



VIETNAM RED CROSS



VULNERABILITY AND CAPACITY ASSESSMENT (VCA)

Manual for Viet Nam Red Cross Practitioners

Part II



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PART C:

**PART C: PRACTICAL GUIDE FOR
CONDUCTING A VCA**

PRACTICAL
GUIDE FOR
CONDUCTING
A VCA

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CHAPTER 6: STEP BY STEP GUIDE

So far the manual has given you background information on VCA and other related topics. This chapter will help you to organize a VCA.

6.1 Overview of VCA Process

In total, the VCA can be done in 5 days. It is important to go through all the steps of the VCA in the right order. Please look at the below table that introduces all the steps and activities that have to be done:

Steps	Activities
Step 1 – Preparation and planning	<ol style="list-style-type: none"> 1. The VNRC identifies key components of VCA including objective, location, resources, timing and prepares a general plan for conducting the VCA. 2. Pre-assessment preparation and advocacy meeting with the local authorities, to ensure commitment for the VCA process .
Step 2 – Data Collection	<ol style="list-style-type: none"> 3. A start-up meeting with local authorities, commune representatives, local mass-organization and head of the villages. 4. Village meetings in each hamlet/village/quarter to gather information and conduct mapping. 5. Field survey and household interviews. 6. Focus group meetings in each hamlet/village/quarter with pupils, poor women, and people that live in a vulnerable location.
Step 3 – Data Analysis and Verification	<ol style="list-style-type: none"> 7. Consolidate and analyze the following data to prepare for data verification with the commune or hamlet/village/quarter: <ul style="list-style-type: none"> - General situation, most urgent issues of each hamlet/village/quarter and solution proposed by the population. - Situation of natural disaster risks in each hamlet/village/quarter and solution proposed by the population. - Table that summarizes and analyses urgent issues, general risks and disaster-induced risks at ward/commune level. 8. Village meetings with residents at each hamlet/village/quarter to verify the information and analysis.
Step 4 Transformation and disaster reduction plan.	<ol style="list-style-type: none"> 9. Synthesize data, rank and propose solutions for each hamlet/village/quarter to form an overall risk mitigation plan at hamlet/village/quarter and/or commune level. 10. Advocacy/reporting meeting to share the VCA results with the local authorities and other representatives, with the goal to start a dialogue and to complete the mitigation plan.
Step 5 – Implementation Reporting, Monitoring and Supporting	<ol style="list-style-type: none"> 11. Finalize the VCA reports (incl. mitigation plan) at hamlet/village/quarter/commune level 12. Advocate the results of the VCA report to the authorities and advocate for the implementation of the Transformation and disaster reduction plan.

Table 6: Overview of VCA process

6.2 Detailed instructions on implementing the VCA steps

Activity 1. The VNRC does preparation and planning for conducting the VCA.

Time	At least one month before the actual VCA in the locality (this could be flexible)
Target	<ul style="list-style-type: none"> - Select a commune/village for the VCA - Determine the objectives and scope of the VCA, - Identify the resources needed, including VCA team - Ensure compliance with the required process and VCA methodology - Make the initial general planning - Gather general information on the locality
Involved parties	<ul style="list-style-type: none"> - The VNRC HQ VCA coordination team - The Province/District Red Cross - VCA Facilitators - Relevant parties in the locality
Major activity contents	<p>Formal and informal contacts between commune and VNRC through official correspondence, meetings, telephone and e-mail</p> <ul style="list-style-type: none"> - VNRC HQ/Chapter/District will send formal correspondence and preliminary plan to the commune
Output/ Expected results	<ul style="list-style-type: none"> - Agreement on initial VCA plan including time frame, location, resources, draft agenda, manpower and arrangement needed - Formulation of VCA team - Proposed format for information gathering from the commune, for example a social and economic report (sent to local authorities to prepare reports for the advocacy meeting)
Methods/ Tools	<ul style="list-style-type: none"> - Telephone, e-mail, letters, meeting and discussions
Equipment, materials	<ul style="list-style-type: none"> - VCA Manual - Format for information gathering (if necessary)

Message 1

- VCA is to assist authorities gather opinions of the public, especially the most vulnerable, on general issues and on natural disaster risks.
- VCA will facilitate better planning by authorities.

Activity 2. Pre-field assessment preparation and advocacy meeting with the local authorities to ensure commitment for the VCA process and gather general information.

Time	0.5 – 1 day (for an official meeting and preparatory work). At least one week before the start of the VCA (depending on the situation).
Target	<ul style="list-style-type: none"> - Local authorities clearly understand and agree with VCA process, including its targets, methods, participation of involved parties, expected outputs etc - Local authorities understand that VCA will be beneficial to their locality and indicate interest to use the result of the VCA - Local authorities understand that they should not intervene in the VCA process in order not to influence the outcomes - Involved parties have a clear understanding of each other's expectations. - VCA Facilitators collect basic information on the locality to be able to make the VCA planning - Sources for secondary data for collection are identified - Detailing VCA agenda. Field preparation and arrangement of logistics
Involved parties	<ul style="list-style-type: none"> - Around four to six VCA Facilitators. If necessary, a person from the provincial VNRC could join to support the VCA Facilitators - Commune representatives, including government leaders, governmental sector officers, villages/wards, leaders and representative of local mass- organizations, schools, health post. It is also recommended to invite the district authorities
Major activity contents	<p>VCA team presents VCA process and gives an example of good practices from another commune/village</p> <ul style="list-style-type: none"> - Local authorities present a general report on the society and economy, urgent issues, risks and disasters triggered by natural hazards in the locality. - Participants discuss on VCA process, its principles, benefit and impact. VCA team expresses expectations towards local government and community - Participants discuss for agreement on detaining assessment plan, role assignment and field arrangement, including <ul style="list-style-type: none"> + VCA Facilitators collect official maps of the commune and if possible of hamlet/village/quarters, normally at the office of the People Committee or land management department + Agree on data that need to be collected and possible sources. + Agree on criteria for selecting VCA participants.

	+ Agree on work division and logistical support of the locality to the VCA Facilitators.
Output/ Expected results	<ul style="list-style-type: none"> - Agreements with the local authorities on the VCA Plan as shown in minutes Of meeting with the local authorities - Commitment of local authorities to allow VCA team to implement VCA process and components according to the presented plan - Commitment of local authorities to the follow-up of the VCA - An agreed preliminary VCA plan - Appointing village focal person who has the role to support the VCA facilitators in the village activity. - A general social and economic report on the locality - Collected and/identified secondary data at commune and other levels (such as relevant assessment reports, newspaper articles and correspondents)
Methods/ Tools	- Meeting, open discussion, and PowerPoint presentation (if possible)
Equipment, materials	<ul style="list-style-type: none"> - Projectors, computers, and cameras - A draft preliminary VCA plan

Message 2

- VCA is beneficial to local authorities in terms of the inclusion of the population's problems in planning. A VCA should be carried out only if the local authorities find the VCA necessary and commit to its follow-up.
- The poor and the vulnerable are the most vulnerable to urgent social issues and hazards. They should be invited and listened to in most VCA activities.

Activity 3. A start-up meeting with local authorities, commune representatives, local mass-organizations and heads of the villages.

Time	Approx. one day. This is the first day of the VCA
Target	<ul style="list-style-type: none"> - VCA Facilitators explain in-depth the purpose of the VCA and the process - To discuss and analyse the commune and village issues which were raised in the previous meetings, in reports and in the secondary data that the VCA Facilitators have collected - To finalize and approve the detailed VCA plan (including the logistical arrangement and dividing the commune in four residential areas which could be a combination of villages/ wards/quarters).

Involved parties	<ul style="list-style-type: none"> - VCA Facilitators (four to five people). - Local authorities, commune representatives, local mass-organizations and heads of the villages, heads of schools and representative of vulnerable groups (appointed by themselves) - It is recommendable to invite relevant religious leaders, when religion is an important aspect in the commune/village - Village focal persons will provide communication and logistic support to the VCA Facilitators
Major activity contents	<ul style="list-style-type: none"> - Plenary in-depth discussion on fundamental issues raised in the local economic, social and cultural report: difficulties and advantages <ul style="list-style-type: none"> + Urgent issues: causes and adopted solutions + Disasters triggered by natural hazards - and damages in recent years and preparedness measures and mechanisms in the locality - Group discussion (four groups) on SWOT (strengths, weakness, opportunities and threats) of the locality in terms of: <ul style="list-style-type: none"> Group 1: Livelihoods, income and living conditions Group 2: Health, nutrition, and education Group 3: Self-protection of individuals and households; and social protection of the community/hamlet/commune Group 4: Governance - Groups summarize striking issues in different sites and sectors (with representatives of in particular education, health care, agriculture/ industries, and representatives of hamlets, villages and quarters.) - VCA groups and village focal persons agree on arrangement plans, prepare for required process, logistics and means for each working day - Check travelling distance and conditions and meeting rooms (groups are to discuss and plan with the locality and village focal persons) - Discuss and agree on detailed implementation plan for each day
Output/ Expected results	<ul style="list-style-type: none"> - Concrete plan agreed by the local authorities and minutes of meeting with the local authorities - Four SWOT analysis report on livelihoods; health/food and living conditions; self-protection of individuals & social protection of the community; social organization/policies at commune level - Detailed VCA plan for each hamlet/village/quarter with full requirements for data to be collected on every half a day, tools, allocation of responsibilities and resources, implementation guides, and planned household survey questionnaires - Ward/commune map and residential quarter map - VCA team grasps basic information of four residential areas

Methods/ Tools	<ul style="list-style-type: none"> - Meeting, open discussion, PowerPoint presentation (if possible) - Group discussion - Field survey
Equipment, materials	<ul style="list-style-type: none"> - Secondary materials and reports - Black (white) board, pens, cameras, and other required stationery

Message 3

- Care should be taken that representatives of local authorities and local mass-organizations do not join certain activities in order for grass-roots people to speak freely.
- Village focal persons can provide a lot of information. However, they can impair people's participation due to their emotions or interventions.

Activity 4: Village meetings in each hamlet/village/quarter to gather information and conduct mapping.

Note: Four meetings to cover all villages/ hamlet/quarters

Time	A half day, on the second day
Target	<ul style="list-style-type: none"> - Collect data on living contexts, vulnerability and capacity, risks and hazards, urgent issues in the hamlet/village/quarter and in the commune and proposed solutions - Collect data on capacity and vulnerability in terms of disasters triggered by natural hazards and proposed risk mitigation measures - Note: If there are four villages/hamlets/quarters you can divide the groups by four. If there are more villages/hamlets/ quarters you can combine them so they are in one group together.
Involved parties	<ul style="list-style-type: none"> - VCA facilitators (four to five- people) - For each meeting: 30-50 people of different social groups (in terms of livelihood, sex, age and religion. These should include the elderly, the poor, the vulnerable, people with disabilities and others. - Village focal persons in each residential area (who provide communication and logistical support to the VCA groups). Note that they will only provide logistical support but will not be part of the meeting and ideally should not join the meeting

Major activity contents	<ul style="list-style-type: none"> - Local representatives introduce targets and members of VCA group to the participants, after that they should not join the meeting - The VCA Facilitators introduce and explain their expectations of the meeting - VCA Facilitators use tools to collect comprehensive information about the hamlet/village and information about risks/disasters - All groups collect and analyze data on <u>vulnerability and capacity, risks and urgent issues of the hamlet/village</u> + solutions in terms of the five social aspects: livelihood and living conditions, food and health, self-protection of individuals/families, social protection of the community; and social organization/authorities - All groups collect and analyze data on <u>vulnerability and capacity for – disasters triggered by natural hazards - and preparedness and risk mitigation mechanisms of the hamlet/village</u> in terms of the five aspects - At this stage, it is also possible to let each group develop <u>a Venn Diagram at ward/commune level</u> with the following central issues: residents, disaster preparedness, children, livelihood of poor households. Note: the VCA Facilitators can also choose to do this in activity six instead of in activity four.
Output/ Expected results	<ul style="list-style-type: none"> - Plan of the residential quarter drawn by residents - Information of hazards, livelihoods with poverty and “natural disaster” factors, history with “natural disaster” factor and forecast. - Community work/social calendar with attention to food and health factors and forecast of changes in terms of “natural disasters”, epidemics, and others, if any. - Specific information on vulnerability and capacity towards each type of disasters
Methods/ Tools	<ul style="list-style-type: none"> - In each groups, the VCA Facilitator should sub-divide the participants into smaller groups from seven to ten participants. They will all use various tools to collect general information about people’s life and the local conditions. Tools to be employed include: mapping, livelihood analysis, seasonal calendar, historical chart, Venn diagram, and natural hazard chart - Attention should be given to flexibility of tools use, guarantee effectiveness, relevance as well as participants’ comfortableness and confidence
Equipment, materials	<ul style="list-style-type: none"> - Commune maps and plans of residential quarters - A0 paper, coloured felt-tip pens, coloured paper, scissors and glue - Boards (black or white), pens, cameras, and other required stationery - Possibly it is more applicable to use stones, beans, sticks etc.



Village meeting in Kien Thanh commune, Tran Yen district, Yen Bai

Message 4

- Vulnerable groups such as children and poor women should be included in applying these tools. People should be motivated to apply the tools themselves, so the Facilitator should not do it for them.
- Tools to be used at hamlet/village level should include a column for analysis and comparison with ward/commune level to point out specificities and communities of these levels.

Activity 5: Conduct field survey and household interviews.

Organisation: By group in four residential quarter/hamlet/village

Time	A half day on the second day.
Target	<ul style="list-style-type: none"> - Collect data on the site layout and resources, social welfare, protection measures - Exchange and verify issues in field observation
Involved parties	<ul style="list-style-type: none"> - Four to five VCA Facilitators (divided into two to three sub-groups) - About 15 – 25 randomly selected households per residential quarter. Note: if there is a need for specific households (for example with elderly or handicapped) it is possible that the VCA Facilitator organizes these households - In terms of household interviews: village focal persons will show the way and introduce VCA practitioners to the family but will ideally not join the meeting. - Companies/ production units that are located in this locality

Major activity contents	<ul style="list-style-type: none"> - Each VCA group will, depending on the timing, be divided into two to three sub-groups to carry out data collection activities (Detailed plan of each group should include details of data to be collected in field survey and household questionnaires) - Sub-groups one & two will cross-check the hazard map and do the transect walk. They will need one to two village focal persons for showing the way. On their way, the group(s) will randomly interview about five to ten households for further information - Sub-groups three & four will conduct household interviews, with a random selection of about ten to fifteen households
Output/ Expected results <i>(for each group in each hamlet/village/ quarter)</i>	<ul style="list-style-type: none"> - Overview of community setting through drawings of the cross-section (transect) and mapping process - Notes on household interview and understanding of communes' issues on household perspectives, livelihoods, foods, family protection, social network etc. - Field photographs and household photographs taken
Methods/ Tools	<ul style="list-style-type: none"> - VCA group will be divided into sub-groups of one to two person(s) to use different tools to collect general information about living aspects of the population and local contexts. - Tools include: semi-structured group discussion, cross-section survey, direct observation and in-depth interview - Attention should be paid to integrating social issues, vulnerable groups, climate change, urbanization etc.
Equipment, materials	<ul style="list-style-type: none"> - Commune map and plans of residential quarters - Cameras, measuring devices and other required stationery



Household visit during VCA

Message 5

Many issues are worth considering, but may not be raised by local people because they are too familiar to them. These issues can still be important for the VCA and outsiders might spot them out through observation (for example malnourished children, heavy-labor women, poor housing, and poor environmental conditions).

Activity 6. Focus group meetings in each hamlet/ village/ quarter with pupils, poor women, and people that live in a vulnerable location.

Organization: four / hamlet/ village/ quarters

Time	A half day on the third day.
Target	<ul style="list-style-type: none"> - Collect basic information and supplement and clarify data collected from the community with a focus on the following issues: food, health, livelihood, and social welfare.
Involved parties	<ul style="list-style-type: none"> - Four to five VCA Facilitators (divided in 3-4 groups covering all village /quarter/hamlet quarters) <u>Only the following parties should be present. VCA Facilitators will agree on the groups on the first day of the VCA</u> - Subgroup 1: Around 20-30 poor women - Subgroup 2: Each primary/ secondary school: about 20-30 pupils. During school holidays: 20-30 pupils per residential quarter (10- 14 years old) - Subgroup 3: Around 10-20 people with low-income trades, poor worker/small traders/factory workers and others - Subgroup 4: Around 10 households that are vulnerable to disaster risks (for example those residing near the riverbank)
Major activity contents	<p>There will be a meeting with the four sub-groups separately. The goal is to evaluate general issues and disaster risk from the point of view of these groups.</p> <ul style="list-style-type: none"> - Sub-group 1: Discussion with this sub-group on livelihoods, nutrition, health, social issues, family and gender - Sub-group 2: group discussion with children in terms of childcare, problems and hazards that children are facing. Also discuss solutions with them (children draw pictures) - Sub-group 3: Discussion with this sub-group on livelihoods, nutrition, health, social issues, family and gender - Sub-group 4: Discussion with this sub-group with a focus on their most pressing issues <p>(The VCA Facilitators need to determine some topics in advance, however, they should not cut-off topics that are raised by the sub-groups.)</p> <p>Sub-groups identify the most pressing concerns, point out and analyze its causes; and initiate measures to transform or solve it.</p>

Output/ Expected results	<ul style="list-style-type: none"> - Two most urgent issues and its associated causes are identified and analyzed via problem trees (One problem tree on disaster risk) - Solutions and reduction measures proposed by groups. - “Hazards-risks” perception of children and proposed solutions via drawings of children
Methods/ Tools	<ul style="list-style-type: none"> - Group discussion by topic (A0 paper) - Instructions for children to discuss and draw pictures - Analysis of problem trees
Equipment, materials	<ul style="list-style-type: none"> - A0 paper, felt-tip pens, coloured paper, scissors, glue, and other stationery

Message 6

- Opinions in focal group discussions might differ a lot; all these opinions should be respected and noted.
- Let children speak and work on the tasks without interference by adults.
- Children’s ideas and recommendation should be included as a focus of the next activities.

Activity 7. Consolidate and analyze data to prepare for data verification with the commune or hamlet/village/quarter.

Organization: four VCA groups analyze collected data independently

Time	A half day, on the third day.
Target	<ul style="list-style-type: none"> - Summarize conclusions from collected data and prepare for verification with the community.
Involved parties	<ul style="list-style-type: none"> - VCA Facilitators (four to five people)
Major activity contents	<ul style="list-style-type: none"> - Consolidate the data that is collected into matrices at village/ quarter and commune level - Describe the general situation, determine the most urgent issues of each hamlet/ village/ quarter and list the proposed solutions as indicated by the participants. - Describe the situation of natural disaster risks at each hamlet/ village/quarter and list the proposed solutions as indicated by the participants. - Collect data in a summary table to assess urgent issues, general risks, disaster risks (triggered by natural hazards) and hazards at ward/commune level

Output/ Expected results	<ul style="list-style-type: none"> - Summary table on general capacity and vulnerability of the residential quarter in terms of the five social aspects - Summary table on issues and hazards - Summary table on capacity and vulnerability towards identified natural hazards of the residential quarter. - A SWOT table of the ward/commune in terms of the five social aspects based on information provided by representative of local authorities, citizens and analysis of the VCA Facilitators
Methods/ Tools	<ul style="list-style-type: none"> - Data collation and analysis - Group exchange, open exchange - PowerPoint - Attention should be paid to integrating social issues, vulnerable groups, climate change, urbanization etc (as guided in Tools use).
Equipment, materials	<ul style="list-style-type: none"> - Secondary materials - Minutes of meetings and documents/drawings/notes collected in the previous days - A0 paper, felt-tip pens, colored paper, glue, and other stationery - Projector and computer (if PowerPoint is used)

Message 7

- It is necessary to distinguish between community people's opinion and the analysis of the VCA Facilitators. The Facilitator could observe something as an issue while the community people do not recognize this.
- Some issues only exist in one residential quarter while other issues are common across all quarters. All these issues should be included as issues of the ward/commune.
- This is a key activity since this will influence the final information analysis, and therefore the VCA report and mitigation plan.

Activity 8. Village meetings with residents at each hamlet/village/quarter to verify the information and analysis.

Organization: four meetings at four residential quarters

Time	A half day, on the fourth day.
Target	<ul style="list-style-type: none"> - Verify information, summarize and draw out problems - Identify and rank risks and proposed risk mitigation measures
Involved parties	<ul style="list-style-type: none"> - Four to five VCA Facilitators (four groups in four residential quarters)

	<ul style="list-style-type: none"> - In each residential quarter, invite 30-50 ordinary people of different social groups (in terms of trade, sex, age, religion, including the elderly, the poor, the vulnerable, people with disabilities and others. Note: these participants should be different from those attending the first residents' meeting (in Activity 4)
Major activity contents	<ul style="list-style-type: none"> - VCA Facilitator should assign groups members to present results of discussions and surveys in the previous three days of data collection: summary tables, illustration photographs and the problem list - Exchange, discuss, adjust and add information - Agree and rank general social issues, rank risks and risks in general contexts - Agree on proposals and initiatives for risk mitigation - Propose an implementation plan.
Output/ Expected results	<ul style="list-style-type: none"> - Finalize the summary tables that were started in Activity 7 - Summary table of priorities and proposed solutions
Methods/ Tools	<ul style="list-style-type: none"> - PowerPoint presentation using projector (if applicable) - Open discussion and semi-structured discussion - Groups discussion on the ranking and on the solutions to be applied. This could be done in subgroups - Ranking tools.
Equipment, materials	<ul style="list-style-type: none"> - Secondary materials - Minutes of meetings and documents/drawings/notes collected during the previous days. - A0 paper, coloured felt-tip pens, coloured paper, scissors, glue, and other required stationery - Projectors and computers (if PowerPoint is used)



Consolidating and analyzing information based on applied tools

Message 8

- Opinions/issues are often interconnected and often overlap, but cannot be placed into a specific topic. Still you should let people voice their opinions in the discussion and include it later on in the most relevant topic.
- People might raise issues irrelevant to disasters that are triggered by natural hazards and to the work of the Red Cross because they focus more on their daily life. Let them be confident in determining their own priorities and do not influence the direction of the meeting.

Activity 9. Synthesize data, rank and propose solutions for each hamlet/ village/ quarter to form an overall risk mitigation plan at hamlet/village/quarter and/or commune level.

Organization: VCA Facilitators implement it together.

Time	Half day, on the fourth day.
Target	<ul style="list-style-type: none"> - Summarize, analyze, draw conclusions from collected data on all aspects of the community, general issues, and disaster risks, ranking and priorities of local people; and prepare for reporting to the local authorities.
Involved parties	<ul style="list-style-type: none"> - VCA Facilitators - If necessary, the VCA Facilitators can invite village focal persons to supplement information.
Major activity contents	<ul style="list-style-type: none"> - VCA Facilitators to analyze and evaluate information of each hamlet/village/quarter and summarize and complete information of four VCA days in summary tables that are developed in Activities 7 and 8. - Develop a plan for open transformation/risk mitigation based on risk identification, prioritization of problems and problem trees (causes), and proposed solutions (open-to leave open the section about who to do/when to do and resources for implementation) - Prepare for a meeting with local authorities for advocacy and securing commitment
Output/ Expected results	<ul style="list-style-type: none"> - SWOT summary table of the whole ward/ commune analyzing five social aspects, which have been verified/ completed for residential quarters. - Summary table on problems and hazards - Summary table on General Capacity and Vulnerability of all residential quarters in terms of the five social aspects - Summary table on Capacity and Vulnerability in terms of Disasters Risk of residential quarters.

	<ul style="list-style-type: none"> - An open Transformation/risk mitigation plan which gathers measures/initiatives proposed by the local people - Example of the result of four to five tools to be shown as an example to the local authorities. - Facilitation plan for final reporting/ advocacy day
Methods/ Tools	<ul style="list-style-type: none"> - Meeting, open discussion, and PowerPoint presentation (if possible) - Attention should be paid to integrating social issues, vulnerable groups, climate change, urbanization etc (as guided in Tools use).
Equipment, materials	<ul style="list-style-type: none"> - Projector, computers, minutes of meetings and documents/ drawings/notes collected in the previous days

Message 9

- Sometimes, the final analysis results are obvious, however most of the time they are unexpected.
- These analyses and summaries will face feedback challenges by authorities and representatives of residential quarters. Try to share this neutrally and avoid discussion on the validity of the analysis.

Activity 10. Advocacy/reporting meeting to share the VCA results with the local authorities and other representatives, with the goal to start a dialogue and to complete the mitigation plan.

Organization: VCA team in cooperation with local parties to implement at ward/ commune level

Time	A half day, on the fifth day.
Target	<ul style="list-style-type: none"> - Stimulate the local authorities to pay attention to the needs of the grass-roots people and to use the analysis into commune planning.
Involved parties	<ul style="list-style-type: none"> - VCA Facilitators (four to five people) - Local People Committee (commune leaders and governmental sector officer), including village/ward leaders and representative of local mass-organizations. It is also recommended to invite representatives of the district authorities. - School headmasters (early childhood and general education) + representatives of vulnerable groups (poor women, elderly and others) - Village focal persons in each living quarter (who provide communication and logistic support for VCA team)

Major activity contents	<p>VCA Facilitators report on results of assessment of general situation, general capacity and vulnerability of community and specific capacity and vulnerability in terms of hazards and disaster risks. To report on risk ranking and solutions proposed by the community</p> <ul style="list-style-type: none"> - To present a summary of an open plan with proposed activities. - To discuss and add information - To complete a plan on problem transformation/ plan for risk mitigation: activities, timing, resources and responsibility allocation (short/medium/long-term and priorities) - To discuss commitment of local authorities and involvement, support and monitoring by the Red Cross
Output/ Expected results	<ul style="list-style-type: none"> - Summary tables that are prepared for this reporting meeting will be completed - Completed Transformation/Mitigation plan - Commitment and agreement of local authorities and the province/ district Red Cross - Plan to monitor how the People Committee implement the mitigation plan.
Methods/ Tools	<ul style="list-style-type: none"> - Meeting, open discussion, PowerPoint presentation (if possible)
Equipment, materials	<ul style="list-style-type: none"> - Projectors, computers, and cameras, minutes of meetings and documents/drawings/notes collected in the previous days



Debriefing and advocacy meeting with commune representatives

Message 10

- Local authorities might easily agree on all VCA results presented but they do not always know or want to know how to use these results.
- There should be a specific advocacy strategy for each conducted VCA together with a plan for monitoring and supporting local authorities who agree on the participatory assessment method and VCA follow-up.
- If the above cannot be reached, at least the VCA assists the community and people to raise their awareness of their situation and to actively think about risk mitigation and safer protection of themselves, their families and the community.

Activity 11. Finalize the VCA reports (incl. mitigation plan) at hamlet/village/ quarter / commune level

Organization: VCA team in cooperation with local parties to implement

Time	A half day on the last day of the VCA. The actual report will be completed and forwarded to local authorities about one week after VCA.
Target	- Finalize the VCA report and the mitigation plan
Involved parties	- VCA Facilitators + the VNRC Province/district
Major activity contents	- Complete a final report based on local reports, secondary materials, VCA tools, summary tables and meetings for implementation and advocacy
Output/ Expected results	<ul style="list-style-type: none"> - VCA report to be sent to the locality - Appendices: summary tables (re-typed), copies or photographs of tools. - VCA report to be posted on the website of Viet Nam Red Cross and the Central Committee for Flood and Inundation Prevention if the commune authorities agree.
Methods/ Tools	- Reporting
Equipment, materials	- Computers, minutes of meetings and documents/drawings/ notes collected in the previous days.

Message 11

- Local authorities can be proud of having a report on their locality done based on grass-roots democracy principles. The locality could also use this report effectively to call for funding and support from relevant agencies because this report is community-based.

Activity 12. Following-up on the use of VCA results and supporting communes to implement the Transformation/DRR plan

Organization: Province/district Red Cross, the commune and the locality to cooperate in implementation

Time	Upon completion of the report and ideally to follow up on mitigation plan with the local authorities.
Target	- To ensure that the locality will use VCA results and support them with implementing the activities as mentioned in the plan for transformation/ risk mitigation
Involved parties	- Province/district Red Cross in cooperation with the commune authorities
Major activity contents	- Develop and agree with the commune on a monitoring and support plan - Formal and informal contacts/meetings with the commune authorities.
Output/ Expected results	- Local authorities will incorporate the risk mitigation plan into their economic and social plan - Local authorities will implement proposed activities of the risk mitigation plan
Methods/ Tools	- Meeting, open discussion - Actual monitoring and survey - Correspondence, information, communication
Equipment, materials	VCA report (incl. mitigation plan)

Message 12

- The VCA facilitators just visit the commune for a few days. The citizens and local authorities live there, please be cautious of this and do not create any tensions within the commune. Also, be clear on your intentions and do not create expectations that you cannot fulfill.



Red Cross keeps following up use of VCA results and supporting implementation of DRR plan

CHAPTER 7: TOOLS IN VCA

7.1 Overview of tools used in VCA

There are many tools developed to facilitate participatory assessment by different organizations based on their experiences in working with communities. Some of the basic tools used frequently in VNRC programs as well as by other stakeholders in Vietnam are:

- Information collecting tools

No.	Tools	Hazard	Vulnerability	Capacity
1	<i>Review of Secondary Data</i>	√	√	√
2	<i>Direct Observation</i>	√	√	√
3	<i>Focus Group discussion</i>	√	√	√
4	<i>Mapping</i>	√	√	
5	<i>Transect walk</i>	√	√	√
6	<i>Historical Profile</i>	√	√	√
7	<i>Historical Visualization & Projection</i>	√		
8	<i>Seasonal Calendar</i>	√	√	√
9	<i>Venn Diagram</i>			√

Table 7: Tools for information collection

- Analysis and development tools

No.	Tools	Hazard	Vulnerability	Capacity
1	<i>SWOT</i>	√	√	√
2	<i>Livelihoods analysis</i>	√	√	√
3	<i>Problem tree</i>	√	√	√
4	<i>Ranking</i>	√	√	√
5	<i>Logframe planning</i>	√	√	√

Table 8: Tools for information analysis

- Advocacy: Meeting, campaign, joint-voicing, presentation etc.

However, the decision to use a particular tool depends on the objective of the project as well as the resources available to conduct the VCA. Before we use the tools, the following things need to be considered:

1. What information do you want to obtain from the VCA?
2. What are the time requirements? Is the community available during the time frame?
3. Do you have the expertise to implement the tool?
4. What is the cost of the VCA process and do we have all the resources available?
5. How many VNRC Facilitators participate in the process
6. Have the facilitators received any training on conducting VCAs and do they have enough skills to analyze the information
7. What kind of training is needed?
8. Does the VCA help in building strong relationships with the community?

A combination of several tools is the most appropriate method to collect the information. For example, you may be carrying out a focus group discussion, while also carrying out direct observation of how the participants interact. In fact, direct observation is more powerful when combined with other tools such as semi-structured interviews, as the interviews allow you to confirm your observations.

Key Considerations and Getting Ready for VCA tools

- *VCA is a process not a product. Application of tools is not the primary reason for conducting VCA. The tools are one of a number of means to gather information.*
- *The VCA process may be unpredictable; community priorities may not match the expectations or programmatic strengths of the local Viet Nam Red Cross. VCA should still give the community the opportunity to voice the issues that they themselves prioritize.*
- *Community members should prioritize the issues, as they know how the issues affect their lives. Secondary data should be used for cross-reference with findings.*
- *Ask open-ended questions. Although you may feel you already know the answer, allow the community members to provide the answer, you may not know the whole answer for this particular situation.*
- *Be aware of power dynamics e.g. people unwilling to provide full answers when representatives of local government are present. Research relationships between participants of meetings. A Facilitator should ask questions that concentrate on objectives of a meeting. If separate meetings are not possible, one can consider prioritizing a sequence of people when providing contributions in a meeting (e.g. people with disabilities, then women, then men). This allows everyone to have a voice.*
- *Facilitators only play a facilitating role in the VCA process and collect information. Do not influence your understanding nor force your opinion on the community.*
- *Pay attention to local customs, traditions and religion. Use appropriate words and phrases that are easy to understand by the local communities*
- *Ensure participation of all vulnerable groups (men, women, elderly, children, people with disabilities, people living with HIV/AIDS) and encourage their full involvement and let them express their opinions*
- *Ensure that the results of information collection and analysis are achieved with people's full participation*

7.2 How to use VCA tools

7.2.1 Information collecting tools

REVIEW OF SECONDARY DATA

What: Collect and review statistics and information on the situation in the commune before the start of the Vulnerability and Capacity Assessment. Information must include data about vulnerable groups, climate change and urban settings.

Why: In order to design a community mitigation plan and to determine what further information is required from the Vulnerability and Capacity Assessment. Secondary it is also useful for monitoring and evaluation of the mitigation plan or project to see the impact of the intervention.

When: Before going into and start the VCA

Who: VCA Facilitators

How:

i. Secondary data on the community can be compiled as follows:

- Plan which information you want to collect. The secondary sources from which you gather information should not be restricted to documents only about the community itself but should include all external sources of information that may be useful to the VCA. These may be risk maps or information on climate change and changes in land use that may affect the river runoff, infrastructure plans, etc.
- Identify various sources of information such as: the Commune office, Committee for Flood and Storm Control at the commune and district, library in the districts, newspaper, mass-organization offices, NGOs or technical agencies, as well as knowledgeable people in the community.
- Review your existing data on the community and identify additional information that is needed.
- Analyze this data and identify any additional information that needs to be collected in the community during the VCA. Secondary data needs to be validated in the field.

ii. The information collected through research from secondary data from different sources gives an initial impression about the community and the problem it may be facing. This information is helpful to correctly interpret and establish the relation between the findings from the other tools. The source of secondary information and validation of the information collected are crucial. It is important that the secondary information collected must be shared with the community during village meetings as well as with the commune office for its authenticity and correctness.

Specific attention to vulnerable groups:

- Identify a number of women, children (per specific age groups, disaggregated to boys and girls), persons with disabilities and elderly from the commune People Committee office.
- Social status of elderly, women and people with disabilities (can be provided via reports of mass-organizations). The Women Union office would be able to provide more information on women, their activities and the problems they face.
- Available services for women, children, persons with disabilities and the elderly.

Specific attention to climate change:

It is extremely important to combine information from secondary, scientific sources with primary information gathered from local people through VCA process to get a clearer picture of the relationship between global climate change and its local impacts over time. These include:

- Information on weather/disaster events impacts, relevant consequences at district/provincial region (that cover selected communes) of these events in order to collect and analyze relevant documents like articles, research, reports. These documents can emphasize impacts of the trends on water sources, agriculture, or other livelihoods, etc.
- Scientific documents on the prediction of climate trends in the region and potential impacts.
- Geographic and socio-economic maps, graphs and drawings.

Specific attention to urban/mountainous settings:

- Secondary data can provide a good overview of the formulation, migration, population density/allocation of the area. These documents can be collected from local (district and commune) government.

DIRECT OBSERVATION

What: systematically observing objects, people, events, relationships, participation, and recording these observations. Consider how to observe the vulnerable groups.

Why: to get a better understanding of the commune situation, especially on regarding those issues that are difficult for verbal communication.

When: During the initial phase of the VCA process when you enter the community and during the assessment to cross-check verbal information. Observations are analyzed afterwards (for instance, how men and women participated in community meetings).

Who: VCA Facilitators

How: The first thing to remember is your purpose for being in the community, and what are the indicators that you can assess through direct observation. For example, what are the drinking water systems in the community? Are they accessible to most of the people in the village etc?

The Facilitating team should systematically observe objects, people, events, relationships, participation and record these observations. This gives us a better picture of the disaster/hazard situation, especially regarding those issues that are difficult to verbalize. This is a way of cross checking verbal information.

The following are some of the features to look out for during direct observation:

About the Infrastructure

- Drainage – availability, type, functionality
- Building – architectural design, proximity, material type, shelter
- Sewage system – availability, septic, soak away, sewer lines
- Utilities – electricity, water, telephone
- Infrastructure – dykes, embankments, health clinics, police station, road/transportation, post office

About Practices and Vulnerabilities

- School- maintenance of the school, facilities
- Playground – availability safety rails, nr. of exits
- Gas station – gas leakage, availability fire hydrant
- Ponds – stagnant water
- Church/mosque/temple – strength/weakness structure, type of building (e.g. old wood)

About the Socio-Economic Situation

- Housing structure – well or poorly structured homes, utilities
- Environment – neighbourhood, cleanliness, nr. of hazards
- Family structure – if nuclear family is present or elderly, children taking care of children
- Number of houses in a yard – congested yard, recreational
- Living conditions –
 - a. The children's appearance – well/mal-nourished, too crowded in the home
 - b. Are school-age children in school or at home
 - c. Are adults present with the children at home

About Lifestyles

- Daily routine
- Family structures
- Community interaction
- Capacities
- Skills
- Application to family maintenance

- Buildings as shelters/meetings
- Teams, organized leaders

Specific attention to vulnerable groups

Direct observation is the best tool to get information on vulnerable groups including: women and children, elderly people, people with physical disabilities, ethnic minorities, etc. The VCA Facilitators should carefully observe the vulnerable groups and their behaviours. Such observation would be helpful while involving them with the rest of the VCA process. Some of the important issues while observing vulnerable groups are:

- Gender aspects including: status of women in the community and their economic conditions;
- Elderly women and their daily routines;
- Number of (very) young children and their environment: playground, kindergarten etc.;
- Disabled people and facilities for their daily engagement;
- Presence of ethnic minority groups.

Specific attention to climate change:

Take into account that generally the disaster prone communes in Vietnam will most likely be impacted by climate change. General observation can help VCA facilitators to capture information on climate change. Observing and pointing out changes is a simple way to do that. Use the information you have gathered beforehand on changes in climate and also interviews you have with elders. Are there any obvious signs that changes are taking place? Can the elders point out changes that have occurred over time if they are not obvious? (E.g. land by the sea may have eroded, there may be new/higher flood levels).

Specific attention to urban settings

Direct observation can help facilitators to recognize differentiation and the overall situation of inhabitants in their livelihood (is it potentially a busy market area? are there many unemployed? What are the main livelihood activities?); gaps between rich and poor (difference in living conditions) and the existence of commune solidarity (behaviour, gestures). FOCUS GROUP DISCUSSION

Notes for Facilitators

For effective use of direct observation, it would be best for facilitators to prepare a checklist, which will contain the items that they need to observe. Information gathered from the direct observation should complement information gathered from the review of secondary data.

Make sure that all members of the VCA team are assigned to observe certain things, although all members should be observing all aspects as well. By assigning specific areas to different team members, you will ensure that all aspects are covered.

The community will verify the results of this activity later. Careful recording of the information and systematization will contribute significantly to the proper verification of the information with the communities.

What: Qualitative information-gathering tool guided by a facilitator. The participants are from similar and often specialized backgrounds, who through their interests or profession are involved in issue discussion. Although the discussion may focus on a specific topic, the group members may talk freely and spontaneously about the issue. For example, focus group discussion can be organized to discuss women's issues, children's issues, health issues, disability issues, etc.

Why: to get information (general and specific), to analyse problems, vulnerabilities, capacities and perceptions of the group of people from the community. Each group have specific experiences on various types of issues in the community. Focus group discussion is best conducted in a group with similar experience of an issue (e.g. people who have an understanding of water and sanitation).

When: After the initial contact with the community and assessment through the direct observation

Who: VCA Facilitators

How: Focus group discussions are best conducted in a group with similar experience of an issue (e.g. people who have an understanding of water and sanitation). The following steps should be followed:

- Identify the various groups for each focus group discussion based on the objectives of the project.
- Prepare key issues in advance. It is particularly relevant to promote a focus group activity with vulnerable groups as an integral part of the VCA.
- Ask questions in an open-ended way (what, why, who, when, how, how do you mean, anything else?). The semi-structured format ensures that you do not miss information and allows flexibility for community members to voice what they want.
- Use visible means to record the information during the discussion. The best is to use the flip chart and record each of the discussion in front of the community. Using audiotapes is useful, but may lead to suspicion.
- Try to involve different groups of people. Voices of the vulnerable groups are very important and separate session for each of the vulnerable groups should be organized.

Specific attention to vulnerable groups

The facilitators should keep gender issues in mind when organizing a focus group discussion. They should schedule the group discussion with vulnerable groups and organize specific session to help understanding the specific problems that women face. In general discussions, the voices of women may not be heard properly which may lead to an inappropriate conclusion from the VCA exercise. Additionally, for each of the focus discussions, special attention should be paid to: children, elderly and a group of disabled persons. Some of the sample question for each of these groups are given below.

Sample Questions for general Group Discussion

The following sample questions could help you as a guide for your focus group discussions:

- *What do you think of your community? List down its strengths and weaknesses.*
- *What is your greatest concern among the group? Different groups will give different perspectives as per the area of their experiences.*
- *Were you all living in the community and how long have you lived there?*
- *What would you suggest to be done to fix the problems you are experiencing?*
- *What infrastructure do you have in your community? Do these resources belong to the commune authority or to an individual?*
- *How were the resources (safe areas, boats, etc.) used by the community during the last floods?*
- *What are the guidelines for the construction or expansion of a building?*
- *Where do you get a) drinking water b) water for washing, c) water for bathing?*
- *Who are the people living here in the home? a) age, b) sex, c) relationship*
- *How do you feel about living here in this area?*
- *Describe your family structure and how you provide for them.*
- *How was your life style before the last hazard event and after?*
- *What are the main changes on your daily life after the last hazard event?*
- *How did the different groups respond to the last disasters?*
- *What is the role of Commune authorities?*
- *Does the community have a specific kindergarten for young kids? Who takes care of them?*
- *What are the early warning systems in your community?*

Key Consideration for Focus Group Discussion with Children

- *Always work on the basis of the children's best interests.*
- *Do not force children to participate – participation should be voluntary. Try to encourage children who are not participating to participate more.*
- *Children might feel more comfortable as a group than as a group with adults contributing.*
- *Be patient: Do not ask many questions at the same time.*
- *Allow children to speak their minds and then ask additional questions.*
- *Listen carefully to what they are saying.*
- *Do not interrupt children.*
- *If children are discussing a topic do not give them another topic to discuss at the same time.*
- *Identify children who are dominating the group in order to manage them appropriately.*
- *Do not direct children by giving them hints – let them speak freely without imposing your views.*
- *When interviewing children use open ended questions: who, what, way, where and how.*
- *Use visual materials when interviewing children to attract participation.*
- *Give opportunities for children to express their feelings/thoughts using different methods e.g. drawing/drama exercises.*

Key Consideration for Focus Group Discussion with Elderly People

- *Elderly people are the most appropriate source of information on the historical perspective of problems faced by the community.*
- *Be respectful and provide enough time for them to respond.*
- *Use the open space and comfortable environment to conduct a discussion with elderly people.*
- *Question related to traditions, traditional coping mechanism during various disasters should be considered.*
- *Both elderly women and men should be asked to participate.*
- *Establish the current community unity and the role of elderly people in community development.*
- *Establish the role of the fatherland front and the Women Union in overall development of community work*

Key Consideration for Focus Group Discussion with People with Disabilities (PWDs)

- *Acceptance and position of people with disabilities within the family and the community. How is their overall integration in socio-economic and political life in the community?*
- *The main occupation of PWDs (inclusive scope for work and employment).*
- *The difficulties encountered related to people with different types of disabilities (during previous disasters).*
- *Main causes of failure by the villagers and PWDs to cope effectively with previous disasters.*
- *Identification of specific needs of PWDs and potential solutions (assistive devices, social support network, etc.)?*
- *Scope of access to specialised and mainstream services available for PWDs (health, education, evacuation, early warning, relief etc) at the village and commune level.*
- *Identification of local institutions who work in the field of disability.*
- *Involvement of people with disabilities on disaster risk reduction (e.g. memberships in the task force).*
- *Preparedness initiatives taken by PWDs to cope with disasters.*
- *Existence of disabled-friendly early warning system.*
- *Are PWDs given priority during search, rescue and evacuation?*
- *Priority given to people with disabilities during relief distribution process.*

While conducting personal interviews with PWDs, speak directly to them, whenever possible, involve their family members and care takers for support if necessary. The following should be considered:

- *Assess the possible impact of disasters on PWDs and their family, in order to identify if a family that has a family member with a disability is more vulnerable than others.*
- *Assess if PWDs are aware of their rights.*
- *Assess if PWDs have access to service providers (assistive devices, schemes).*
- *Did the PWD receive any type of services during the last disaster? What type?*
- *What (things) would s/he need in case of disaster?*
- *Capacities of people with disabilities: How does/did/would the PWD cope and what are his /her capacities for active contribution (identify in which type of task related to Disaster Management the person can contribute)?*

Source: Handicap International

Specific attention to climate change:

- Specifically link climate change with discussion topics on daily life, livelihoods, health in focus group discussion (i.e. women's group, elderly group). Questions can be related to the trends/changes of climate, how these possibly affects community life, how local people adapt to these changes to sustain their livelihood and improve health, etc.
- Discussion on hazards and vulnerability should refer to "future hazards" or understanding of potential hazards, which may occur in the area or any prediction on future occurrence of disasters and nature-base livelihoods (agriculture, fishing, aquaculture etc.).
- The children's discussion can result in drawings on "hazards and future hazards".

Specific attention to urban settings:

Diversification of social groups with different livelihoods in the urban area can make focus group discussions more difficult in the urban settings. It can be related to different timing (people have different working hours); or getting consensus among different groups. In addition, the solidarity within the commune may be different from the one in a traditional rural society.

Specific attention to mountainous settings:

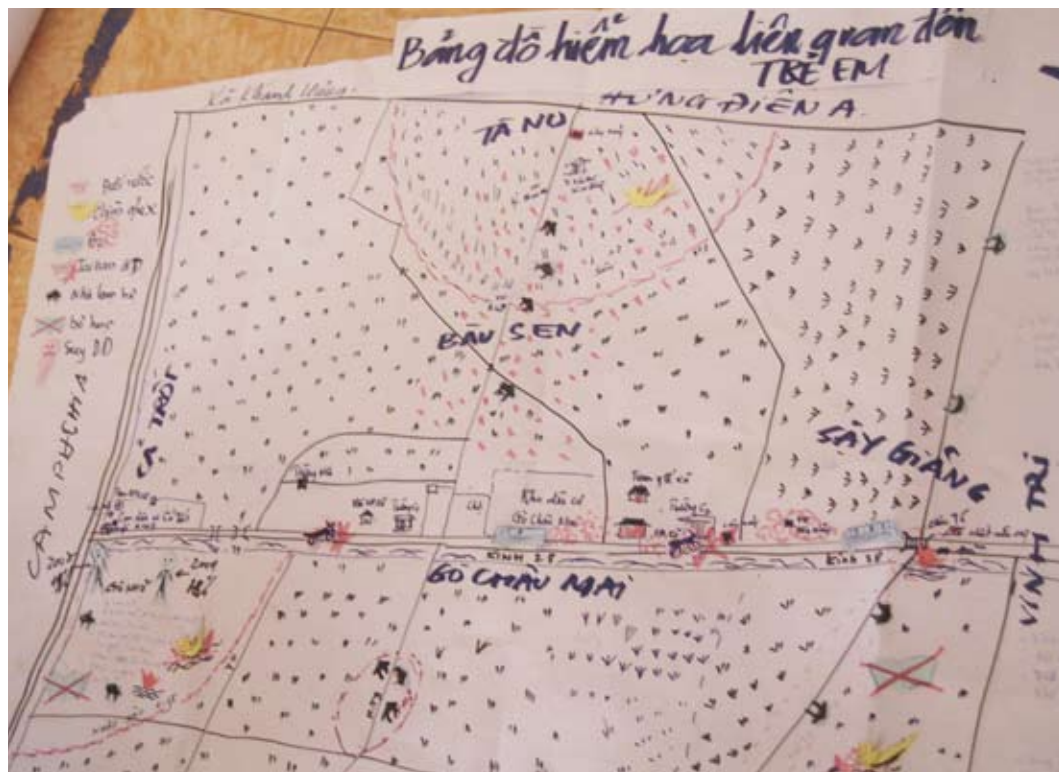
In mountainous areas (where most ethnic minority groups reside) focus group discussions should especially take into account culture and language issues, since there can be several ethnic minorities group living in a commune. It could be ideal if sub-focus ethnic groups can be formed for more specific and in-depth discussion. In this case, the discussion will be shared later with a bigger group.

Notes for Facilitators

Develop questionnaire in relation to five components: livelihoods, wellbeing, self-protection, social protection and governance

Be aware of the local legal requirements and consent procedures in order to work with children and minors

MAPPING



What: Mapping is a very useful tool in determining the spatial distribution of certain aspects of our environment, be it traditional boundaries, homesteads, agricultural areas or fishing grounds. This tool is useful in aiding the community to develop, record, organize and present information about their surroundings. Maps can be a simple and quick way of illustrating an issue and may be used as a planning tool. They are also particularly useful because all community participants can take part and check the information is accurate making a spatial overview of the area's main features.

Why: maps facilitate communication and stimulate discussions on important issues in the community. There are three main types of maps that are useful for VCA:

- Hazard maps – show areas in and near the community that could be affected by a hazard.
- Example: Map of a flood prone area shows areas that could be flooded.
- Risk Maps - show the location of a potential hazard and the community's vulnerabilities, such as unstable buildings that might be destroyed or places where groups who may not be able to get away are located
- Example: Risk maps for children contain open wells, roads where very few people pass, bamboo bridges about to fall, lakes and ponds for the fear of drowning.
- Risk and resource maps – show the place where a hazard may occur, the community's vulnerabilities, and the risks and resources in the community, including capacities such as safe gathering places, first aid centers, radio announcements and village warning

drums or bells. Gender resource mapping shows gender differences in resource use and control to identify the flow of access to and control over resources.

When: During the vulnerability and hazard analysis in a village.

Who: community members (e.g. a hamlet leader who is familiar with number of houses and locations; religious leaders, the elderly, people with disabilities, sectoral representatives – women, children's committee, farmers, fisher folks, etc) with field practitioners and representatives from land management authority.

How: Community people should draw the map with the help of Facilitators in identifying certain basic rules. In preparing the mapping exercise the following steps should be followed:

- Decide what kind of map should be drawn (referring to the objective of the VCA and the conclusions of the secondary data collection).
- Find men and women (also children, and consider vulnerable group representation) who know the area and are willing to share their experiences.
- Choose a suitable place (ground, floor, paper) and medium (sticks, stones, seeds, pencils, chalk) for the map.
- Ask the community members present to nominate one or two members of the group to draw the map.
- Help the people to start (but remember to let them draw the map themselves). To get started ask the community to draw where they are currently on the map, or if there is a major geographic feature that they can start with.
- All community members should agree on details before they are added to the map. The rule for mapping, as with VCA, is to start with general information then add specific detail. Initial steps should be to draw the boundaries of the village and to orientate the map. To assist the community members to identify the direction as to East and West, ask community where the sun rises and sets. Help them to find out the coordinates.
- The next step is to draw roads/tracks/waterways; these will form the skeleton for the map.
- After this framework is drawn, add the details, e.g. schools, clinics, houses, etc., where vulnerable people live. Overlays can be used to show different sorts of information.

Involving Vulnerable Groups in Mapping Exercise

During the mapping exercise, it is important to focus on how both men and women illustrate their perspective and describe their knowledge of their village. Some areas are more important for one group than the other and the other group may not frequently visit that area. It could be necessary to ask both men and women to develop separate maps that gives comparative information on resources, priorities, interests and problems that they face. These need to be examined carefully before combining them.

In addition, involving vulnerable groups, such as elderly, children and disabled people provides an important insight on how mitigation plans can be adopted to incorporate a broad range of needs and considerations. Some important considerations for different groups of vulnerable people include:

Elderly People

- Identify households with elderly people.
- Identify provisions for elderly people such as wheelchairs or other transportation equipments in case of evacuation.
- Identify the safe shelters that can accommodate the elderly people. Do they have water and sanitation facilities for elderly people? Does the safe shelter have facilities such as special toilets, etc.?

People with Disabilities (PWDs)¹⁷

Identifying the physical location of disabled people in the community must be done in order to help them evacuate during any emergency situation. During the mapping exercise, the facilitators must initiate a discussion with disabled people and the community to identify:

- How do PWDs get from place to place for day-to-day activities and in times of emergency?
- Are existing key infrastructures accessible for people using wheelchairs, crutches or the visually impaired (e.g., evacuation centres, schools, colleges, mosques, health centres, dams, bridges, shelters, etc)?
- Are the evacuation routes accessible and safe? If not, could they be made accessible?
- Households where PWDs live.

Children¹⁸

Children are an important source of information during the Mapping exercise based on their innovative mind and curiosity to interpret things in their way. In order to involve them in the mapping exercise, the following steps should be followed:

- Bring three samples of base-line maps. Explain to the children that the base-line maps show basic information about the community such as temples or churches, public places, houses and other buildings, roads, etc.
- Divide the children into three groups and give each group a sample of the base-line map. Ask the children to look at the map and note what kind of information it shows.
- Ask each group to present their findings, and then summarize the information shown in the base-line map
- Ask the whole group to make one base-line map of their own community, using the flip chart paper or cardboard and the coloured pencils. Allow 30 minutes for this work.
- Identify, together with the children the natural hazards that their community usually experiences. Mark the geographic areas in the base-line map that are affected by each of the specific hazard.
- Ask one representative for each group to present their findings and then summarize the presentations, noting information about public places, resources, the homes of community leaders, etc.
- Point out that all the children are able to participate in making a base-line map because they are all members of the community.
- Cross-check the accuracy of the information in the map with experts in the community, revising it where appropriate.

¹⁷

Handicap International

¹⁸

Save the Children

Specific attention to climate change

- During the Mapping exercise, ask the community members to review the sketch map developed and mark changes that have occurred over the years. For example, the changes could be in terms of coastal or river erosion, relocation of houses, changes in fishing and agriculture. As the participants mark these changes on the map, ask them to elaborate on the changes and record the changes. This would be helpful in analyzing the overall result of the VCA.

Specific attention to urban settings

The mapping process should also review and mark temporariness of mobile groups such as construction workers, vendors, low-paid workers i.e. their shelters, business places, any public welfare facilities etc.

Specific attention to mountainous settings

The map should point out the residences of the ethnic groups, linking with certain customs and livelihoods.

TRANSECT WALK



What: a systematic walk with key-informants through the community to look at the layout of the community including distances between key places, accessibility, and land use zones, by observing, asking, listening and producing a transect (cross-sectional) diagram.

Why:

- Helps visualize interactions between physical environment and human activities over space and time.
- Identifies danger zones, evacuation sites, local resources used during emergency periods, land use zones, etc.
- Identifies problems and opportunities.
- The VCA facilitator can observe and have a number of findings that local people sometimes do not recognize. For example, there are certain environment issues that people have been living with it for such a long time, that they are used to it, and as such they may not recognize it as a problem.

When: After initial analysis of community map.

Who: VCA facilitators with six to ten community members representing a cross-section from the area

How:

- Based on the community map (the map is needed to identify most suitable route for transect walk, i.e. which will provide the most information required), select a transect line or lines.
- Select a group of six to ten people who represent the cross-section, and explain the purpose.
- During the walk, take time for brief and informal interviews at different places along the transect.
- Focus on issues like land use, proneness to particular disasters, land tenure, and even changes in the environment to draw a historical transect.
- Conduct transect walks with representatives from vulnerable groups and their families.

Specific attention to vulnerable groups:

While conducting the transect walk, try to involve and talk to both men and women. Observe the vulnerabilities and capacities that men and women possess. In addition, find out how the elderly and disabled people are living in the community. Such observation and discussion with them on the spot would give first hand information on the overall view of the community. In addition, it helps to know issues that may require further investigation during group meetings.

Specific attention to climate change

The Transect walk can help VCA facilitators to a more in-depth understanding of possible changes occurring in the surrounding environment. These changes could include: ground water availability, signs of disasters or climate effects on residences and farms, such as flood water levels, crops, etc.

About Urban settings

A transect walk should reflect the population density on the selected transect and possibly their livelihoods. It is recommended that facilitators cross-check questions with local people who live along the transect walk in order to clarify indiscernible issues.

About Mountainous areas

Uplands, doing a transect walk can be a challenge because of long walking distances and difficult terrain. However, in this area, the transect walk can help the facilitator to have a better understanding of the location. It is suggested to take into account local ways to describe distance, measurements and dangers, as the community may have a different interpretation. For example a three hours walk from the commune centre to their hamlet may be close for them.

HISTORICAL PROFILE

What: Historical profiles are conducted to highlight *trends* and *key points* in the history of the Commune or Village that households considered as an impact on their livelihoods – either positively or negatively. It is recommended to integrate a historical disaster profile in this exercise.

Why:

- To get insight into past hazards, changes in their nature, intensity and behavior.
- To understand the present situation in the community (linkages between hazards and vulnerabilities).
- To make people aware of changes.

When: A historical profile can be conducted after the community map is prepared.

Who: Facilitators and community members including vulnerable groups. Especially older people often have good historical information about the community for the historical disaster profile.

How:

- Plan a group discussion and ensure that key-informants (old people, leaders, and teachers) are present. Invite as many people as possible.
- Prepare tables like the example below:

Year	Event	Special remarks
1930	Migrants from highlands settled in the area	
1945	National revolution, formal establishment of the commune	
2011	Government plan to build a large industrial zone in the commune	Note: Historical profile also reflect future plan

Table 9: Simplified example of Historical profile

Develop a historical profile: either based on chronological clusters (e.g. for every 10 years), or based on especially important moments (commune establishment, revolution, severe disaster etc.).

Disasters profile is an essential part of Historical profile

Year	Disaster	Impact	Coping mechanism
1969	Storm	52 people died, 200 houses collapsed	Outside assistance
1999	Floods	35 people died, 100 houses collapsed, most paddy field destroyed	Outside and family assistance
2005	Floods	5 people died, 25 houses collapsed, some paddy destroyed	Better prepared for floods due to recent experience. Outside and family assistance

Table 10: Example of disasters profile

iii.Regarding the disaster profile, there are two approaches to this tool. You can either ask community members to recall information about the most recent disaster and work backwards or ask about the earliest disaster they can remember and work forwards to the present day. Note down various coping methods used by the community during the last disaster and what the impacts of disasters were that the community observed on the infrastructure (e.g. road/house construction, livelihoods and health). Also note what the community learned from the disaster and what could have been done differently. Ask whether the local economy and infrastructure have improved since the disasters.

Special attention to vulnerable groups

The presence of the eldest community members during the meeting is extremely important, as they will be able to identify the history of the community as well as disasters in their living area. Taking into account that different groups memorize different events which are important to them, it is important to include the voices of different. (vulnerable) groups in order to draw a good overall picture of the commune over time. This picture would include socio-economic development, disaster events, etc. In addition, this will be a good occasion for vulnerable groups to discuss about future plans or events that will be held in their community that they may not be aware of.

About climate change

The historical profile shall be used as a “predictive” tool to raise awareness of local people on future hazards linked to climate change and their attitude facing uncertainty. In disaster profiling, the question that should be raised is “Which disaster can occur in the community emphasizing familiar or unfamiliar disasters”?

When applying the historical profile tool, help the participants to divide the information generated into categories such as environmental/natural changes (e.g. occurrence of natural calamities) or human made events (e.g. economic activities). Select certain highlighted environmental aspects such as typhoons, storm surges or water shortages and get participants to determine whether the intensity and frequency is increasing or not and then record the results.

About urban and mountainous settings

There are no special differences in using this tool in different areas. However, it is likely that

people in urban area are less aware about the commune's history since they are usually more transient, than those living in rural areas¹⁹.

HISTORICAL VISUALIZATION AND PROJECTION

What: This tool is extremely important for raising the awareness of local people about their commune, apart from gathering information about what happened in the past and its expected impact in the future



Why:

- To get insight into past hazards, changes in their nature, intensity and behavior.
- To understand the present situation in the community (causal link between hazards and vulnerabilities).
- To make people aware of changes.
- To identify impacts of past experiences in the future.
- Changes in seasons can make traditional knowledge less reliable and coping strategies may need to be found.

Who: VCA Facilitators and community members including vulnerable groups. Older people often have good historical information about the community for the historical visualization and projection.

When: after conducting the historical profile.

How:

- Plan a group discussion and ensure that key-informants (old people, leaders, teachers) are present. Invite as many people as possible especially the young ones.

¹⁹

Remark based on previous VNRC VCA experiences

- Prepare a blank table in advance. Prepare cut outs to depict a variety of information such as population, livestock, factories, etc. Also, make sure you have taken spare paper and scissors to the community in case some issues come up that you had not previously considered.
- Concentrate on particular years (i.e. every fifth year or years where there were major hazard impacts) ask people if they can recall major events in the community. This may concern factors such as population, number of trees cut, number of houses, area of agricultural land (could be reduced as a result of the increase of the population, disaster impact), size of harvest, fish catch, etc.
- Ask the participants to assign a cut-out shape to signify the factor “as it was that year”. This can then be used as comparison material, to relate to other years (was there more or less of that particular factor). The cut-outs are intended to be indicative.
- As with mapping, ask additional questions to stimulate the discussion around the tools and collect further information.
- Write findings on trends below or alongside the table.

Special attention to vulnerable groups

- Encourage vulnerable people to get involved in the entire process of the tool themselves. Together with the other people, they could work on cutting symbols, sticking it into flip chart, etc. This will be an excellent opportunity for vulnerable people to be present at the forefront of the community.
- Create the opportunity for as many people as possible to participate in tool development.

About climate change

- The tool should be used as an exercise for discussing trends of climate, disaster and the expected impact on community life. The questions about temperature (hotter, cooler etc.), rainfall, health problems and which disasters have occurred may reveal such trends.
- Remember that this is a visual tool, only pictures and symbols are used.
- It is important to add rows to the table, which will reflect a future prediction of trends, or information on planned action

SEASONAL CALENDAR

What: Seasonal calendars are conducted to illustrate important activities, problems or resource changes throughout a calendar year or a production cycle. They can provide information about community based activities, livestock production, cropping and cultivation, weather and climatic conditions, and expenditure and borrowing.

Why:

- Identify periods of stress, hazards, diseases, hunger, debt, vulnerability, etc.
- Identify what people do in these periods, how they diversify sources of livelihood, when they save money, when they have time for community activities, what their coping strategies are, etc.
- Identify a gender specific division of work, in times of disasters and in normal times.

When: During the Mapping exercise.

Who: VCA Facilitators and community members.

How:

i. Use a blackboard, or craft paper. Mark off the months of the year on the horizontal axis. Ask people to list their sources of livelihood, events, conditions, etc., and arrange these along the vertical axis.

- Ask people to enumerate all the work they do (e.g. ploughing, planting, weeding, etc.) for each source of livelihood/income, by marking the months and duration. Ask them to add the gender and age.
- Facilitate the analysis by linking the different aspects of the calendar: how do disasters affect the sources of livelihood? When is the workload the heaviest? Ask about the seasonal food intake, any potential periods of food shortage, out-migration, etc.
- You can continue the discussion on coping strategies, change in gender roles and responsibilities during times of disasters, or the other issues you think are relevant.

Seasonal calendar

<i>Crops, social events, disasters</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>
Rice crops	----	----	----	----	----	----	----	----	----	----	----	----
Fruit	----	----	----	----	----	----	----	----	----	----	----	----
Vegetable				----	----	----	----	----	----	----	----	----
Aquaculture				----	----	----	----	----	----	----	----	----
Wedding season										----	----	----
New year festival	----	----										----
School year	----	----	----	----	----							
Flood									----	----	----	
Drought												
Storm/cyclone				----	----	----	----	----	----	----	----	
Erosion	----	----	----	----	----	----	----	----	----	----	----	----
Pollution	----	----	----	----	----	----	----	----	----	----	----	----
Animal diseases				----	----	----	----	----	----			
Human epidemics							----	----	----	----		

Example of a Seasonal Calendar

Under the Quang Ngai Rural Development Program (RUDEP) – Phase II, Seasonal calendar exercises were conducted in My Long Village of Ba Dinh District. The purpose was to understand the status for rice cultivation, livestock production and expenditure/borrowing in My Long Village

Seasonal calendars demonstrated that 3-crop rice production systems are associated with a high prevalence of diseases and pests. Opportunities exist for RUDEP to support households with IPM and rice cultivation technologies and introduce 2-crop rice cultivation practices

Seasonal calendars revealed that households commonly raise cattle, pigs and chickens. Diseases are common throughout the calendar year. It is probable that training and technologies introduced to households covering animal health technologies and vaccinations for diseases (e.g. Newcastle Disease) will reduce the prevalence of such diseases

This exercise also demonstrated that some rice producing households in My Long Village have yet to adopt the Provincial Department of Agriculture and Rural Development's development plans and policies. These policies discourage households from producing three crops of rice per year. This policy was developed to reduce diseases associated with

intensified cropping patterns (3 crop rice systems have much higher prevalence of pest and disease damage) and reduce vulnerability to crops being destroyed by flooding associated with the typhoon season. The results of this exercise clearly demonstrated that households engaged in 3-crop rice production are more susceptible to pest and diseases.

Special attention to vulnerable groups:

A seasonal calendar should be applicable to the whole community. It is therefore important to ask different groups to make the calendar. In addition, bear in mind to put benchmarks related to vulnerable groups, in case certain periods may be experienced differently from the other groups in the commune.

About Climate change

- Discuss changes or uncommon events that have been observed in recent years such as seasons, etc. These can be events such as prolonged drought, increased rainfall, early fruiting/flowering of trees etc. Record observed changes and discussion. Trend lines can also be used for selected aspects on the seasonal calendar.
- Similar to the historical tools, the seasonal calendar can also reflect trends/changes that can be recorded as highlighted remarks. Alternatively colour codes can be used to indicate past and present seasons if they have changed.

About Urban setting:

- It is requested that facilitators include high number of diversified livelihoods in the Seasonal calendar for urban area. This will later help the community to analyze their timing situation.

About Mountainous areas:

- In mountainous areas, there is a number of ethnic minority groups. Therefore, you could either develop a seasonal calendar for each group and combine them later, or the facilitator could facilitate a general calendar that is applicable to all and then extend the topic for ethnic groups that have a different calendar (such as New year, festival etc.).

VENN DIAGRAM



What: Making a diagram that shows key organizations, groups and individuals in a community, nature of relationship and level of importance. A Venn diagram in the context of VCA is used to examine similarities, differences between institutions, partners, people and the relationship between selected issues in a community and to identify problems and possible solutions.

Why:

- Identify organizations (local & external), their role/importance, and perceptions that people have about them.
- Identify individuals, groups, organizations that play a role in disaster response and can support community.
- Identify “core issues”;

When: Drawing a Venn Diagram requires a deep understanding of the community. Therefore, it is suggested to organize it during the end of the VCA exercise.

Who: VCA Facilitators and community members, including representatives from all vulnerable groups.

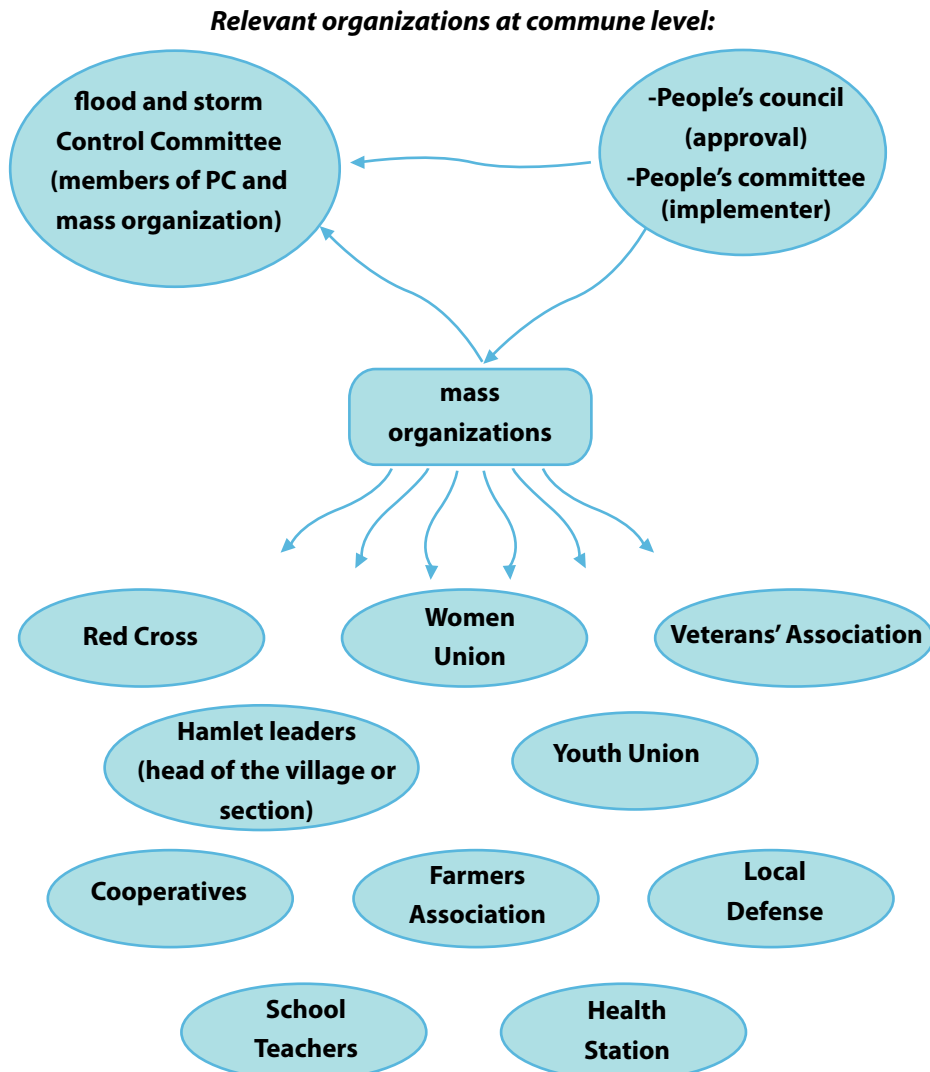
How:

- Draw a small circle on each flip chart. Use four to five flip charts. Draw a further five circles around this as shown in the picture.

- Take four to five important core topics or issues, such as “children”, “disaster preparedness”, “vulnerable people”, “infrastructure”, “poor women”, etc. and put each in the central circle.
- Prepare a number of cut-out circles in five different sizes.
- Discuss which organizations are involved with the community. List them and rank them in terms of importance and proximity to the community.
- Cut the circles (prepare these before visiting the community) to depict these organizations. The relative distance to the community depicts the perceived proximity of the relationship of the organizations to the core topic.
- Organizations can be grouped near each other if they work closely together.

Special attention to vulnerable groups:

There should always be core topics on “vulnerable people” as mentioned above. On addition, the tool should be made both by commune people and vulnerable people. It can be shown very clearly how vulnerable people assess the role of different organizations towards supporting their lives.



7.2.2 Analysis and development tools

PROBLEM TREE

What: A flow diagram showing causal relations between different aspects.

Why: Identify local major problems/vulnerabilities, as well as root causes and effects.

When: During the later part of the situational analysis, or during the community risk assessment.

Who: A team of Facilitators that facilitates a meeting with community members (optional to have a separate meeting for men and women).

How

- Identify various concerns and problems are from other tools and interviews.
- Give all people small pieces of paper and ask them to write one major problem on each card, and to put these on the wall (people can draw problems in case they are illiterate).
- Ask two or three volunteers to group the problems according to similarity or interrelationship.
- Now the creation of the problem tree can start: the trunk represents the problems; the roots are the causes; the leaves are the effects. Problem tree can be simple with causes of the issues at different layers.
- Ask why issues on the cards are problems. Ask "but why?" after each explanation to arrive at the root causes.
- To find out the effects, ask for the consequences of each problem.

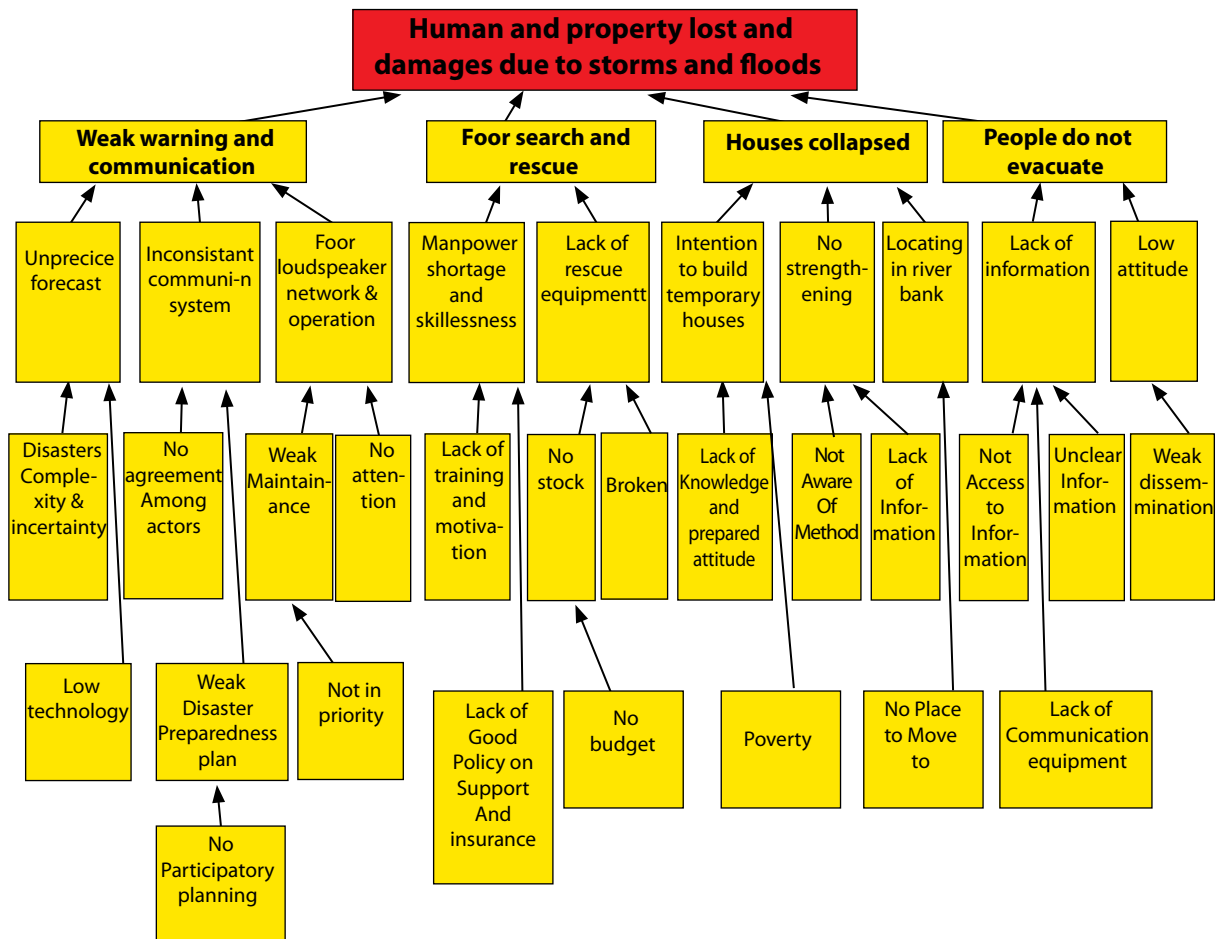
Special attention to vulnerable groups

- It is requested to maximize the participation of vulnerable groups in analyzing problem trees. Considering that vulnerable groups are the most effected by commune issues, they also know the most about the direct and root causes from their own perspectives.
- It is not necessary to reach perfect consensus on a problem tree, just simply take all comments on causes and consequences.

About Climate change

- Bear in mind to ask local people whether any link of the problem causes with climate issues and its impacts

Problem tree



MATRICES:

What: Tables showing the analysis of different aspects, their relations, impacts, causes, possible changes, issues that may arise, relevance, etc.

Why: consolidating and identifying an overview, major issues, projection of problems, solutions and relevance.

When: during the later part of the information gathering sessions and before the final meetings.

Who: a facilitation team working together to develop these matrices. The community can be consulted if needed (optional to have a separate meeting for men and women).

How

- Identify tools, interviews, meeting records, broad data with various concerns, problems, suggestions, etc., based on the outputs of the information gathering sessions.
- Draw a relevant matrix for analysis, such as the table of vulnerability and capacity versus storm.
- State all the relevant information from the various tools that were collected.
- Have a brainstorming session for the consolidation and analysis.
- Fill in the table.
- Write at the end: the main finding and analysis, and points that need to be further validated and clarified.
- Meet villagers for verification, if needed.

Special attention to vulnerable groups

- For each analysis, bear in mind how the issues impact villagers in general and vulnerable groups in particular.

About Climate change

- It is especially relevant when analyzing the SWOT of the hazards, to bear in mind to intensively analyze climate change and its particular impacts.

SWOT Table (Strengths, Weaknesses, Opportunities and Threats analysis in terms of five social aspects at ward/commune level)

<p><u>Strengths/Capacity of the community in terms of</u></p> <p>livelihood, living conditions</p> <p>.....</p> <p>Food/ health</p> <p>.....</p> <p>Self-protection of individuals/families</p> <p>.....</p> <p>Social protection of the community</p> <p>.....</p> <p>Social organization/ authorities</p> <p>.....</p>	<p><u>Weaknesses/Vulnerability of the community in terms of</u></p> <p>livelihood, living conditions</p> <p>.....</p> <p>Food/ health</p> <p>.....</p> <p>Self-protection of individuals/families</p> <p>.....</p> <p>Social protection of the community</p> <p>.....</p> <p>Social organization/ authorities</p> <p>.....</p>
<p><u>Opportunities of the community to improve/ utilize:</u></p> <p>livelihood</p> <p>.....</p> <p>Social organization/ authorities</p> <p>.....</p>	<p><u>Threats/ impacts of hazards on:</u></p> <p>livelihood</p> <p>.....</p> <p>Social organization/ authorities</p> <p>.....</p>

Remark: SWOT analysis can be used both as an analysis tool or as an information collecting tool (suggested to be applied for commune authorities only)

Summary table of capacity and vulnerability in terms of natural hazard (residential quarter)

	Vulnerability (Elements at risk, unsafe/ inappropriate conditions)	Capacity (Available facilities, resources, conditions, mechanism etc.)
Type of hazard: Riverbank slide/erosion		
Livelihood		
Food/ Health		
Self-protection of individuals/families		
Social protection of the community		
Social organization/ authorities		
Type of hazard: Flood		
Livelihood		
Food/ Health		
Self-protection of individuals/families		
Social protection of the community		
Social organization/ authorities		

Summary table on social and natural hazards at ward/commune level

Types of hazards	Impact level (high, medium, low)	Main damages, negative impacts	Adopted measures
Fire, bursting in the industrial zone			
Traffic accidents in the river confluence			
Inundation in quarters 2 and 4			
Riverbank slide in the market area			

Overview table of hazards:

Hazards	Typhoon	Flood	Land slide	Drought	Etc.
Frequency					
Impacting level (severity)					
When it is often occurred					
How long it last (duration)					
Warning signal					

Livelihood analysis table

Livelihoods(any for income – examples)	Who does it? (Women, men, children?)	Number of doers in village/ Commune	Approx income per day or month	Any insurance or support scheme from gov. or society?	Dangers, risks from these livelihood/ works	Damages, lost, sufferings occurred	Any measures applied to reduce risks/ dangers	Any possible replacement	Remarks
<i>Fishing</i>									
<i>Farming</i>									
<i>Cow raising</i>									
<i>Vending</i>									
<i>Low-paid free work</i>									
<i>Wood collecting(for fuel)</i>									
<i>Rubbish collecting for income)</i>									
<i>Construction workers</i>									
<i>Carpenters</i>									

7.2.3 Advocacy

Advocating for VCA is not about informing the local authorities about the project or merely ensuring their participation in events during the VCA process. It is about convincing them about the value of a community owned process for the identification of vulnerabilities²⁰ and the priorities that community member identify through it. The aim of the advocacy effort of the VCA Facilitators at this stage focuses on:

- The Commune PC allows the whole VCA process to run in a participatory manner, leading to community development and capacity building with intense involvement of vulnerable groups.
- The Commune PC accepts the VCA results and seriously adopts the results in their planning.

Example of advocacy methods:

Sensitizing Meeting: The Red Cross Chapter organizes a meeting with the People Committees at the relevant level. During that meeting, they raise awareness about the need for Disaster Risk Reduction and the importance to involve all the commune citizens in the whole process (including vulnerable groups). This includes all steps, from problem identification, planning, resource mobilization, implementation, monitoring and evaluation. In addition, the applicability of VCAs throughout this process is introduced during this meeting.

Advocate for VCA at the commune level: The Red Cross should explain more clearly to the commune about the process of VCAs. The Red Cross can explain how the commune can benefit from VCAs and what the requirements are. Meetings, telephone calls, letters etc. could do this. It is always good to share successful experiences from the past in other communes.

Debriefing of the VCA result and stimulating the integration into planning: In a more formal meeting, the VCA process and VCA results are presented along with the main findings on vulnerability, capacity, and disaster risk in the particular commune, associated with the commune initiatives to reduce that risk. The priorities and suggested DRR plan given by the grass-roots people will be discussed during this meeting. An encouraging example of a debriefing meeting is given in the box below:

²⁰

Based on people's livelihoods, well-being, self-protection, social protection and governance

In a commune of Binh Thuan province, as a result of the VCA process, local people have proposed a plan with proposed measures to address the seven most pressing issues and potential risks of their community. The three main priorities were improving the waste collection system, building a dam to prevent salinity and upgrading the kindergarten to protect the children during disasters. In the plan, the local people proposed to clean the village and organize the waste collecting arrangement with their own means. They suggested to the local government to fund building the dam and upgrading the kindergarten.

In the debriefing meeting between the VCA Facilitators and the local government, VCA facilitators advocated this plan to the local government, bringing wishes of grassroots people and their commitment to improve their situation. The discussion focused on how the plan fitted in the exiting plan, available resources and legal procedures. The meeting thoroughly discussed the planning process and how the local development plan could be revised and improved. As a result, the local government:

- *Provided funding for purchasing a small vehicle for waste collection and also coordinated the community volunteering services for waste collection.*
- *Developed a proposal for building a dam and submitted this to the district government for financial support. This activity took time due to government systems, but recently the commune received the confirmation that the dam is on the list of the district for the next year.*
- *Requested the VNRC chapter to support them with making a proposal to apply for an external fund. While waiting for the grant the, government assigned the youth union to strengthen the kindergarten with temporary materials, like bamboo. In the meanwhile, the commune with support of the VNRC submitted a proposal to a donor and is now awaiting the decision.*

Suggestions for planning advocacy:

- Identify target decision makers at the commune levels. Keep a record of their names and positions for ready reference. Understand that they may not be fully aware of the work you are doing.
- Explain the purpose of VCA and its immediate outcomes.
- Use community facilitators to speak on your behalf. Community people are in the best position to explain their problems. Moderate the discussion without affecting the social and political values in the communes.
- Choose a right time and venue for Advocacy Meetings. You may want to organize meeting with the Commune leaders during the regular VCA activity. Be aware that the local authorities should not intervene while the VCA process is being done with the community.
- Encourage vulnerable groups such as women, child, elderly and disabled to speak about their experiences of VCA process with the local authorities. It will probably have a strong impact.

Tips for successful advocacy:

- *Explain the exact objectives of the VCA process and do not raise expectations.*
- *Involve Local Authorities (and Mass-Organizations) from the beginning.*
- *Point out the relevance of the VCA findings to the authorities*
- *Stress the positive changes and benefit that the VCA process may bring to the community (local authorities and citizens).*
- *Adapt convincing language and arguments.*
- *Provide specific and concrete evidence.*
- *Present the VCA results to the local authorities in such a way that the short term and long-term priorities are outlined properly.*

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CHAPTER 8: SUGGESTED VCA FORMATS

8.1 VCA Report

COMMUNE/WARD:

Time of VCA assessment: fromto

VCA Group		
Full name:	Position:	Unit:

1. Basic information on the locality (COMMUNE)

- 1.1 Geography (location; river; mountain)
- 1.2 History of the commune (establishing year, development;...)
- 1.3 Infrastructure (Traffic, roads, rail-way, station, harbor; Electricity; water; school; medical station; post office; ...)
- 1.4 Usage of land, water, forest (the natural resources)
- 1.5 Demography:
 - a. Number of villages:, including village names.... and location
 - b. Population: Number of households:
 - d. Age structure (number of children, number of adults) (determining the age?)
Men / Women The disabled
 - e. Rate of poor households? (Determination norm)
 - g. Ethnicity/ Religion
 - h. Customs, habits, specific culture
- 1.6 How is the general socio-economic development in last 5 years
 - a. Occupation/Subsistence (main occupations), the average income. Livelihood support scheme in the area
 - b. Education and health care situation (women/men)
 - c. Other development issues
 - d. How was developing plan developed and carried out?
- 1.7 Some features of the local government, local organizations and their role in the commune (include Red Cross. Briefly about Red Cross: main activities)
- 1.8 Basic information on local natural hazards and disasters, and how is the hazards preventing plan developed and carried out?

2. Analyzing the common background of the commune

- 2.1 Strengths, weaknesses, opportunities and challenges of community to problems
 - a. Health status
 - b. Subsistence, income, food
 - c. Protect people in natural disaster
 - d. Policy, management, system

e. *General development issues (gender, infrastructure...)*

(Notice: weakness, vulnerability and Ability/ Strength of the community about the organization structure; the population age structure - labor; human resources; means, the economic circumstances; knowledge/experience; attitude/motivation...)

- 2.2 *Pressing issues of community - Classifying and ranking the issues according to the concern of local people*
- 2.3 *Expectations and suggested solutions for pressing issues*
- 2.4 *Link between the socio-economic developing policies/plans*

3. Analyzing the hazards and disasters

3.1 *Natural hazards:*

- a. *Types of hazards/ Ranking disasters as per damages/lost occurred and the concern of the people*
- b. *Occurrence time, duration/frequency*

3.2 *Impact - Main damages due to disasters*

- a. *Location/group – most vulnerable and affected groups*
- b. *Coping mechanism and adaptation measures have been conducted*
- c. *Most recent disasters:*
 - *Type and name of each disasters, occurring time*
 - *Damages and losses on human life, property, economy, environment*
 - *Responding activities, rehabilitation*
 - *Results, lessons learnt*

3.3 *Trend/Tendencies:*

- *The considerable changes of the natural disasters according to the time (changes according to the generations) and the ways to adapt, to deal with, and to adjust according to those changes*
- *The expectations of adaptation capacity.*

3.4 *Analyzing current vulnerability and capacity of community to natural disasters*

- *Livelihood, income*
- *Health, food*
- *Protection conditions to protect people from individual and community (notice: children and other vulnerable groups)*
- *Management, system, policy*
- (Connection between natural calamity and social issues mentioned at 2.1 - impacts, effects that lighten or make serious)*

3.5 *Identifying and analyzing natural disaster risks*

3.6 *Expected mitigation measures (emphasizing its relations to vulnerability, capacity and risk enhancing factors)*

3.7 *Link between the socio-economic developing policies/plans and Community based disaster preparedness plan*

4. Transformation and Disaster Risk Reduction plan

1. *A table of Transformation and Disaster Risk reduction plan (Annex 1)*

2. *Analyze:*

- a. *Overview of overall issues, disaster risks and mitigation plan. It is extremely important that the plan clearly point out role of local government, local people, communes actors and urgency level or each action/expectation to reduce risks*

b. Highlighted the most concerned/pressing issues associated with factors that enhance vulnerability. Beside, how the risk reduction measures proposed by community can solve the situation.

Analyzing results, potential positive and negative impacts, and obstacles may happen as well as contingency plan.

c. Role of parties in implementing and following up plan.

d. Implementation of mitigation plan (Propose to Local authority,)

- Local government to integrate it into Local development plan (detailed when and how)

- Local government to take immediate action on ... a, b, c (anything)

- Co-ordinate/ support/ impact to implement the measures (e, g, h anything)

5. Conclusion

On behalf of VCA group

Signature

Date...

Annex of the VCA Report (requested)

1/ A table of transformation and DRR plan

2/ Set of the VCA results (copies of tools, matrixes, records of information analysis etc)

3/ Report of VCA organization (based on VCA schedule):

a/ Process, approaches, method

b/ Overview of Participant (approx. number of attended people; children; old persons; men/ women)

c/ Results, lessons learnt, recommendations

d/ List of participants include name, age, gender, village

4/ Photos of meetings and steps of using tools

8.2 Plan of Transforming Vulnerability to Capacity and disaster risk reduction

Số TT (1)	Ranked Risks/ pressing issues (degree of losses and dangers) (2)	Risk causing/ enhancing factors (3)	Relevant mitigation measures (4)	Initiatives/ Specific activities (5)	Implemental Plan			Priority/Notes (9)
					Who will do it (6)	Urgency level (7)	Resources (8)	
1	Accident causing an injury for children (whole commune)	- Many parents working far from home - Not having public kindergarten	- Having adult work/stay at home - Having kindergarten or baby-sitting					
2	Human and material loss due to flood in village 2,3 (along river)	- 98 houses are not safe						

- (1) No: Order of ranked risks as per degree of losses and dangers
 (2) Ranked risks/pressing issues of society, natural disasters in community
 (3) Immediate risk causing/enhancing factors that community intent to address h=and have intervention for mitigation
 (4) Relevant mitigation measures: Expected intervention to reduce/remove or lighten these factors
 (5) Initiatives – Specific activities: Suggested activities proposed by commune people to be conducted by different stakeholders
 (6) Who will do it: Specifying the key doer of the suggested activities, such as local people themselves, local government or district government, or supported by other actors (Mass-organizations, Red Cross, NGOs) or external stakeholders (donors, institutions etc.)
 (7) Urgency level: Urgent-immediately needed (i.e in 6 months), medium term (i.e 1-2 years) or long term (3-5 years)
 (8) Resources: Mobilized internal resources (community people), government budget (commune or district, sources 135 programme or CCFSC contingency budget, ODA, NGOs projects or other grand
 (9) Priority: Specifying/ranking most relevant measures (as per urgency, available resources/facilities etc.) and note for implementation/follow-up.

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