexible assessment process. They do not encourage users to adapt the tool to the context or allow for combining different tools in one assessment.
- Conventional HVCA guidance focuses more on assessment and basic presentation of findings rather than on analysis towards a specific planning intent. This will be emphasised in this guide through the HVCA process approach.

Target users

Primary users of this process guide are development practitioners – specifically Save the Children staff involved in program design and management, and strategy development; Technical Advisors (TAs) in country offices (COs) and project/programme staff (from senior managers to field staff).

Users are not restricted to Save the Children staff; personnel from other international development agencies are encouraged to use the guide which covers HVCA tools developed by other agencies.

When should this guide be used?

This process guide supports users who intend to:

- Develop or design DRR or resilience-building interventions for new urban programs
- Integrate DRR or resilience-building interventions into existing urban programs or portfolios
- Develop an organisational strategy such as a country program strategy with an urban focus or an urban resilience strategy
- Undertake an HVCA not specific to an urban context. Many of the principles described in this are equally applicable to designing other types of assessments.

The assessment can be carried out:

- Prior to a project or programme design
- As part of a baseline, mid-term and endline evaluation for a project or programme.
- Prior to development of a country-based strategy or organizational strategy, or
- During the inception phase of an urban project or programme.

How to navigate this guide

- **Section I:** Introduction to the process guide; rationale for developing the guide; the scope and guidance for using the manual.
- **Section II:** The five-step assessment process and guidance on decision-making for the available HVCA tools. A summary of recommended HVCA tools is in the box at the start of each step.
- **Appendix I:** Tables of specific guidance for each of the five steps extracted from the available HVCA tools or tools.

Section II: The five-step assessment process

The five-step process for conducting the assessment is in Figure 1. While most HVCA tools provide guidance around field-based data collection, this helps you implement a robust assessment process that emphasises study design, data-analysis and utilisation.

Figure 1: Five-step assessment process and activities for each step

STEP 1: Scope out the assessment	<ul style="list-style-type: none">• 1a Establish the assessment purpose• 1b Identify capacity/resource availability
STEP 2: Facilitate assessment design	<ul style="list-style-type: none">• 2a Secondary data review• 2b Stakeholder mapping• 2c Inception workshop (finalise assessment design)
STEP 3: Conduct the field data collection	<ul style="list-style-type: none">• 3a Training and assessment preparation• 3b Real time data collection
STEP 4: Conduct data analysis and sense making	<ul style="list-style-type: none">• 4a Data analysis against the assessment framework• 4b Sense making workshop
STEP 5: Reporting and dissemination	<ul style="list-style-type: none">• 5a Drafting the report• 5b Packaging and disseminating key messages for use

Step 1: Facilitate assessment design

In Step 1, the HVCA assessment must first be scoped out.

1a Establish the assessment purpose

Summary of tools used in Step 1a

For this urban focused assessment we recommend the following tools:

- ✓ **USAT** (Save the Children)
- ✓ **CCURF** (Plan/Arup)
- ✓ **URA** (Islamic Relief)
- ✓ **UCRA** (Govt of Bangladesh)

Recommended tools for the other domain areas include:

- ✓ **DRR:** VCA (IFRC), PCVA (Oxfam)
- ✓ **Climate change:** CVCA (Care), PCVA (Oxfam) and UCRA (Govt of Bangladesh)
- ✓ **Child-centred approaches:** USAT (Save the Children), HVCA (Plan), CRA (World Vision)
- Education focused:** PSDM (Save the Children), Comprehensive School Safety Assessment CSSA (GADRRRES)

For detailed information on the tools used in Step 1a see [page 37](#)

In Step 1a, ask some broad questions regarding the assessment scope and users.

1. For what purpose will the results be used?

It is important to be clear on why you are undertaking this assessment. Is it intended for a higher level (programme or organisational level) strategy or to inform local project or community level activities? At this stage it is essential to focus on domains relevant to your assessment. Does your assessment purpose focus on DRR or CCA or resilience? Does your assessment purpose have a focus on children? Does your assessment purpose focus on education? For detailed tool guidance on different domain areas see page 31.

2. Who will use the results?

Define the main users and stakeholders as clearly as you can and think about how the results could be used. Also keep in mind whether the findings can be used by other stakeholders directly (eg the city government or a local NGO or community group) as this will affect your design and subsequent steps.

3. Who are the target groups of the assessment?

At the outset, think about the target groups that the assessment aims to find out about and how the findings will benefit these groups. Is the assessment targeted towards a general population or are there specific target groups or communities of interest? Consider what is already known in general about the target groups, and how the purpose aligns with knowledge gaps and other planned assessment you know of. It is important to consider at this stage which target stakeholders need to participate in the assessment and at what stage; should they only participate in data collection or should they help inform the assessment design. Consider carefully how accessible and available these stakeholders are, as this will affect your ability to achieve the assessment purpose.

4. *What are the overarching analysis questions for the assessment?*

Based on the points highlighted above, draft key analysis questions that your assessment should focus on (see Table 2 for a checklist of questions). Note that if the HVCA is conducted at a more localised level then your questions must be based on that specific project context and scope.

URBAN TIP – Six ways to identify your target communities

Existing literature and tool guidance shows that in urban contexts, identifying target communities is complex. One approach to identifying these groups is through a process of identifying networks, (defining urban communities through how people network with one another without relying on artificial geographic groupings).¹ Six types of networks that you may consider are:

1. Communities of place – common spatial connection
2. Communities of interest – formed around a common issue/concern
3. Communities of resistance – shared experience of crisis/displacement
4. Communities of culture – shared language, beliefs, values
5. Communities of practice – common livelihoods
6. Virtual/digitised communities – connected through new media

Table 2

Checklist of questions for your assessment*

Types of risks

General risks or specific risks.

- ☐ Is the assessment going to focus on risks in general or will it look at specific risks that affect certain groups or individuals, e.g. children? These may be determined by looking at what type of risks your project or programme or organisation is relevant in responding to.

Natural hazards and climate risks

- ☐ Will the assessment consider both (eg earthquake zone, seasonal flooding, heat waves, coastal erosion, precipitation fluctuations)?

Urban-specific risks

- ☐ Consider building collapses, eviction/resettlement, hazardous working conditions, traffic accidents, air pollution, economic/market shocks such as food shortages/inflation, child exploitation, gender-based violence, labour intensive industry adopting technology, or e-commerce undermining informal markets and street vendors?

Emerging risks

- ☐ Are there population/migration pressures?
- ☐ What about young/ageing population?

Target groups

General or specific target groups?

- ☐ Is the assessment scope and purpose relevant to specific target groups or there is scope to look broadly at different vulnerable groups and networks?
- ☐ Does your organisation or programme/project focus on specific groups?

Level of risk exposure.

- ☐ Are these groups affected by the risks highlighted above?
- ☐ Which groups have higher exposure to these risks and which questions will help us understand why?

Urban poor

- ☐ Will the assessment focus on groups affected by urbanisation – for example urban migrants or informal settlers and or informal workers in the city or urban area?

Location of groups

- ☐ Are populations of interest clustered in specific areas of the city or living across multiple area(s)?

Gender¹

- ☐ What are the social and cultural norms that affect gender relationships and expectations?
- ☐ What are the assigned gendered roles and responsibilities that define what are acceptable types of work for men and women?
- ☐ Compared to men, what level of access to, and control over resources and services do women have?
- ☐ What role do women play in the decision-making process?

¹ Ibid.

Urban area type

City characteristics

- ☐ What size or characteristics of an urban area is your assessment going to focus on and why?
- ☐ Does the city have physical characteristics of interest (for example, coastal, inland, dry zone, flood plain, etc)?
- ☐ Does the area have a high incidence of informal settlements?
- ☐ Is your study focused on per-urban areas or city peripheries that are often blurred by local governance structure?

Organisational

Governance

- ☐ What organisations are operational/have influence in the area(s)?
- ☐ What are the relevant urban governance processes (for example, planning, budgeting, monitoring)?

**Adapted from an urban context analysis toolkit²*

URBAN TIP – spatial analysis

A strict focus on geographic boundaries may result in loss of understanding of how spatial factors affect the urban systems, level of service delivery, and level of risk exposure.

So consider questions that focus on spatial analysis. This means taking account of the spatial aspects of cities, including the administrative and physical characteristics, infrastructure and built environment, geographic proximity and features, but not restricting that understanding through geographical boundaries.¹

² Stronger Cities Consortium. 2017. Urban context analysis toolkit. Guidance Note for Humanitarian Practitioners. International Institute for Environment and Development (IIED). London.

1b Identify capacity/resource availability

Summary of tools used in Step 1b

Recommended tools for identifying capacity and resource needs include:

- ✓ **PVCA** (Oxfam) Provides guidance on TOR preparation and on what the team should include in terms of skills, expertise, size and gender.
- ✓ **USAT** (Save the Children) provides guidance on team organisation and composition.
- ✓ **UCRA** (Govt of Bangladesh). Provides guidance on coordination and budget assignment.
- ✓ **CRA** (World Vision). Comprehensive guidance on logistical arrangements.
- ✓ **PSDM** (Save the Children) Comprehensive guidance on leadership coordination, focal point role/responsibilities, composition of school safety committee, and give advice on inclusivity and accessibility.
- ✓ **CVCA** (CARE). List the key skills and experience that would be helpful to have on an analytical team.

Gender considerations:

- ✓ **USAT** (Save the Children). Emphasises diversity in the team and the need to have at least one team member knowledgeable on gender issues and analysis.
- ✓ **CVCA** (CARE). See gender consideration for team.
- ✓ **VCA** (IFRC). See the emphasis on gender balance for the team.

For detailed information on the tools used in Step 1b see [page 41](#)

In Step 1b, any assumptions about human resource capacity and budget must be validated before you start the design process. You must know what resources you need and what budget is realistically available. This helps you decide on appropriate parameters for assessment scope and methodology. The list below helps you structure your team capacity requirements, which will have implications for your budget needs to cover any capacity gaps.

1. Team structure and skills requirements

Depending on the scope and scale of the assessment, the following team/staffing structure is suggested:

Assessment lead

Task: Steers the assessment process.

This person coordinates the team and provides overall guidance on the assessment direction at every step. Ideally, this is someone who has led assessments in the past and who has a strong understanding of urban resilience issues and concepts.

Supporting team

Task: Conducts the literature review, the field activities, data analysis and coordinate logistics and administrative matters.

Supporting team members should have basic research skills and be familiar with interview techniques and focus group facilitation, as well as basic familiarity with HVCA concepts and urban programming. A good understanding of local knowledge and context would be an advantage.

Technical leads

Task: Reviews the research design, literature review findings or the draft report sections.

For short periods of time, consider engaging technical experts within and outside of your organisation. These technical experts should contribute to enriching topics of interest such as child-centred DRR elements, or climate and resilience focus of the assessment.

URBAN TIP – Strengthen your spatial analysis

Use Google Maps/Google Earth, or if feasible, engage GIS mapping experts or urban planning experts to strengthen your spatial analysis.

If your team needs to familiarise themselves with urban and DRR/CCA programming, consider organising an orientation for the team using in-house people from Save the Children CO or from other COs remotely. If not available, consider engaging external consultants for a short orientation.

2. Costing

Using the checklist in Table 3, assess what resources you have available and what you will need from the outset. Only a complete budget will allow you to determine value for money against the assessment purpose and its expected results. Note that the scope of the budget may define the limits of your methodology in Step 2.

Table 3

Costing checklist

Staffing

- ☐ At least one part-time staff dedicated to managing assessment activities (for both internal or outsourced assessments).
- Staff costing considerations: time constraints of outsourcing; internally sourcing technical leads (although external experts should be included if available); cost vs quality for supporting staff when determining organising data collection through internal or external resources.

Field costs

- ☐ Permits
- ☐ Flights
- ☐ Local transport
- ☐ Lodging
- ☐ Meeting/interview venues
- ☐ Local facilitators who can organise introductions and set up meetings
- ☐ Refreshments and/or logistical costs for assessment participants

Research partners

Create a thorough brief for engaging your local research partners including:

- ☐ Clear expectations for process and products (prior to asking for budget quotes)
- ☐ Examples of similar work you are requesting
- ☐ Discuss tradeoffs if not everything you want is possible with the resources you have.

Workshops

At minimum, cost for three workshops:

- ☐ Inception workshop
- ☐ Team training/preparation workshop
- ☐ Sense making workshop

In-kind contributions <ul style="list-style-type: none"> <input type="checkbox"/> From your own organisation or others (eg staff time and equipment)
Miscellaneous: <ul style="list-style-type: none"> <input type="checkbox"/> Allow for 10% of total cost budget in reserve (to cover contingencies and any unforeseen miscellaneous expenses).

3. Time requirements

The duration of your assessment will depend on the scope and methodology. As a guideline, a macro-level urban assessment employing mixed method data collection would require at least 3-5 months to complete:

- Steps 1 and 2: minimum 1 month
- Step 3: minimum 1 month
- Steps 4 and 5: minimum 2 months

Communicate with your staff about their time commitment, as well as the overall assessment timeframe.

- **The assessment lead:** At least 30 per cent of their time (approx. 1-2 days per week).
- **The fieldwork and data collection support team:** Full-time over the data collection period.
- **The analysis and reporting staff:** At least 3 weeks across a 6-week period to process and analyse data, draft the report and revise the draft after review (this estimate assumes qualitative data collection and one review round only).
- **The technical team for design, analysis and utilisation:** At least 5-10 working days across Steps 1, 2, 4 and 5 throughout the assessment duration.

4. Quality assurance

At the end of Step 1 you will know whether there are enough resources in place to conduct an assessment. You will know if it has a relevant purpose and can deliver quality results to inform your planning decisions. The checklist in Table 4 will help you cover key assessment points and activities to date from Step 1.

Creating a Statement of Work (SOW) will capture:

- Your assessment purpose
- Main analysis questions
- Roles and responsibilities
- Costing for the assessment

Once you have a satisfactory SOW, you can proceed to Step 2.

Table 4 Checklist for quality assurance
Team structure <ul style="list-style-type: none"> <input type="checkbox"/> Assessment Lead – have you checked their skills and time availability? <input type="checkbox"/> Supporting team – have you checked their skills and time availability? <input type="checkbox"/> Technical leads – have you checked their skills and time availability?

Skill requirements

- ☐ If there are skills/knowledge gaps, what provision is there for skills training?
- ☐ What are the financial and time constraints?

Budget

- ☐ Is the budget available for the costs estimated?
- ☐ If there is going to be any budget shortfall, how will this be bridged?

Time requirements

- ☐ Assessment Lead – have you checked their time availability?
- ☐ Supporting team – have you checked their time availability?
- ☐ Technical leads – have you checked their time availability?

Step 2: Facilitate assessment design

In Step 2 you will develop a robust assessment design.

2a Secondary data review

Summary of tools used in Step 2a

Recommended tools for secondary literature review methods are:

- ✓ **VCA** (IFRC)
- ✓ **USAT** (Save the Children)
- ✓ **CVCA** (CARE)
- ✓ **CRA** (Govt of Bangladesh)
- ✓ **PCVA** (Oxfam)

Gender considerations:

- ✓ **USAT** (Save the Children). *Guidance on assessments of gender equality status or gender analysis reports*
- ✓ **URA** (Islamic Relief) – See ‘Elements at risk in urban areas: Women’
- ✓ **CRA** (Govt. of Bangladesh) - *Draft Gender and Social Exclusion Analysis Framework*
- ✓ **CVCA** (CARE) - *provides some considerations on gender vis-à-vis other frameworks such as livelihood frameworks*

For detailed information on the tools used in Step 2a see [page 43](#)

The secondary data review is based on the analysis questions identified in Step 1, Table 2. In this section, reflect on past and ongoing work in the urban areas by different stakeholders. This helps you fully understand the context and identify what has worked or improved, and what areas have lagged behind, and why.

Special attention should be given to collecting secondary data at the lowest possible level of disaggregation. This ensures comparability after primary data collection. Common ways that secondary data can be broken down include: gender, age, ethnicity, location, etc.

URBAN TIP – Keep a broad scope of settings

At this stage of secondary data review, adopt a city-wide approach, or maintain a wider scope of urban settings in your literature review. Try not to narrow down to localised contexts such as informal settlements.

Apply systems thinking to identify the issues relevant to the urban area. The systems in an urban context are all interconnected, dynamic and changing, which often gets lost in urban assessments and programming. Five types of urban systems include:

- Urban economy and livelihoods
- Politics and governance
- Urban social and cultural systems
- Urban infrastructure and services
- Urban space and settlements

For further guidance on systems analysis, refer to the IIED’s urban context analysis toolkit.¹

Table 5 helps structure the secondary literature review and organisation of information. This is not an exhaustive list, and you may follow a different structure based on the questions in Step 1, Table 2).

Table 5 Guiding topics and questions for secondary data review	
Topic	Topics/questions
Context	<p>Socio-economic context</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the poverty and inequality trends in the area? <input type="checkbox"/> What are the main forms of employment or business opportunities? <input type="checkbox"/> What types of social services are available (e.g., healthcare, welfare, schooling)? Are they accessible? Are they affordable? <p>Governance, political context</p> <ul style="list-style-type: none"> <input type="checkbox"/> Local /municipal governance <input type="checkbox"/> Level of autonomy <input type="checkbox"/> Decision making processes <input type="checkbox"/> Types of coordination and influence between agencies <p>Ecological/environment context</p> <ul style="list-style-type: none"> <input type="checkbox"/> Types of environmental hazards and ecological degradation (e.g., land/water use/air pollution) <p>Infrastructure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Housing (including informal settlements) <input type="checkbox"/> Transport/connectivity that affects mobility <input type="checkbox"/> Municipal services and infrastructure such as waste, drainage, hazardous working conditions <input type="checkbox"/> Unsafe living/housing conditions especially in informal settlements or use of dilapidated buildings
Types of risks	<p>Risk information</p> <ul style="list-style-type: none"> <input type="checkbox"/> For the risks identified in Step 1, Table 2, identify what are the types of data available? <input type="checkbox"/> What information trends (for example frequency, impact, level of exposure) are there? <p>Data reliability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the data reliable and or scientific? <input type="checkbox"/> What are the data gaps? <input type="checkbox"/> Is the data current enough to be relevant?
Target groups	<p>For the target groups identified in Step 1, Table 2, look at information and data availability with respect to the following:</p> <p>Inequalities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are there differences to risk implications for population groups based on income, gender, age, disability, language, religion and or ethnicity? <p>Power and voice</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the types of power structures, voice and representation that affect vulnerabilities of these groups? <p>Challenges</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the challenges facing the different population groups to access urban services or livelihoods?

Reviewing data sources

Sources of literature and secondary data vary widely, and the type of data sources will depend on the purpose of the assessment.

If your assessment is done at a localised scale to inform project level activities and interventions, look at project documentation including proposals, progress reports, case studies or reports developed by or relevant to project partners. For a more comprehensive macro-level urban assessment, consider the checklist of data sources to review in table 6.

Table 6
Checklist of data sources to review
Socio-economic data and information on urbanisation trends and impacts
<input type="checkbox"/> Government-led periodic surveys (for example Census, poverty, employment, migration surveys) or those conducted external agencies such as the UN or INGOs. <input type="checkbox"/> Existing urban assessments conducted by planning institutes, academia, civil society or international development agencies. These maybe localised reports or global reports (for example, World Cities Report annually published by UN-Habitat). <input type="checkbox"/> Documentation of projects that have been implemented or are ongoing in the assessment area
Climate/risk information
<input type="checkbox"/> Disaster/climate risk assessments, national disaster management or climate change strategies <input type="checkbox"/> Online portals consolidating risk/weather/disaster information <input type="checkbox"/> Climate modelling data or data from early warning systems. Note that a number of international databases provide documentation of past events in selected cities. ³ .
Urban governance information
<input type="checkbox"/> Key government policies and legislations relevant to urban governance (eg city master plans, service sector strategies such as housing strategy, building codes) <input type="checkbox"/> Capacity assessments on local /municipal governance done by NGOs or development agencies <input type="checkbox"/> Urban planning and budgeting manuals <input type="checkbox"/> National and local budget allocation statistics or trends if available
Spatial information
<input type="checkbox"/> City maps and GIS maps – check open sources such as OpenStreetMap (OSM)

2b Stakeholder mapping

Summary of tools used in Step 2b

Below is a list of recommended tools for guidance on stakeholder mapping:

- ✓ **USAT** (Save the Children) Appropriate for stakeholder mapping for urban areas as the list provided is comprehensive. The USAT also adopts a child-focused approach.
- ✓ **PVCA** (Save the Children India) Learning Note 4 contains a Venn Diagram that can be used to identify institutions, organisations, groups and important individuals from local up to national level.
- ✓ **CRA** (Govt of Bangladesh) Provides guidance on conducting a CRA workshop, consisting of 4 steps (and 9 activities), of which stakeholder mapping is included.
- ✓ **CRAAP** (World Vision) Tool in a user-friendly format for conducting stakeholder mapping with children or adults.

Gender considerations:

- ✓ **USAT** (Save the Children). Provides guidance on gender considerations in stakeholder analysis.

For detailed information on the tools used in Step 2b see [page 43](#)

³ For example, EMDAT, DesInventar, and Munich Re's NatCat cited in Urban Development & Local Government Unit Finance, Economics and Urban Department, The World Bank. 2011. Understanding Urban Risk: An Approach for understanding Disaster and Climate Risk in Cities. The World Bank. Washington D.C. USA. Available at: <http://siteresources.worldbank.org/INTURBANDEVELOPMENT/Resources/3363871312495777257/UnderstandingUrbanRisk8-4-2011web.pdf>

During stakeholder mapping it is important to look at three key aspects:

1. Identifying stakeholders
2. Stakeholder influence and interests
3. Stakeholder engagement

It is particularly important to map points 2 and 3, which are typically under-explored in existing HVCAs and other research processes. When mapping these stakeholder areas, adapt Table 7 as your template and consider the three areas below:

1. Who are the different stakeholders?

Broad categories of stakeholders you may consider include: local government stakeholders; civil society groups (for example, NGOs working on urban issues or disaster/climate issues, neighbourhood groups or housing societies, business associations, religious associations, associations related to informal settlements etc); other international development agencies including the UN; donor agencies or INGOs implementing projects or addressing urban issues or resilience programmes in the area; private sector entities including employers/trainers, service providers, schools and/or training institutes; other researchers; planning institutes; or academia or consulting firms that undertake similar research. Based on your secondary literature review in Step 2a, include representatives of different vulnerable groups/urban community networks identified.

2. What are the types of power and influence that a stakeholder holds and how does that affect the assessment?

Interest and influence dynamics will overlap between stakeholders and will often change over time. So you must determine what stakeholders stand to gain or lose out of this assessment. Some tools support effective analysis from a positive viewpoint, analysing how stakeholders can best contribute to programming that targets child poverty and vulnerability within a city. However, there should be scope to adapt stakeholder analysis tools to also interrogate the underlying motivations of stakeholders who may (intentionally or unintentionally) work to keep children in positions of risk and poverty. Reflect on the multitude of stakeholders involved (particularly in urban areas), and their underlying motivations and differences.

3. How will the assessment engage the stakeholders?

Stakeholder engagement involves developing a stakeholder management strategy that maximizes the value add to the assessment results. Stakeholder engagement should also include those who may have less interest or are less supportive of the assessment, as such views commonly facilitate useful reflection on assessment purpose and methods. Engagement strategies can range from meeting the needs of stakeholders (high influence/low interest) to keeping them informed (low influence/high interest). It is also important to clarify the role of the stakeholder in data collection, if any, as well as the types of assessment questions and topics that will be covered with the stakeholder.

Table 7 Stakeholder mapping					
Stakeholder	Motivation and interest	Influence and power	Level of influence	Level of interest (low, medium, high)	Engagement strategy
Sample response: Municipal government	Sample response: Mitigates loss of damage to infrastructure from floods	Sample response: Allocates budget /resources for disaster response	Sample response: High	Sample response: Low	Sample response: Engage and consult on interest are to try to increase interest, eg invite as expert to workshop.

2c Inception workshop (to finalise analytical framework and data collection plan)

Summary of tools used in Step 2c

Existing HVCA tools have limited guidance on conducting inception workshops as an activity. The table on page 41 summarises some broad framework guidance that can be applied to developing the assessment framework, if deemed relevant. The table on page 42 summarises field data collection methods and guidance from the HVCA tools.

The recommended HVCA tool is the following, which provides detailed guidance on FGDs and KIs, and provides sample survey tools and FGD guide.

✓ **USAT** (Save the Children):

- Annex 4: Discussion guide for in-depth interviews with development partners
- Annex 5: Discussion guide for focus groups with children
- Annex 6: Discussion guide for focus groups with parents and caregivers

An indicative agenda for the inception workshop is provided on [page 51](#).

Gender considerations:

- ✓ **VCA** (IFRC) – provides gender integration in semi-structured interview and in FGDs.
- ✓ **USAT** (Save the Children) – See data collection and gender included in topical questions.

For detailed information on the tools used in Step 2c see pages [45](#) and [46](#).

The inception workshop consolidates the information gathered in Steps 2a and 2b.

Timing and format: This workshop can be conducted in 1-2 days. During the inception workshop, your team members will finalise this information around four questions: *What, Who, How and When*.

Materials: A suggested agenda for the inception workshop is on page 48. The information gathered during the workshop will then be consolidated into an inception report (a suggested template for the report is in Table 9).

Participants: It is recommended that along with the assessment team, internal staff involved in urban programming and/or disaster risk reduction programming and some key external stakeholders (such as representatives of the city/municipal government, urban researchers/experts and NGOs working with key vulnerable groups) are invited to the workshop. Aim to achieve gender diversity of participants by clarifying the individuals who will be participating and ensuring adequate representation – rather than blanket invitations where organisations or departments simply send ‘representatives’.⁴ Moreover, in contexts where women face obstacles to participating in mixed group discussions, consider designating some working groups as women-only working groups.

Question 1: Analysis questions (What)

Based on the questions you identified in Step 1, Table 2 and the secondary literature review under Step 2a, in this step you refine your analysis questions and any sub-questions to make it more specific and relevant to the assessment. The questions should be framed clearly and in a concise manner.

The information can be consolidated in the matrix in table 8 and customised to suit your assessment scope and purpose.

<i>Table 8</i> Assessment matrix template					
Assessment question	Sub-question(s)	Main sources of information	Data collection methods	Data analysis methods	Evidence quality (low, medium, high)
<i>Sample response:</i> What are the key drivers of vulnerability for migrant populations in peri-urban areas?	<i>Sample response:</i> What are the social and economic vulnerabilities of migrant populations? Do they have high exposure to disaster/climate risks? Why?	<i>Sample response:</i> Urban assessments, studies, socio-economic and urbanisation data, spatial data. Feedback from migrant groups, city government and NGOs working with migrants.	<i>Sample response:</i> Secondary data review FGDs KIIs	<i>Sample response:</i> Descriptive analysis	<i>Sample response:</i> High

Question 2: Stakeholder mapping (Who)

Review the stakeholder mapping table you developed in Step 2c and map out which analysis questions are relevant for which stakeholders.

⁴ Stronger Cities Consortium. 2017. Urban context analysis toolkit. Guidance Note for Humanitarian Practitioners. (page 32) International Institute for Environment and Development (IIED). London. UK

Question 3: Tools and methods (How)

Based on the secondary literature review findings in Step 2a and information gaps identified, look at the scope of data collection activities that are required. We recommend not to include too many data collection methods and to maximize the use of FGDs, KIIs and direct observation methods as much as possible. This is suggested for several reasons; (1) most of the tools/methods in available HVCAs are participatory/community-oriented activities that are not suitable to urban contexts as discussed in Section I of this guide and (2) too many data collection methods will be time consuming and will require different facilitation skills.

Discuss with your team whether the assessment will employ a mixed-methods approach. Once the ideal scope and type of data collection activities are identified, look at the budget and resources available (from information gathered in Step 1b) and decide which activities are feasible for the assessment. Once the methods are finalised, develop and refine the sampling frame and data collection instruments (survey tool, topical outline). Additional guidance on methods and data collection tools are in the Summary of HVCA tools used in 2c box.

Question 4: Data collection plan/work plan (When)

Prepare a field schedule with dates, team engagement and locations.

URBAN TIP – How to address time constraints

Please note that in urban contexts, community members either do not have, or are unwilling to give the time needed to participate in HVCAs.

To address these time constraints, it is advised to have more staff available to work with target groups at mutually convenient times, while not demanding staff work well over their mandated hours per week. Look at other assessments that have been done previously and ensure your assessment builds on those existing findings so that the target groups do not fatigue from responding to the same questions.

Relationships with local NGOs are also critical for implementing HVCAs. Knowing their schedules and accommodating their time preferences will be an advantage. Another strategy to gauge interest of the urban residents is to focus on topics that are of concern to them. For example, Save the Children India changed their PVCA activities to target social protection issues. This shift dramatically increased community engagement, as the topics were of interest to the target urban groups. If the assessment team is not familiar with social protection issues, this could be achieved through collaboration with other programmes or COs.

Quality assurance

In this step, ensure there are sufficient sources and types of data collection to allow for triangulation of data and findings. Your team should also consider how these methods will capture diverse perspectives – including any differing views of women and men, girls and boys.

To ensure internal quality assurance of the inception report, create a pre-agreed content guide. This serves as a checklist for a member of the assessment team to review the draft report (see table 9). Users can follow or customise the format below to suit their assessment.

Table 9 Content checklist for inception workshop report	
Section	Content guide
1. Introduction	<input type="checkbox"/> Description of the purpose of the assessment and how the outcomes will be used <input type="checkbox"/> Brief description of the final assessment questions <input type="checkbox"/> Brief description of the assessment context, thematic focus or spatial setting
2. Secondary data review findings	<input type="checkbox"/> Presentation of the finalised literature review findings from Step 2a and the inception workshop deliberations. Please note that the topics outlined here are only indicative.
3. Stakeholder mapping	<input type="checkbox"/> Presentation of the stakeholder mapping table from step 2b and the inception workshop deliberations.
3. Assessment Methodology	<input type="checkbox"/> Brief description of the secondary data review and literature review and information gaps <input type="checkbox"/> Description of the sampling of the field work sites <input type="checkbox"/> Brief description of limitations. Mention any limitations of the assessment methodology (e.g. problems with logic model or definition of results, data, logistical bottlenecks, time and budget limitations, stakeholder interests, etc). <input type="checkbox"/> Explanation of how the assessment will address the limitations
4. Assessment Matrix	<input type="checkbox"/> A completed assessment matrix using the format in Table 8.
5. Data Collection Methods	<input type="checkbox"/> Description of the primary data collection methods <input type="checkbox"/> Explanation of how data gaps will be filled and how information will be gathered, analysed, and guided by the assessment matrix. <input type="checkbox"/> Brief description of fieldwork tools (actual fieldwork tools should be presented in annexes). <input type="checkbox"/> Explanation of the strategy for data analysis, including how data will be triangulated
6. Field plan	<input type="checkbox"/> Presentation of the detailed field work schedule (by days, team member, locations, stakeholders, etc.) and finalised budget
Annexes	<input type="checkbox"/> Numbered annexes in the order in which they appear in the main text. At a minimum the research SOW (main body, not annexes), Bibliography, Assessment Matrix and data collection tools) are presented.

Step 3: conduct field data collection

In Step 3 you will roll out and complete the data collection.

3a Training and assessment preparation

Summary of tools used in Step 3a

The following tools provide guidance on team assembling and training:

- ✓ **USAT** (Save the Children) - Provides guidance on how to conduct data collection including FGDs and KIIs.
- ✓ **PVA** (ActionAid). Provides key topics to be considered when conducting a preparation workshop with the team.
- ✓ **PCVA** (Action Against Hunger) – Provides guidance on team training.

An indicative training agenda is provided on [page 53](#).

Gender considerations:

- ✓ **CRAAP** (World Vision) – For field activities, the tool recommends separating women and men in different groups.

For detailed information on the tools used in Step 3a see [pages 53 and 54](#).

Customise your training: Before collecting data, field teams must be trained on key data collection techniques. Consider the following needs of your assessment and create appropriate training sessions:

- *A quantitative/survey component:* Train your team on interview techniques and orient staff on the survey tool.
- *A qualitative component:* Train your team on techniques to facilitate FGDs/KIIs and on the topical outlines and reporting of notes and analyses.
- *Using mobiles or tablets:* Integrate a training session on the use of those tools, including practice sessions.

Train your team on logistics planning, familiarise staff with research ethics, rules and behaviours (including gender sensitivities) and be informed of child protection and safeguarding policies in data collection and in field engagement. They should also be provided with templates for documentation such as persons-met lists, bibliographies and itineraries, and formatted in the way the information is required.

Training timing and agenda: Training must be provided the week before the start of data collection, so participants can quickly apply the techniques learned and minimise learning loss. Pair a stronger team member with a weaker one to help minimise quality problems. An indicative training agenda is provided on page 51.

Appoint a field supervisor: Each field team should have a senior field supervisor. He/she is responsible for the well-being and safety of team members, as well as completing the assigned workload and maintaining data quality. The field supervisor receives assignments from, and reports to, the Assessment Lead. Once the team is ready, it is recommended that the trainers or lead facilitator accompany and supervise the teams in the field for 2-3 days of start-up to iron out any issues rolling out the data collection.

Secure permission and confirm assessment meetings: Ensure you have secured the necessary permits and permissions from local government, local organisations and communities before conducting data collection. In some cases, team members may be required to carry formal permissions on their person during field work. It is also good practice to set meetings well in advance and to re-confirm assessment meetings a few days before.

3b Real time data collection

Summary of tools used in Step 3b

The following tools highlight technology application in data collection.

- ✓ **URA** (Islamic relief). Brief description of the benefits of using GPS technology and data.
- ✓ **CSSA** (GADRRRES). Discusses software that can support mobile/tablet-based data collection such as VISUS CSS Pro or VISUS CSS Lite.

For detailed information on the tools used in Step 3b see [page 55](#).

To address the issues of manual data entry and to facilitate real time data collection, tablets or mobiles with GIS and visual data capturing functionality can be used.

Open Data Kit (ODK) software is a recommended platform that includes tools to assist collecting and managing survey data using digital forms. It is open source and is designed to work well without network connectivity.⁵ ODK surveys can handle standard survey questions, tables, filtered response lists, certain response constraints, skip logic, dynamic references and translations. KoBoToolbox is based on ODK and is increasingly used by humanitarian and development practitioners. It is also open source and very user-friendly.⁶

With the assistance of an IT team or external consultant, your questionnaire or survey tool can be programmed in tablets or mobile phones. Key programming points are noted here:

- **Translations:** The supervisor and field team must verify the accuracy of the country-specific language (translations) based on their questionnaire. This is not the role of the person undertaking the programming (eg IT staff), whose role is to incorporate feedback of the field team to the questionnaire/programming.
- **Text changes:** A language change must echo through to all languages.

⁵ Open Data Kit (ODK). 2017. <http://docs.opendatakit.org/>

⁶ <http://www.kobotoolbox.org/>

- *Logic review:* Changing the programming logic (ranges, validity checks, etc.), content or wording of a question or responses of an approved questionnaire, requires re-review by the Assessment Lead or those who developed the survey tool.
- *Version control:* The IT staff or those involved in programming the questionnaire should maintain an audit trail of changes to questionnaires and any programming specifications.

Quality assurance

<p><i>Table 10</i></p> <p>Checklist of recommended measures for quality assurance in 3b*</p>	
<p>Observation visits</p> <ul style="list-style-type: none"> <input type="checkbox"/> The field supervisor to conduct random observation visits during data collection to help avert any temptation for field team members to take shortcuts in administering the questionnaire or to not follow the interview protocol. <input type="checkbox"/> The supervisors should also maintain an error detection sheet to log any errors or issues encountered/resolved or unresolved during the field data collection. 	
<p>Reporting of data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular reporting of data from the supervisor to the assessment team is vital for early detection and resolution of potential problems. If data is gathered through tablets, in real time, it can be reviewed by the assessment team and the field team can be provided with feedback on data quality, any inconsistencies or specific issues with field teams. If data is collected manually, the field supervisor can conduct spot checks for data accuracy on a daily basis. <input type="checkbox"/> The qualitative team can consolidate notes from KIIs and into a topical report format send it to the assessment team on a weekly basis for feedback on quality and depth of information covered. 	
<p>Quality assurance for technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> If technology is used, plan for quality assurance on technology application. For example, additional lead time to consider debugging, trialing, fixing the data collection process. 	
<p>Debriefing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debriefing can be organised internally and externally with key stakeholders, at the end of field work. This will validate emerging conclusions and recommendations and provide essential direction to ongoing analysis. Involving stakeholders to review findings and assist in their interpretation increases the credibility and potential usefulness of assessment results. 	

**Quality assurance in data analysis is further discussed in Step 4.*

Step 4: data analysis and sense making

In Step 4, you will develop the analysis based on your assessment matrix and identify implications of the main findings.

4.a Data analysis

Summary of tools used in Step 4a

Recommended tools for content analysis including guidance on validating data and triangulating the evidence:

- ✓ **VCA** (IFRC) – Provides guidance on validating and triangulating data.
- ✓ **USAT** (Save the Children) – Provides guidance on the urban systems analysis.
- ✓ **URA** (Islamic Relief) – Provides guidance on using an urban framework for data analysis.

Gender considerations:

- ✓ **USAT** (Save the Children) – Has guidance on gender analysis.
- ✓ **CRA** (Govt of Bangladesh) – Provides guidance on gender and social exclusion analysis issues.

For detailed information on the tools used in Step 4a see [page 56](#).

In this step, you organise and analyse the data collected to answer the questions in the assessment matrix.

Once the information or evidence is organised against the key questions, your team can have an internal brainstorming session on the main arguments and points. See Table 11 for suggested headings and tips for leading this discussion.

Table 11

Headings for organising your data analysis

1. Concise descriptions of city-wide risks

This should include a qualitative and quantitative assessment of the risk scenarios assessed for the target urban area.

2. Key challenges or constraints across an urban system

The challenges or constraints within the urban area can be categorised by key systems (see tip in Step 2a on systems approach). This includes politics and governance, social systems, economic systems, infrastructure systems and service delivery and settlements.

When analysing the challenges, be as specific as possible. Look at underlying drivers of those challenges or constraints and how they impact different groups or processes. For example, if the

challenge is weak governance, be specific on what the weakness is (eg weak budgetary management or lack of coordination between agencies).
<p>3. <i>Vulnerability overview for key stakeholder groups</i></p> <p>Provide a qualitative description of the main constraints and challenges facing the vulnerable groups identified within the assessment target area and analyse how they are or will be affected by the city-wide risks.</p>
<p>4. <i>Capacity analyses of key stakeholders and systems.</i></p> <p>The capacity assessment can be done in different ways described in various HVCA tools. This assessment looks at the data collected from assessment groups and identifies which capacities and gaps they have. The most commonly used resilience measurement framework defines resilience as the capacity that ensures adverse stressors and shocks do not have long-lasting adverse development consequences.⁷</p> <p>The framework is composed of three resilience-building capacities:</p> <ul style="list-style-type: none"> a) Absorptive capacity: The ability to minimise exposure to shocks and stresses through preventative measures and appropriate coping strategies to avoid permanent, negative impacts. Examples include access to early warning communication, access to social protection/ insurance and/or access to safe infrastructure such as functional drainage systems or elevated housing to prevent damage from floods. b) Adaptive capacity: Making proactive and informed choices about alternative livelihood strategies based on an understanding of changing conditions. This includes access to employment information, participation in skills upgrading programmes, and new value chains for small businesses. c) Transformative capacity: The governance mechanisms, policies/regulations, infrastructure, community networks, and formal and informal social protection mechanisms that create the environment for systemic change. For example, improved land use planning, zoning, transforming/legalizing informal settlements.

⁷ Conostas et. al. 2014. Resilience measurements principles: toward an agenda for measurement design. FSIN Technical Working Group. Technical Series No. 1. Rome: World Food Programme.

4b Sense making workshop

Summary of tools used in Step 4b

Guidance for validating data and identifying implications for DRR planning is in:

- ✓ **USAT** (Save the Children) – Provides guidance on a validation workshop.
- ✓ **VCA** (IFRC) – Provides guidance on analysing results.

An indicative sense making workshop agenda is on [page 58](#).

Gender considerations:

- ✓ **CCURF (Arup)** – has gender integrated in the framework for child-centred urban resilience and gender is considered in the interventions design.

For detailed information on the tools used in Step 4b see [page 56](#).

A sense-making workshop is the key step to applying the HVCAP approach. Working with key internal and external stakeholders, this two-day activity will validate the preliminary analysis and help you find direction on the implications of your findings.

Staff: Invite those involved in urban programming and disaster risk reduction programming, plus key external stakeholders such as city/municipal government and NGOs working with key vulnerable groups identified in the study. The workshop participants can target project team, project partners, key duty bearers or project technical committees that represent these stakeholders.

Agenda: Use the sample workshop agenda on page 55 and adapt to your needs.

Workshop preparation: Prior to the workshop, the team should:

1. Prepare a preliminary analysis and a summary of key findings
2. Prepare a matrix of the available resilience capacities and gaps for the target groups.
3. Identify strategic entry points: opportunities to increase availability and use of existing capacities or establish missing capacities
4. Prepare a draft problem tree.

Workshop day 1: On day 1, stakeholders collectively review and validate the preliminary findings. Once this has been agreed, they convert the available information into a clear theory of change framework. To achieve this, first identify the vision or well-being outcome for the study area/target groups. Then, flip the problem tree into solution tree. To complete the theory of change, connect the actions/solutions into pathways that link with the identified vision or wellbeing outcome.

Workshop day 2: On day 2, staff use a ‘theory of change’ framework.⁸ This identifies key strategies and actions that enhance resilience and achieve the desired wellbeing outcome for the target groups. As a final step, review what other stakeholders or agencies are doing and look at the strategies your organisation can support. Look specifically at strategies that can be incorporated to any new project designs or existing programmes. Reflect on your comparative advantages in implementing those actions. During the strategy discussion, look at the use of technology in programming interventions, in light of:

- Playing the role of mitigating, controlling and predicting the social hazard (tagging and predicting offenders' behaviour)
- Helping reduce exposure (smart health, enhanced surveillance)
- Helping reduce vulnerability (engagement through technology in learning activities, hands on DIY to improve decision making and self-esteem, supporting disabled children through DIY solutions); and
- Mitigating exposure to hazards when used by social workers as an engagement tool or when it is used as a tool to make the use of the internet safer.

Quality assurance

<p>Table 12</p> <p>Recommended approaches and tips for quality assurance</p>
<p>Approach: Adopt a strategy of triangulation when analysing data and organizing evidence against the assessment topics. This means that different sources of evidence should be used in the analysis.</p> <p><i>Tip: When considering which evidence to use, look at whether the data is supporting or refuting your hypotheses, assumptions and expected results. Look at the alignment of the findings to your expected results and ensure that these points are part of your analysis and findings. Review the noteworthy similarities or differences in findings per sub-theme with regard to gender perspectives.</i></p>
<p>Approach: Identify and include the limitations of the data gathered in the findings.</p> <p><i>Tip: Highlight which issues the assessment did not address and why, which questions were not answered, or which areas had the weakest evidence. Critically consider the quality of evidence. For example, any issues with response rates or problems with your methodology should be presented as part of your findings. Be reflective on the type of evidence that you choose to include in the report, be able to justify why the evidence was included or considered relevant.</i></p>
<p>Approach: In the analysis, examine the same issues through different lenses and from different perspectives.</p> <p><i>Tip: For example, if the challenges or importance of transport and accessibility is a topic of the study, look at how the issue affects young people, migrant population, women, elderly or children. Look deeply the issue is viewed by diverse groups within an area, look at any contradictions, conflicts or alignment of such views, and interpret those views in a coherent manner.</i></p>

⁸ For an easy-to-use Theory of Change manual, the reader can refer to:
http://www.fsnnetwork.org/sites/default/files/theory_of_change_facilitators_guide_revision_7.17.pdf

Step 5: Reporting and dissemination

This final step consolidates the main findings and outcomes of the sense making workshop into an assessment report.

5a Drafting the report

Summary of tools used in Step 5a

Recommended tools for report drafting are:

- ✓ **USAT** (Save the Children) – Provides guidance on writing the report
- ✓ **CVCA** (CARE) – Provides a suggested outline for a report on a CVCA analysis
- ✓ **PSDM** (Save the Children) – A short reporting exercise for working with children

For detailed information on the tools used in Step 5a see [page 59](#).

During the reporting phase all data is finalised and gathered together in a concise analytical report. The report should contain:

- The main findings, conclusions and recommendations
- Conclusions must flow logically from data analysis and to presentation of evidence-based findings
- Recommendations based on the conclusions and discussions from the sense making workshop in Step 4b. These should be a limited number of concrete, achievable and prioritised recommendations.
- Content must be written in a clear, concise and accessible manner. Avoid jargon and difficult technical terms and use tables and diagrams for presenting key data.

5b Packaging and disseminating key messages

Summary of tools used in Step 5b

The recommended tool for disseminating key findings is:

- ✓ **CVCA** (CARE) – provides guidance on documenting and disseminating the analysis (p.21)

For detailed information on the tools used in Step 5b see [page 60](#).

Packaging and disseminating the report depends on the assessment purpose and scope:

To identify project level activities: Share with key project stakeholders and partners or the project technical committee.

To inform a programme or organisational strategy: Consider disseminating to a wider audience.

From the stakeholder mapping table (table 7), consider who to disseminate the information to, involve and identify the users of the assessment, duty bearers, implementers, and beneficiaries. Consider the options below for disseminating your findings:

- Prepare a 2-page brief of the report that highlights key messages related to the assessment purpose. Use infographics to synthesise information for the brief, where appropriate.
- Email your final report and the brief to key stakeholders and internally
- Where relevant, request other divisions/units to create a link to the report on their own websites
- Share links and publish key messages, infographics and fact sheets on social media and any internal or external knowledge networks.
- Use creative dissemination methods (such as brown bag lunches)
- Prepare talking points on the assessment conclusions and findings for senior management meetings/high-level forums or speeches. Talking points should cover evaluation description, context, key findings (mix of positive and negative), overall conclusions, lessons/key messages, and a summary of recommendations.

Quality assurance

To ensure internal quality assurance, the team can create a pre-agreed content guide for the assessment report, then use the guide as a checklist for a member of the assessment team to review the draft report internally. Table 13 is a standard content guide that can be adopted for this purpose. In addition, the internal quality assurance review should ensure that all the questions in the assessment framework are addressed in the report.

Sharing the drafts with key stakeholders (those from the sense making workshop), enables further quality assurance. Allow sufficient time for feedback and ensure it is incorporated into the final report in a structured manner.

Table 13

Recommended content for the assessment report

Executive summary

- ☐ The executive summary must provide a complete and balanced synthesis of the assessment findings, conclusions and recommendations.
- ☐ Introduction: main points of the assessment, context and rationale
- ☐ Key findings based on assessment questions
- ☐ Overall assessment/conclusions
- ☐ Main recommendations

<p>1. Introduction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Briefly describe the purpose of the assessment and how outcomes will be used <input type="checkbox"/> Briefly outline the final assessment questions <input type="checkbox"/> Briefly discuss the assessment context/domain or geographic setting <input type="checkbox"/> Briefly discuss any broad thematic interests of the assessment
<p>2. Methodology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss the assessment matrix <input type="checkbox"/> Explain the main data collection steps/methods and activities completed <input type="checkbox"/> Explain any limitations of the assessment
<p>3. Main findings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present the main findings based on key thematic areas/questions in the assessment matrix. This section should provide the evidence – from data analysis and information received from various stakeholders. <input type="checkbox"/> Visual aids (graphs, tables, etc) should be used to present data in an easily accessible way. <input type="checkbox"/> Findings should be supported by evidence that has been checked for accuracy, consistency, and reliability. <input type="checkbox"/> Evidence presented in the report should not conflict with evidence/knowledge existing in credible sources. <input type="checkbox"/> When evidence is inconclusive, it should be clearly stated. <input type="checkbox"/> There should be a good balance between synthesis and details
<p>4. Conclusions</p> <ul style="list-style-type: none"> <input type="checkbox"/> This section should provide a brief and balanced assessment of the main findings related to the assessment questions/criteria. <input type="checkbox"/> New evidence should NOT be introduced at this stage. This is the time to conclude. <input type="checkbox"/> Conclusions should be clear, coherent and follow logically from the findings. <input type="checkbox"/> All-important conclusions should be highlighted (no gaps). <input type="checkbox"/> Conclusions should be free of personal or partisan considerations.
<p>5. Recommendations</p> <ul style="list-style-type: none"> <input type="checkbox"/> This section includes a series of short paragraphs describing up to 10 recommendations flowing logically from the findings and conclusions. <input type="checkbox"/> Each recommendation is presented in one paragraph. Recommendations should be grouped by type of recommendation(s) (e.g. strategic/ operational; short/medium term, etc) <input type="checkbox"/> Recommendations should present plausible options for improvement. <input type="checkbox"/> Recommendations should be strategic and specifically targeted (i.e. clear on what change in policy, practice or procedure is being recommended at what level, by whom, by when). Those responding to and implementing recommendations should be identified. <input type="checkbox"/> When possible, a timeframe for implementing recommendations should be proposed.

Annexes

- Ensure annexes are numbered in the order in which they appear in the main text. Some of the expected annexes include:
 - TOR (main body, not annexes)
 - Bibliography
 - Assessment Matrix
 - Data collection tools
 - List of people met/interviewed

Appendix: Detailed HVCA tool guidance

The following tables summarise specific guidance from the HVCA tools prescribed for each of the five steps. This helps you review specific sections of a tool document instead of reviewing the whole document.

Tool guidance Step 1a

Scoping the assessment

Summary of the different tools with several domain focuses: child focus, education focus, urban focus, DRR and climate focus. This helps you identify tools that may be relevant to the assessment you are conducting.

Table 14 Step 1a HVCA tools by key domain areas				
Tool #	Tool name	Purpose	When should it be used or not used?	Target groups
Child-centred tools				
1	Child-Centred DRR Toolkit – Plan International	This manual not only focuses on conducting a HVCA assessment, but also to train children on DRR through the process.	For community-based DRR work with a child-centred focus.	Children aged 10-18
18	COPRAP – ADPC	The aim of COPRAP is to: a) assess disaster risks and particular strengths and weaknesses of children and the community through participatory means; and b) to collectively devise risk reduction solutions based on the results of the participatory assessment.	When there is a need to assess disaster risks and particular strengths and weaknesses of children and the community through participatory means.	Children aged 7-17; adults (men and women separately)
19	CCURF-ARUP/Plan International	To guide efforts to build urban resilience that support children, youth, girls and boys. It integrates child and human rights into resilient urban development, enabling children to become agents of resilience.	Mostly at high level for either programme/strategy development or policy advocacy/making. Also for developing children-focused programmes/projects with a particular focus on resilience.	Public and private stakeholders; city stakeholders
12	CRA – World Vision	CRA is a participatory assessment of hazards, vulnerabilities, capacities and people's perception of risks. It enables the community to estimate the range of risk, provides an avenue for	At the local level	Boys and girls; women's groups and men's groups; elderly adults

		children and the community to define their situation and recommend solutions, as well as raising awareness.		
DRR tools				
2	VCA toolbox - IFRC	An investigation that uses various participatory tools to understand the level of people's exposure to (and capacity to resist) natural hazards at the grassroots level.	A detailed explanation on how to undertake the research part of a VCA.	Community members
11	CRA - Government of Bangladesh	A participatory process for assessing hazards, vulnerabilities, risks, ability to cope, preparing coping strategies and finally preparing a risk reduction options implementation plan by the local community.	A basic guide on CRA. It can be either used as an introduction document for first learners or as a refresher.	Community members
13	CCRAP – World Vision	Designed to effectively carry out disaster risk assessment in target communities which are high risk to natural and human-induced hazards. This is a community-based approach to DRM where children are at the heart of the process. It provides an avenue for the children and their community to define their situation (through risk assessment and analysis) and recommend solutions (planning) to the issues affecting them.	For CRA at local level with communities.	Adult community members; boys and girls (18 and under)
14	PVA – ActionAid	A systematic process that involves communities and other stakeholders in an in-depth examination of their vulnerability, and at the same time empowers or motivates them to take appropriate actions. The overall aim of PVA is to link disaster preparedness and response to long-term development	To carry out vulnerability analysis with communities.	Community members
15	PCVA - Oxfam	A toolkit designed to help staff and partner organisations engage with communities where natural disasters are significant drivers of poverty and suffering.	When there is a need to conduct a multi-stakeholder risk analysis and planning process in these areas.	Community members
16	PVCA- Christian Aid	Carried out in a community to collect, analyse and systematise information about its vulnerability in a structured way.	When there is a need to engage communities and have them analyse their own problem and suggest their own solutions. This should not be used for large-scale investigations, for reinforcing preconceived assumptions, as an extractive research method, or during and after conflicts.	Local community
17	PCVA - ACF	An investigative method that uses a variety of qualitative participatory tools (PRA) to engage local stakeholders in their own	Complements other ACF assessment tools aimed at analysing and reducing disaster risk	Community members

		disaster risk and vulnerability diagnosis. It combines local knowledge with secondary information on disaster risks, and increases understanding of the context where ACF wants to intervene.	and sector-related issues. Intended to be used for undertaking in-depth assessments in development, recovery or chronic crisis contexts.	
6	COVACA – World Vision	A series of exercises that a community will undertake to identify: a) The likely disaster risks that threaten the community; b) Capacities the community has to deal with disaster risks (these include traditional mechanisms); and c) What the community can do to prepare to face disaster risks and reduce their impacts.	When there is a need to roll out a VCA at local level.	Local community members
Urban specific tools				
7	UCRA – Government of Bangladesh	<ul style="list-style-type: none"> To understand the characteristics, circumstances and causal relationship among factors that render urban dwellers prone to disasters. To determine the nature and extent of risk by analysing potential and actual hazards, evaluating conditions of vulnerability and potential threat, to people, property, livelihoods and the environment. To examine the capacity gaps and from there the risk assessment identifies priority interventions required to address the risks in question. This helps to determine the level of risk an urban community faces given their particular areas within a city. 	Used in DRR interventions, where risk assessment is a key initial step.	Local government authorities; civil society organisations; local academia; the business community; and community-based organisations
8	URA – Islamic Relief	<ul style="list-style-type: none"> A methodology to determine the nature and extent of risk by analysing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat, or harm, to people, property, livelihoods and the environment. Also a process which assists policy/decision makers, practitioners and government authorities to identify the most vulnerable communities with respect to existing hazard/disasters and allows them to develop strategies for further risk reduction interventions. Gives a glimpse of development and growth and highlights the bottlenecks of urban planning. 	As a support to prepare for any disaster event.	City disaster management committee members; local knowledgeable persons; local professionals; representatives from primary stakeholders; ward commissioner

9	USAT- Save the Children	<ul style="list-style-type: none"> To assist child-focused development agencies to develop evidence on the scale and nature of poverty and inequality in cities and urban areas. This is with a view to deepening knowledge on the opportunities and challenges to impact the most vulnerable and marginalised children at neighbourhood, municipality and city level. Analysing the political economy and gathering of data on child rights in cities to identify potential programming opportunities and entry points within poor urban areas. Help identify target groups and areas for projects by identifying pockets of poverty and vulnerability within a city. 	To assess urban realities and complexities that directly impact children and their communities	Key development partners; key duty bearers; children and caregivers
Climate focused tools				
10	CVCA - CARE	Used as part of climate change programming and climate change-related activities (assessments, M&E, participatory methods, fieldwork) Key concept: climate change (p 5-8).	At local level	Community members
15	PVCA	Comprehensive tool with activity guidance/tips in the sector of DRR and climate change. Explains key concepts as well as the synergy between DRR and climate change adaptation. This tool is a good starting point for practitioners looking for a refresher on DRR and CCA. <ul style="list-style-type: none"> Part 1: Understanding DRR and climate change (p 8-9) Part 2, Stage 4: Analysing hazards, the impact of climate change, vulnerabilities, and capacities (p 27-35) 	At local level	Community members
7	UCRA - Government of Bangladesh	Local Government Self-assessment tool (LGSAT): <ul style="list-style-type: none"> Essential 1, question 1: How well are local organizations equipped with capacities for DRR and CCA? (p 25) Essential 8: Protect ecosystems & natural buffers to mitigate hazards, adapt to climate change (p 32) 	Used in DRR interventions, where risk assessment is a key initial step.	Local government authorities; civil society organisations; local academia; the business community; and community-based organisations
3	PVCA - SCI India	<ul style="list-style-type: none"> Handout 1 - Key concepts includes a bilingual definition of climate change) 	At local level	Community members

8	URA- Islamic Relief	Climate change discussed within the definition of urban management, where it represents a serious threat to urban environment. See 'Urban management' (p 15)	Disaster preparedness mainly	City stakeholders
Education focused tools				
5	PSDM – Save the Children	To guide staff in assessing risks, planning, and carrying out physical protection measures.	<p>The tool should be used:</p> <ul style="list-style-type: none"> • To develop skills and provisions for disaster and emergency preparedness, response, and rapid recovery. • To support schools to develop disaster and emergency plans specific to their local needs and that reflect good practices internationally and nationally. 	Children; community members; and local experts
20	CSSA – GADRRRES	Provides tools to assist education sector actors in assessing Comprehensive School Safety and identifying schools with the most critical unsafe conditions.	When there is a need for a strong IT backup for data management in the field of school safety, DRR and resilience	Schools

Tool guidance Step 1b

Resource availability

Summary of available guidance from the HVCA tools on resource planning. Use this table to select tools of interest for detailed review.

Table 15			
Step 1b Capacity / resources needs			
Tool name	Tool #	Author	Guidance/ Method / Page number
PSDM	5	Save the Children	<i>See section:</i> <ul style="list-style-type: none"> Section 2: School Disaster Management Roles and Responsibility (p 4-8)
UCRA	7	Government of Bangladesh	<i>See sections:</i> <ul style="list-style-type: none"> Self-assessment – multi-stakeholder process led by local governments (p 6) Scoping target area (p 14) Essential 1 – Put in place organisation and coordination to clarify roles and responsibilities (p 25) Essential 2 – Assign a budget and provide incentives (p 26)
URA	8	Islamic Relief	<i>See sections:</i> <ul style="list-style-type: none"> 4.7 – Steps of Urban Risk Assessment (p 38) 4.9 – Necessary preparation for risk assessment (p 40)
USAT	9	Save the Children	<i>See sections:</i> <ul style="list-style-type: none"> Part 3 – Conducting an Urban Situation Analysis (p 16); Step 1 – Planning and preparation (pp 16-19)
CVCA	10	CARE International	<p>Provides guidance on considering when and where to conduct a CVCA as it is a process that can easily be adapted to reflect specific needs and constraints (including resources and time constraints).</p> <p><i>See sections:</i></p> <ul style="list-style-type: none"> CVCAs: Where and When? (p 11) Determining the Scope and Depth of the Analysis (p 11) Assembling the team (p 12)
CRA	12	World Vision	<p>Includes relevant information on preparation of the assessment team and coordination with different stakeholders.</p> <p><i>See section:</i></p> <p>Part Two (How to conduct community risk assessment): 1. Preparatory work (p 8) Logistical arrangements</p>
PVA	14	ActionAid	<p>Provides possible topics, and tips, to be covered in a workshop for team preparation. Provides pointers for a workshop regarding district level and national level analysis.</p>

			<i>See sections:</i> <ul style="list-style-type: none"> • 2.1.4 Team preparation (p 17) • 2.3.2 District level analysis (p 20) • 2.3.3 National level analysis (p 20)
PCVA	15	Oxfam	See Stage 1: Making preparations (p.11). This section gives details about TOR preparation, selection of the facilitation team, and resources allocation, and logistics set up.
PCVA	17	Action Against Hunger	<p>Outlines the preparation process in detail for the PCVA. The activities outlined in Chapter 3 are primarily the responsibility of the technical and coordination team.</p> <p><i>See section:</i> Chapter 3: - The PCVA Process – 3.1 Phase 1: How best to prepare for the PCVA exercise?</p> <ul style="list-style-type: none"> • Step 1: Define the objective of the assessment (p 22) • Step 2: Compose and train the facilitation team (p 23) • Step 3: Analyse secondary data (p 24)

Tool guidance Step 2a

Secondary data review

Summary of specific guidance areas on secondary literature review from the HVCA tools.

Table 16			
Step 2a Secondary data review			
Tool name	Tool #	Author	Method / page number
VCA	2	IFRC	Guidance on reviewing secondary sources, including documents and reports produced by other organisations, local government authorities and social institutions (p 48).
USAT	9	Save the Children	The reviewer should seek reports and analyses produced by other development actors in the urban area, by local organizations, and by urban and national governments responsible for governing the urban area. Child budgeting as part of the desk review is a tool whereby one can examine the true commitment to child welfare and child protection programmes a government has for any given fiscal year. It lets you take stock of the development strategy a country prescribes to and the recourse gaps in meeting its commitments (p 23).
CVCA	10	CARE International	Discusses availability and use of scientific information on climate change. Other topics include livelihood strategies, socio-economic situation, power dynamics and local governance in the target communities (p 14).
CRA	11	Bangladesh Government	Tool uses community members to validate secondary information. Validation of relevant secondary information (p 14).
PCVA	15	Oxfam	The tool provides an insightful look at what type of sources to look for, and where to find it, when looking for and collecting secondary data (p 15).

Tool guidance Step 2b

Stakeholder mapping

Table 17 Step 2b Stakeholder mapping			
Tool name	Tool #	Author	Method / page number
HVCA	1	Plan International	<ul style="list-style-type: none"> Participants will identify the actors and institutions involved in disaster prevention and mitigation, plus given guidance on helping reduce disaster risks. See 'Stakeholder mapping and influence' (p 26).
Vulnerability and Capacity Assessment (VCA)	2	IFRC	<ul style="list-style-type: none"> A diagram showing key organisations, groups and individuals in a community the nature of the relationships between them and the perceptions that people have of their importance. See 'Institutional and social network analysis' (p 119).
Participatory Vulnerability and Capacity Analysis (PVCA)	3	Save the Children India	<ul style="list-style-type: none"> See 'Handout 8: Stakeholders'. A map useful for working with communities to identify the types of participants in PVCA from the community. See 'Learning note 4: Venn Diagram'. Shows institutions, organisations, groups and important individuals found in the village, as well as the villagers' view of their importance in the community. Also explains who participates in these groups re: gender and wealth. The institutional relationship diagram indicates how close the contact and cooperation between those organisations and groups are.
PCVA	4	World Vision	<ul style="list-style-type: none"> Helps users understand which institutions are most important to the community, to analyse engagement of different groups in local planning processes, and how they increase capacities or vulnerabilities of communities. Assesses access to service and availability of social 'safety nets' for the community, as well as their relevance. See institutional mapping.
COVACA	6	World Vision	<ul style="list-style-type: none"> See 'Part A: Social mapping' (p 3) <i>Note: Section A in this document has documents built into the document (similar to hyperlinks), though cannot manage to open them.</i> <p>Helps the group build a picture of the relevant existing structures and key actors in the primary focus area. The process helps the group and relevant staff to understand the social and institutional context of their work and gives them early and essential information.</p>
URA	8	Islamic Relief	<ul style="list-style-type: none"> To understand the perceptions that local people have of the role and significance of various organisations within the community. See 'Hazard assessment at ward level – Institutions mapping' (p 47).
USAT	9	Save the Children	<ul style="list-style-type: none"> Identifies a project's key stakeholders, an assessment of their interests in the project, and the ways in which these interests may affect a project.

			<ul style="list-style-type: none"> This stakeholder analysis helps you identify a) which individuals/organisations to include in your coalition, b) what roles they should play and at which stage, c) who to build and nurture relationships with, and d) who to inform and consult about the project. See 'Stakeholder analysis' (p 21).
CVCA	10	Care International	<ul style="list-style-type: none"> To understand the context at the national level and to guide further analysis. Provides useful info to plan the scope of the policy analysis and to identify key stakeholders for further investigation. See 'National level Institutional mapping' (p 14). Aims to better understand which institutions are most important to people in target communities. Assists in identifying the institutions that should be engaged in the CVCA process, as well as potential allies and opponents in addressing vulnerability at the community level. See 'Local government / community level institutional mapping' (p17).
CRA	11	Bangladesh Government	<ul style="list-style-type: none"> CRA Workshop (which has four internal steps comprising nine activities – pages 26-42).
CRA	12	World Vision	<ul style="list-style-type: none"> Identifies the organisations that can assist in advancing disaster preparedness efforts. See 'Organisations in my place' (p 25).
CRAAP	13	World Vision	<ul style="list-style-type: none"> Identifies the parties/stakeholders who can help advance or hinder the development of the community. Identifies the organisations that helped them before, during and after an emergency or major disaster. See 'Tools for adults (p 8) and children (p 6) – The organisations in my place'.
PCVA	15	Oxfam	<ul style="list-style-type: none"> To understand what groups and organisations exist within the community, which government/private sector institutions exist within the community, and which external institutions the community interacts with. See 'Beginning work with the community' circle diagram tool (p 22).
PVCA	16	Christian Aid	<ul style="list-style-type: none"> Focuses on the social and institutional hierarchy of the community. Emphasises the social and economic differences between households and the perceptions of significance that each group and organisation have of each other. See 'Power-structure analysis' (p7).
PCVA	17	Action Against Hunger	<ul style="list-style-type: none"> Aims to collect basic information about the community, including demographic data, the geographical relationship to key points, to describe land features, to identify power and influence persons and groups, etc. See 'Community Profiling' (p 28).
COPRAP	18	CDP / ADPC	<ul style="list-style-type: none"> Identifies organisations that can assist in advancing disaster preparedness and development efforts. See 'The organisations in our places' (p16).
CCURF	19	ARUP / PLAN	<ul style="list-style-type: none"> Identifies and actively involves urban stakeholders in pursuing common goals. See 'A stakeholder mapping exercise' (p 6).

Tool guidance Step 2c

Guidance on assessment frameworks

Table 18 Step 2c Guidance on assessment frameworks			
Tool name	Tool #	Author	Method / page number
HVCA	1	Plan International	This is a complete module. It contains a framework, guidelines and tools for planning, monitoring and evaluating child-centred DRR programmes at the national and local level. See 'Planning, monitoring and evaluating child-centred disaster risk reduction programmes' (p 41-94).
URA	8	Islamic Relief	A mind map for urban risk assessment. A separate table provides more explanations related to the framework such as data type, information needed, and sources. See 'Framework for urban risk assessment' (p 35-36).
PVA	14	Action Aid	A step-by-step analytical framework as part of the PVA. The steps are broken down as follows: Step 1: Situation analysis of vulnerability Step 2: Analysis of causes of vulnerability Step 3: Analysis of community action Step 4: Drawing action from analysis See 'Analytical framework in 4 steps' (p17-21)
PVCA	16	Christian Aid	The preliminary work needed with partners' staff and field facilitators using the following framework :i) Define the objective of the exercise, ii) Community selection, iii) Method selection, and iv) Common guidelines and training. See 'Preliminary work (Phase 0) (p.7) and p7-8 for more details.

Tool guidance Step 2c

Field data collection methods

Table 19 Step 2c Field data collection methods			
Tool name	Tool #	Author	Method / page number
HVCA	1	Plan International	<p>See the first Module 'Training Children on Disaster Risk Reduction through the Hazard, Vulnerability and Capacity Assessment (HVCA)' (p1-30), including annexes (p 30-38). The module includes the following data collection methods:</p> <ul style="list-style-type: none"> • Session 1: Ice breakers/starter (p 10-13) • Session 2: Community map (p 14) • Session 3: Better understanding our risks (p 15-17) • Session 4: Hazards Identification (p 18) • Session 5: Seasonal calendar, disaster history, and climate change (p 19-20) • Session 6: Hazard ranking (p 21) • Session 7: Disaster causes and impacts (p 22) • Session 8: Vulnerability identification (p 23) • Session 9: Transforming vulnerabilities into capacities and identifying prevention, preparation, and mitigation activities (p 24) • Session 10: Stakeholder mapping and influencing (p 26) • Session 11: Conclusion and evaluation (p 27) <p>The fourth module (Annex 3) provides guidance on conducting FGDs with children (p 162).</p>
VCA	2	International Federation of the Red Cross and Red Crescent Societies (IFRC)	<p>Description and guidance on the following methods:</p> <ul style="list-style-type: none"> • Semi-structured interview (p 60-65) • Focus group discussion (p 66-70) • Direct observation (p 71-75) • Mapping (p 75-85) • Transect walk (p 86-92) • Seasonal calendar (p 92-97) • Historical profile/historical visualization (p 98-105) • Household/neighbourhood vulnerability assessment (p 105-109) • Livelihood and coping strategies analysis (p 109-119) • Institutional and social network analysis (p 119-122)

			<ul style="list-style-type: none"> Assessing the capacity of people's organizations (p 122-126) Venn diagram (p 126-132) <p>No tools provided, but the document supports each single tool with examples (figures, pictures).</p>
PSDM	5	Save the Children	<p>A very comprehensive approach to school disaster management. See 'Part 1 – Section 3', which includes steps, activities, guidance, forms and examples of activities before, during, and after disasters (see p 9-47).</p> <p>Activities <i>before</i> disaster include:</p> <ul style="list-style-type: none"> Calendar of activities (p 15) Emergency release contact information (p 15) Self-assessment survey (p 16) School hazards (p 16) Risk and resource maps (p 16) <p>Activities <i>after</i> disaster include:</p> <ul style="list-style-type: none"> School status report (p 48) Damage assessment form (p 49) <p>See 'Part 2 – Step 1' for a full survey template on CSS school self-assessment (p 5-29 or p 65 in the PDF). See 'Part 2 – Step 1 Knowing our dangers' for:</p> <ul style="list-style-type: none"> CSS School self-assessment survey (p 5) School hazards calendar (p 30) School and village risk and resource map (p 31)
COVACA	6	World Vision	<p>Explains how to lead the COVACA and its activities, including:</p> <ul style="list-style-type: none"> Gathering basic information on the community (p 4) Identification of hazards (p 4) Identification of vulnerabilities, capacities and coping mechanisms (p 6) <p>Note: this document has built-in documents (using hyperlinks), though the links seem broken or not working.</p>
UCRA	7	Government of Bangladesh	<p>A template for the Local Government Self-Assessment Tool (LGSAT). See Section B. Risk assessment (p 24). The following methods are discussed:</p> <ul style="list-style-type: none"> Transect walk (p 15) Hazard mapping (p 16) Conducting FGD (p 16) HH and institutional vulnerability survey (p 17) Vision map (p 17) Risk statement (p 18)
URA	8	Islamic Relief	<p>Annexes in this document provide a description and guidance of the following methods:</p> <ul style="list-style-type: none"> Annex 1: Scoping the target area (p 41)

			<ul style="list-style-type: none"> • Annex 2: Assessing the risk (p 54) • Annex 3: Risk reduction planning and implementation (p 60) <p>Templates of tables are provided for each method described in the annexes.</p>
USAT	9	Save the Children	<p>The following methods are described:</p> <ul style="list-style-type: none"> • Vulnerability mapping (p 19) • Collecting primary data (in-depth interview and focus group discussion) (p 25-27). • Representative quantitative survey (p 29) <p>The Toolkit provides guidance on the following methods:</p> <ul style="list-style-type: none"> • Annex 2: Examples of vulnerability mapping in cities (p 6) • Annex 3: Discussion guide for in-depth interviews with duty bearers (p 9) <p>The tools are provided in the Toolkit document (Annexes):</p> <ul style="list-style-type: none"> • Annex 4: Discussion guide for in-depth interviews with development partners (p 14) • Annex 5: Discussion guide for focus groups with children (p 19) • Annex 6: Discussion guide for focus groups with parents and caregivers (p 28)
CVCA	10	CARE International	<p>User-friendly guidance and summaries that can be easily integrated while preparing and conducting field data collection. The document is a field guide for the following participatory tools:</p> <ul style="list-style-type: none"> • Facilitation tips (p 30) • Hazard mapping (p 33) • Seasonal calendar (p 35) • Historical timeline (p 37) • Vulnerability matrix (p 39) • Venn diagram (p 41)
CRA	11	Government of Bangladesh	<p>Guidance on the following methods:</p> <ul style="list-style-type: none"> • Transact walk (p 15) • Focus group discussion (p 16) • Social mapping (p 18) • Hazard Venn (p 19) • Hazard mapping (p 20) • Livelihood seasonal calendar (p 21) • Hazard seasonal calendar (p 22) • Key informant interview (p 24)
CRA	12	World Vision	<p>Guidance on the following methods:</p> <ul style="list-style-type: none"> • Hazard and resource mapping (p 17) • Seasonal calendar (adults) (p 18)

			<ul style="list-style-type: none"> • Seasonal calendar (children) (p 21) • Disaster timeline (p 23) • Organizations in my place (p 25) • Identifying hazards, vulnerabilities and capacities (p 26) • Identifying DRR options and action planning (p 28)
CRAAP	13	World Vision	<p>The 'Tools for adults' document includes the following methods:</p> <ul style="list-style-type: none"> • Risk mapping (p 4) • Disaster timeline (p 6) • The organizations in my place (p 8) • Seasonal calendar (p 9) • Hazard assessment (p 11) • Hazard ranking (p 12) <p>The 'Tools for children' document includes the following methods:</p> <ul style="list-style-type: none"> • Risk mapping (p 4) • Organizations in my place (p 6) • Safe and dangerous places (p 7) • Disaster timeline (p 8) • Understanding livelihood (p 10) • My needs before, during and after a disaster (p 11)
PVA	14	ActionAid	<p>Provides for each step/activity what tools and information are needed, including specific tips. See Stage 3, which provides guidance on beginning work with the community:</p> <ul style="list-style-type: none"> • Team introduction (p 18) • Demographic composition of the community (p 19) • Gender roles in the community (p 19) • Groups and organizations in the community (p 20) • Government and private sector present in the community (p 21) • Livelihood and strategies in the community (p 22) • Livelihood strategies (p 23) • Resources needed for livelihood and well-being (p 25) <p>See Stage 4 for guidance on analysing hazards, impact of CC, vulnerabilities and capacities.</p>
PCVA	15	Oxfam	<p>See Stage 3:</p> <ul style="list-style-type: none"> • Beginning work with the community (p 18) <ul style="list-style-type: none"> • Community demography (p 19) • Gender roles (p 19) • Groups within the community (p 20)

			<ul style="list-style-type: none"> • Stakeholders within the community (p 21) • Livelihoods (and cycles) in the community (p 22) • Resources available (p 25) <p>See Stage 4:</p> <ul style="list-style-type: none"> • Analysing hazards, the impact of climate change, vulnerabilities and capacities (p 27) • Hazards analysis (p 27-35) • Hazard historical timeline (p 28)
COPRAP	18	CDP / ADPC	<p>Includes the following methods to work with children:</p> <ul style="list-style-type: none"> • Representation of self (p 6) • Safe and dangerous places (p 7) • Make me a portrait of... (p 8) • Dangerous things (p 9) • My needs – before, during & after the typhoon & floods (p 10) • Top five problems (p 11) • Suggested solutions (p 12) • Suggestions to those in authority (p 13) • Hazard and resource map (p 14) • Understanding livelihood in our place (p 15) • The organization in our places (p 16) • Disaster timeline (p 17)

Tool guidance Step 2c

Inception workshop

Table 20 Step 2c Inception workshop agenda			
Day 01			
Time	Session	Method	Corresponding step
9.00-9.40 am	<ul style="list-style-type: none">• Introductions	Presentation	
	<ul style="list-style-type: none">• Objectives of the workshop		
	<ul style="list-style-type: none">• Remarks from Program Director/Assessment lead		
9.45-10.00 am	Coffee/tea break	Presentation	
10.00-10.30 am	<ul style="list-style-type: none">• Session 1 - Research question ‘WHAT’• Preliminary findings on secondary literature review	Presentation	Step 2a
	<ul style="list-style-type: none">• Context – socio-economic, governance (political, enforcement, regulatory), ecological, infrastructure		
	<ul style="list-style-type: none">• Risks and vulnerabilities /shocks and stressors		
	<ul style="list-style-type: none">• Vulnerable/disadvantaged groups affected by risks/shocks or stressors		
	<ul style="list-style-type: none">• Recap thematic focus areas: urban, DRR, child-centred, education		
10.30-10.45am	Coffee/tea break		
10.45am-12.00 pm	<ul style="list-style-type: none">• Session 1 contd. Research matrix• Brainstorm problem statements.• Identify trends in development constraints emerging from literature review and discussions.• Start working on the research matrix – main questions and sub-questions to address	Group work	
12:00pm-1:00 pm	LUNCH BREAK		
1:00-2.00 pm	<ul style="list-style-type: none">• Session 1 contd. Research matrix	Presentation	
		Group work	
3.15 – 3.30 pm	Coffee/tea break		
3.30-4.45 pm	<ul style="list-style-type: none">• Session 2 - Research question ‘WHO’• Present preliminary findings on stakeholder mapping	Discussion	Step 2b
	<ul style="list-style-type: none">• Group work – finalise stakeholder list	Small group work	
4.45-5.00 pm	<ul style="list-style-type: none">• Q & A / Wrap-up / Following day expectations		

Day 02			
9.00-9.15 am	<ul style="list-style-type: none"> Recap of Day 1 		
9.15-10.15 am	<ul style="list-style-type: none"> Session 3 - Research question 'HOW' Which tools and methods to use for data collection? Look at checklist compiled under Step 2.c 	Presentations and group work	Step 2c
10.15-10.30 am	Coffee break		
10.30am-12.00 pm	<ul style="list-style-type: none"> Session 3 – contd. Finalise tools and methods and complete research matrix 	Group work	Step 3
12:00pm-1:00 pm	LUNCH BREAK		
1:00 -2.45 pm	<ul style="list-style-type: none"> Session 4 - Research question 'WHEN' Develop timeline and work plan 	Group work	Steps 3 and 4
2.45-3.00 pm	Coffee break		
3.00-4.45 pm	<ul style="list-style-type: none"> Session 5 – Validation Revisit research matrix and research tools/protocol 	Discussion	
4.45-5.00 pm	<ul style="list-style-type: none"> Next steps 		
<i>Note: The agenda times are not fixed. All topics will be covered, but time(s) will be modified and changed by training facilitators</i>			

Tool guidance Step 3a

Field data collection

Summary of information available on team preparation for data collection.

Table 21 Step 3a Field data collection			
Tool name	Tool #	Author	Method / page number
USAT	9	Save the Children	<ul style="list-style-type: none"> Guidance on how to conduct data collection (p 25)
PVA	14	ActionAid	<ul style="list-style-type: none"> Topics, and tips to be covered in a workshop for team preparation. Pointers for a workshop regarding district level and national level analysis See sections: <ul style="list-style-type: none"> 2.1.4 Team preparation (p 17) 2.3.2 District level analysis (p 20) 2.3.3 National level analysis (p 20)
PCVA	15	Oxfam	<ul style="list-style-type: none"> See 'Stage 1: Making preparations' (p 11). This includes details about TOR preparation, selection of the facilitation team, and resources allocation, and logistics set up.
PCVA	17	Action Against Hunger	<ul style="list-style-type: none"> Outlines the preparation process in detail for the PCVA. The activities outlined in Chapter 3 are primarily the responsibility of the technical and coordination team. See 'Chapter 3 The PCVA Process: 3.1 Phase 1: How best to prepare for the PCVA exercise?' and 'Step 2: Compose and train the facilitation team' (p 23)

Tool guidance Step 3a

Field team training agenda

Table 22 Step 3a Field team training agenda		
Time	Session topic	
Day 1		
9.15am-9.30 am	Registration	
9.30am-10.15 am	Introduction of team	
	Training overview and expectation of training	
10.15.00am-11.45 pm	Project introduction and assessment purpose and design	
12.00pm-1:00 pm	Child and gender-sensitive research principles	
1:00pm-2:00 pm	Lunch	
2:00pm-3:15 pm	Both teams read through survey tool	
3.30pm-4.45 pm	Both teams read through survey tool	
4:45pm-5:00 pm	Q&A / Wrap-up / Day 2 expectations	
Day 2		
8:30am-9:00 am	Recap previous day’s experiences; review questions/inquires	
9:00am-10.00 am	Enumerator introductions and interview techniques, overview of field protocol and importance of sampling protocol (both teams)	
10.00am-1:00 pm	Tablet and or other e-tool introduction (both teams)	
1:00pm-2:00 pm	Lunch	
2:00pm-3:45 pm	Mock interviews	Qualitative methods and FGD tools review
4:00pm-4:45 pm	Review mock interviews	Mock FGDs
4:45pm-5:00 pm	Q&A / Following day expectations and finalise logistics for field test	
Day 3		
8:30am-12:00 pm	Conduct field test	
1.00pm-2.00 pm	Lunch	
2.00 pm-5.00 pm	Review data collected in survey	Compile topline report and analysis
Day 4		
9.00 am-11:30 pm	Review of field test activities and results	
11:30am-1:00 pm	Review of ethical conduct, confidentiality and other field research principles	
1:00pm-2:00 pm	Lunch	
3:00pm-4:00 pm	Field logistics, planning, movement, safety	
4:15pm-5:00 pm	Final questions – wrap-up	

Tool guidance Step 3b

Real time data collection

The following table summarises guidance available on technology application when collecting data.

Table 23			
Step 3b Technology application in data collection			
Tool name	Tool #	Author	Method / page number
URA	8	Islamic Relief	A succinct explanation of GIS technology as a great support for target area identification and mapping of key spatial and non-spatial data (road networks, foot paths, drainage, traffic, land and estate, land use, electricity lines, water supply lines, telecom lines, key facilities/infrastructures, etc) (p 39).
CSSA	20	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)	<p>To monitor and encourage progress towards school safety, GADRRRES has developed three tools. These can be used flexibly, and localised – as appropriate – to support implementing CSS:</p> <ol style="list-style-type: none"> 1. CSS First Step: This Android and IOS smartphone app is for crowdsourcing available data to support local interest and advocacy from students and community-members (p1). 2. School Safety Self Assessment Survey: A tablet-based app for school management committees. Where few tablets are available, it may be used via the web portal or a visiting school advisor or monitor. A paper-based tool can be used in advance for preparation (p3). 3. VISUS CSS Pro or VISUS CSS Lite: A tablet-based app for implementing light technical visual assessment of school facilities by trained construction trades enumerators (p 4).

Tool guidance Step 4a

Data analysis

Table 24 Step 4a Guidance on data analysis			
Tool name	Tool #	Author	Method / page number
VCA	2	IFRC	See: <ul style="list-style-type: none"> • Compile, analyse and share the results (p 36) • Triangulating sources information (p 148) • Reducing or ‘funneling information (p 149)
URA	8	Islamic Relief	<ul style="list-style-type: none"> • See the framework for URA (p 35) and its explanation (p 36). The framework can be used as a guidance for data and findings triangulation.
USAT	9	Save the Children	<ul style="list-style-type: none"> • See ‘Step 3: Urban systems analysis’ (p 29).
CVCA	10	CARE International	<ul style="list-style-type: none"> • See ‘Validating the analysis’ (p 20) and ‘Suggested outline for a CVCA analysis’ (p 21).
CRA	11	Government of Bangladesh	See: <ul style="list-style-type: none"> • Validation of relevant secondary information (p 14) • Risk analysis and evaluation (p 35-37) • Causal analysis (p 37-39)
CRAAP	13	World Vision	The objective of these activities is to validate and know what lessons, reflections and feelings were gained by children throughout the activity. See ‘Tool for adult: Evaluation and reminders’ (p16) and ‘Tool for children: Evaluation and reminder’ (p 14).
PVA	14	ActionAid	See: <ul style="list-style-type: none"> • Section:2.2 Phase 2: The analytical framework (p 17, including the PVA analytical steps provided in the following pages) • Section 2.3 Phase 3: The multi-levelled analytical approach (p 19-21)
PCVA	17	Action Against Hunger	This activity includes two steps that are described in the tool: (1) systematise the data, and (2) review and validate the data. For each step guidance is provided by the tool that includes: Objective, Description, Suggested guiding questions and facilitation tips. See Phase 3: How to analyse the PCVA results? (p.51-54)

Tool guidance Step 4b

Sense making /guidance on identifying implications of the assessment

Table 25 Step 4b Guidance on identifying implications of the assessment			
Tool name	Tool #	Author	Method / Page number
USAT	9	Save the Children	See the validation workshop (p 31)
CCURF	19	ARUP/Plan International	The Child-Centred Urban Resilience Framework (p 3) comprises four strategic areas, including 12 interventions that can direct future action. The four strategic areas include: <ul style="list-style-type: none"> Promote integration Sustain life Make safe places Mobilise the community
HVCA	1	Plan International	See 'Third Module – Action Planning with Children on DRR' (p 95)
PSDM	5	Save the Children	See activity 'Reducing our danger' (p 177 of PDF)
UCRA	7	Government of Bangladesh	See the following approaches: <ul style="list-style-type: none"> Developing risk reduction action plan (p 19) Vetting the action plan (p 19) Concluding the UCRA (p 21)
URA	8	Islamic Relief	See 'Annex 3 – Risk reduction Planning and implementation' (p 60)
CRA	11	Government of Bangladesh	See 'CRA Step 4: Specific Risk Reduction Options' (p 40-42)
CRA	12	World Vision	See 'Part Four: Identifying DRR options and action planning' (p 28-30)
CRAAP	13	World Vision	See: <ul style="list-style-type: none"> Tool for adult: 'Child Focused DRM Planning' (p 14-15) Tool for children: 'Child Focused DRM Planning' (p 13)
PCVA	15	Oxfam	See the following stages: <ul style="list-style-type: none"> Stage 5: Prioritizing risk (p 36) Stage 6: Developing a risk reduction action plan (p 38) Stage 7: Putting the action plan into practice (p 41)
PVCA	16	Christian Aid	See 'Phase 3: Action Plan' (p11 and the example on p 15-16)
PRCVA	17	Action Against Hunger	See 'Phase 4: How to generate actions?'(p 55-62)
UCRA	7	Government of Bangladesh	A ten-point checklist on the essentials for making cities resilient (p 5).

Tool guidance Step 4b

Agenda for the sense making workshop

Table 26		
Step 4b Agenda for sense making workshop / theory of change workshop		
Day 01		
Time	Session	
9.15 am	<ul style="list-style-type: none"> • Introduction • Objectives of the workshop 	
9.45-10.00 am	<ul style="list-style-type: none"> • Presentation of country strategy and priority areas 	
10.00-10.30 am	<ul style="list-style-type: none"> • Overview of Theory of Change • Recap of key concepts on HVCAP and on resilience 	
10.30-10.45am	Coffee/tea break	
10.45 am – 12.00 pm	<ul style="list-style-type: none"> • Key assessment findings <ul style="list-style-type: none"> • Research questions – context, shocks/stresses, capacities 	
12:00 pm-1:00 pm	LUNCH BREAK	
1:00-2.00 pm	<ul style="list-style-type: none"> • Discuss and validate strategies and solutions to the problems 	
3.15 – 3.30 pm	Coffee/tea break	
4.30-4.45pm	<ul style="list-style-type: none"> • Plenary 	
4.45-5.00 pm	<ul style="list-style-type: none"> • Q&A / wrap-up / Day 2 expectations 	
Day 02		
9.15-9.30 am	Recap of Day 1	
9.15-10.15 am	<ul style="list-style-type: none"> • Consolidate Theory of Change • Identify outcome areas / domains of change and key pathways 	
10.15-10.30 am	Coffee break	
10.30-11.30 am	<ul style="list-style-type: none"> • Plenary – consolidate Theory of Change 	
11.30 am-12.00 pm	<ul style="list-style-type: none"> • Relevance to internal programs and organisational strategies 	
12:00 pm-1:00 pm	LUNCH BREAK	
1:00-2.00 pm	<ul style="list-style-type: none"> • Stakeholder analysis – who does what 	
2.00-3.00 pm	<ul style="list-style-type: none"> • Organisation's competitive advantage 	
3.00-3.15 pm	<ul style="list-style-type: none"> • Coffee break 	
3.15 – 4.45 pm	<ul style="list-style-type: none"> • Final comments and feedback 	
4.45-5.00 pm	<ul style="list-style-type: none"> • Next steps 	

Tool guidance Step 5a

Reporting

A summary of guidance on ways to disseminate assessment findings.

Table 27 Step 5a Report writing			
Tool name	Tool #	Author	Method / page number
USAT	9	Save the Children	See 'Writing the final report' (p 32)
VCA	2	IFRC	A 1-page summary with advice on analysing and sharing results (p 36)
PSDM	5	Save the Children	A short reporting exercise for working with children on disaster identification and analysis. See 'Reporting back' (p 13)
COVACA	6	World Vision	Guidance on reporting on COVACA exercise, particularly to disseminate information to other communities. See 'Feedback and Sharing, Reporting and Monitoring' (p 8). Note that the embedded tool (hyperlink) is broken.
CVCA	10	CARE International	Provides a suggested outline for a report on a CVCA analysis. See 'Documenting and Disseminating the Analysis' (p 21).

Tool guidance Step 5b

Dissemination

A summary of guidance on ways to disseminate assessment findings.

Table 28 Step 5b Dissemination of findings			
Tool name	Tool #	Author	Method / page number
CVCA	10	CARE International	See: <ul style="list-style-type: none"> Documenting and disseminating the analysis (p 21) Using analysis (p 23-28)
PVA	14	ActionAid	See: <ul style="list-style-type: none"> Section 3.3 'Developing an advocacy plan' (p 23) Section 3.4 'Data compilation (reporting format)' (p 23-26)