Head of emergency committee and contact information
Cooperative primary contact
Other key community leaders and contact people

6. Local authorities, organizations

Who has the highest level of authority in this community?
Who has highest level of government affiliation or authority in this community?
Who has highest authority of Church or other non-governmental or political authority?
What NGOs and local community based organizations exist in the community? What are their areas of programming and expertise?

7. Human vulnerability to disasters

What people are most at risk during disasters (ages, gender, occupation?)
In what specific ways are they vulnerable?

8. Health and nutritional conditions

Malnutrition rate for children under 5 in this community
Infant mortality rate for this community
Most common illnesses for the general population
(Measles, HIV AIDS, influenza, pneumonia, dengue, cholera, typhoid, diarrhea, intestinal parasites)
Most common illnesses of the youth and children?
Measles, pneumonia, malaria, meningitis, diarrhea, intestinal parasites.
Public education about health issues? Yes or No?
Public education received by _____ on which of the following:
Sanitation, disease, diarrhea, nutrition, pre-natal care, HIV/AIDS

9. Health services

Clinic type(s)
Total number of beds available at clinic(s)
Average number of free beds available
Number of Physicians resident in community
Number of Nurses resident in community
Number of public health, or maternal, and child health care extension agents, in the community
How far is the nearest health clinic? Where is the nearest health clinic?
What health services are provided at the community level?

10. Physical vulnerability of the community
• Trees

Heavily wooded
Mixed wooded and open agricultural areas
Mainly open areas with only occasional tree cover

- Grade
        Buildings are built on level ground (0-2% grade)
        Buildings are built of low slope (3-5 % grade)
        Buildings are built on medium slope (5-10 % grade)
        Buildings are built on high slopes (> 10 % grade)
- Situation of community on or near streams that do or may flood
        River bank, not elevated structures
        River bank, but with elevated structures
        Flood plain
        High ground
- Important physical structures, buildings and infrastructures most vulnerable to disasters
        List types and the kinds of disasters they are vulnerable to

11. Infrastructure and Access
- Roads to access the community
        Concrete
        Asphalt
        Macadam / Gravel / Limestone
        Unpaved / Dirt
        Vulnerable to flooding, mudslides?
- Bridges
        Are there bridges leading to the community?
        Type of bridges?
        Vulnerable to flooding?
        Weight limit
- Nearest Airstrip
        Location of nearest airstrip
        Distance from community
        Paved
        Unpaved
        Marked
        Unmarked
        Description
- Power
        Overhead electricity distribution
        Local generator and network
        Individual power only (individual generators)
        No electrification
- Communications
        Radio (type, who, where)
        Telephone (type, who, where)
        Fax (type, who, where)
        E-mail / internet (type, who, where)

12. Food

Typical food stocks/type consumed
How families acquire their food
Typical food distributed for short-term emergency
Food reserves at family level
Food reserves at community level (shops, warehouses, programs, etc)

13. Housing and Shelter

Basic house construction type (describe)
Other prominent construction types in the community (describe)
Average house size (per family in m2)
Availability of emergency shelter
Condition and construction type of emergency shelter
Location of mass shelter.

14. Water

Water source for community (describe)
Water source vulnerable to flooding
Water source dependent on electrical pumps?
Quality of the drinking water source
Potable
Non-potable, but not polluted
Polluted source

15. Sanitation

Typical sanitation in use by individual families/ shelters (describe)
Sanitation arrangements in place for mass shelter
Are sanitation arrangements adequate for the number of people to be housed in the mass shelter?

16. Planning / Preparedness

Preparedness planning
Is there an emergency preparedness and response plan in place?
When was it written and who is the primary contact?
Does the community have Community Based Response Teams?
What are the linkages of the community with other actors? (local authorities, NGOs, Community Based Organizations, etc.)

16. a. Early warning

Is there an early warning system?
Are community members familiar with this system and what it means?
If yes, do community members consider it to be a reliable system?
Has this early warning system been used successfully in the last five years?

16.b Evacuation

Are there evacuation procedures?
Does the community understand these evacuation procedures and
evacuation routes?
Does the community recognize and respect those with the authority to
announce an evacuation?
Have these evacuation procedures been used successfully in the last five
years?

16.c Response skills and resources

What emergency response skills and resources exist in the community?
(example: first aid, search and rescue, public health)
Have community members participated in emergency response or
evacuation drills and simulations?
Assessment and Damage and Need Assessment

17. Emergency response resources

Is there a stockpile of emergency items.
Food (describe)
Blankets (number)
Tents (number, type)
Stretchers (number)
First aid kits/bandaging material (number of kits)
Ambulance
Other vehicles that could be used in emergency response (describe)

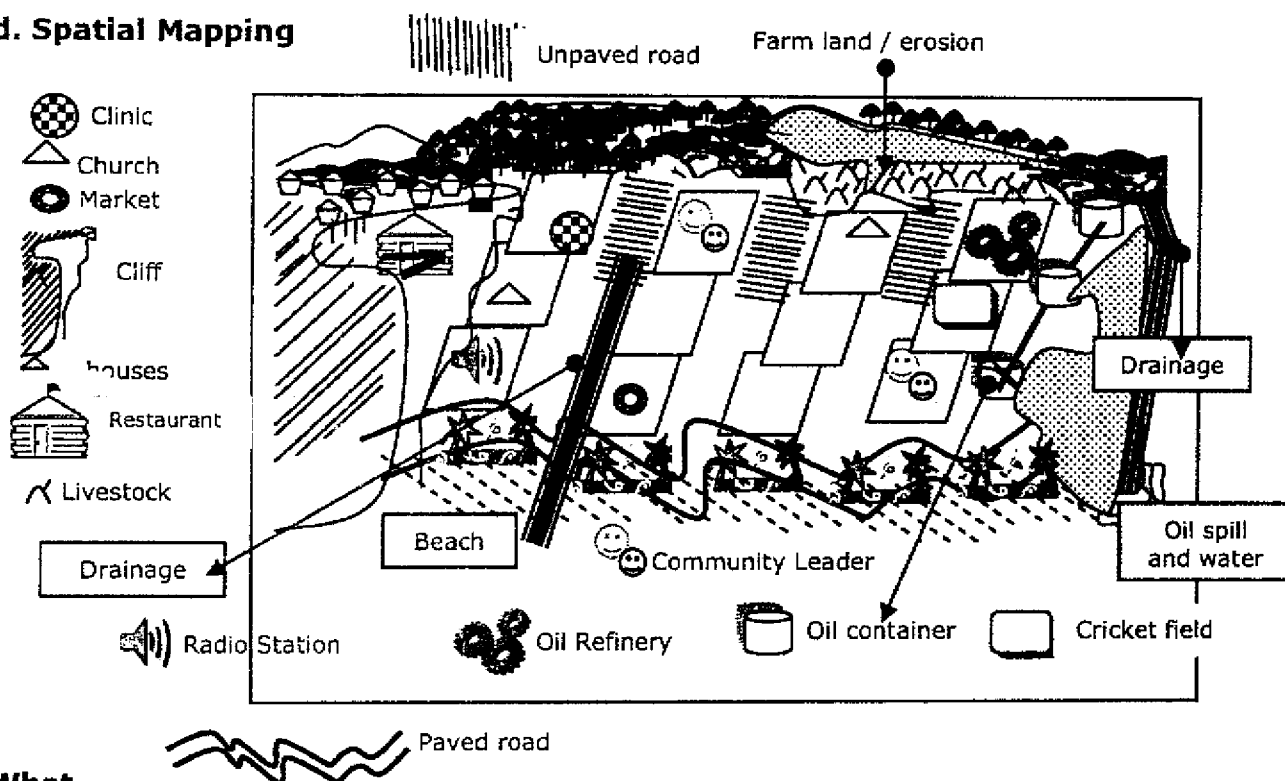## 18. Local Capacities for disaster mitigation and response

Physical / Material resources and capacities
Technical skills / Human resources in the community
Social / Organizational capacities in the community

Tool number FOUR

d. Spatial Mapping

Symbols legend:
- Clinic
- Church
- Market
- Cliff
- houses
- Restaurant
- Livestock
- Drainage
- Radio Station
- Unpaved road
- Farm land / erosion
- Drainage
- Oil spill and water
- Beach
- Community Leader
- Oil Refinery
- Oil container
- Cricket field
- Paved road

What

draw a spatial overview of the area's main features?

Why

Maps facilitate communication and stimulate discussions on important issues in the community. Maps can be drawn for many topics:
- ⟩ Spatial arrangement of houses, fields, roads, rivers, and other land uses (graphic)
- ⟩ Hazard map, elements at risk, safe areas, etc.
- ⟩ Resource map showing local capacities.
- ⟩ Mobility map.

When

During the initial phase when you enter the community and during community risk assessment.

Who

Red Cross with community members.

How

> Decide what kind of map will be drawn.
.• Find men and women 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.
> Help the people get started but let them draw the map by themselves.

Tool number FIVE

Hazard/Risk Mapping:
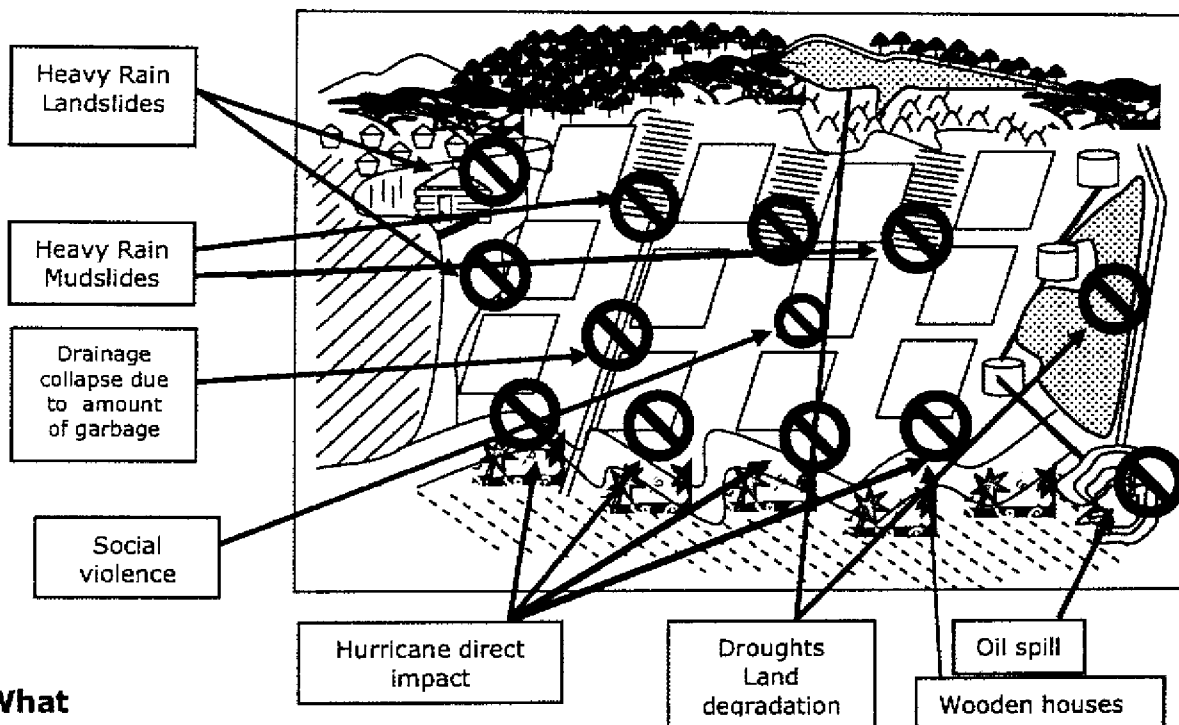
What

Identify all the Hazards/Risks in the map?

Why

The identification of hazards/risks will help the community to analyze potential problems as well as their frequency.
> Some hazards/risks pose a problem every year (flooding after every heavy rain).
> Some hazards/risks occur principally during specific times of the year (hurricanes, landslides).
> Some hazards/risks are unpredictable (earthquakes) and therefore it is necessary to evaluate these events from when they last happened.

When

During the initial phase when you enter the community and during community risk assessment.

Who

Red Cross with Community members.

How

- Work on the spatial map.
- Identify the hazard/risk focal points jointly with the community incorporating their feedback.
- Identify hazards/risks based on potential disasters: natural, man-made, etc.
- Always include social problems that are potential hazards/risks (violence, increase of HIV/AIDS, sexual abuse, etc...).

Tool number SIX

Capacity/Resource Mapping
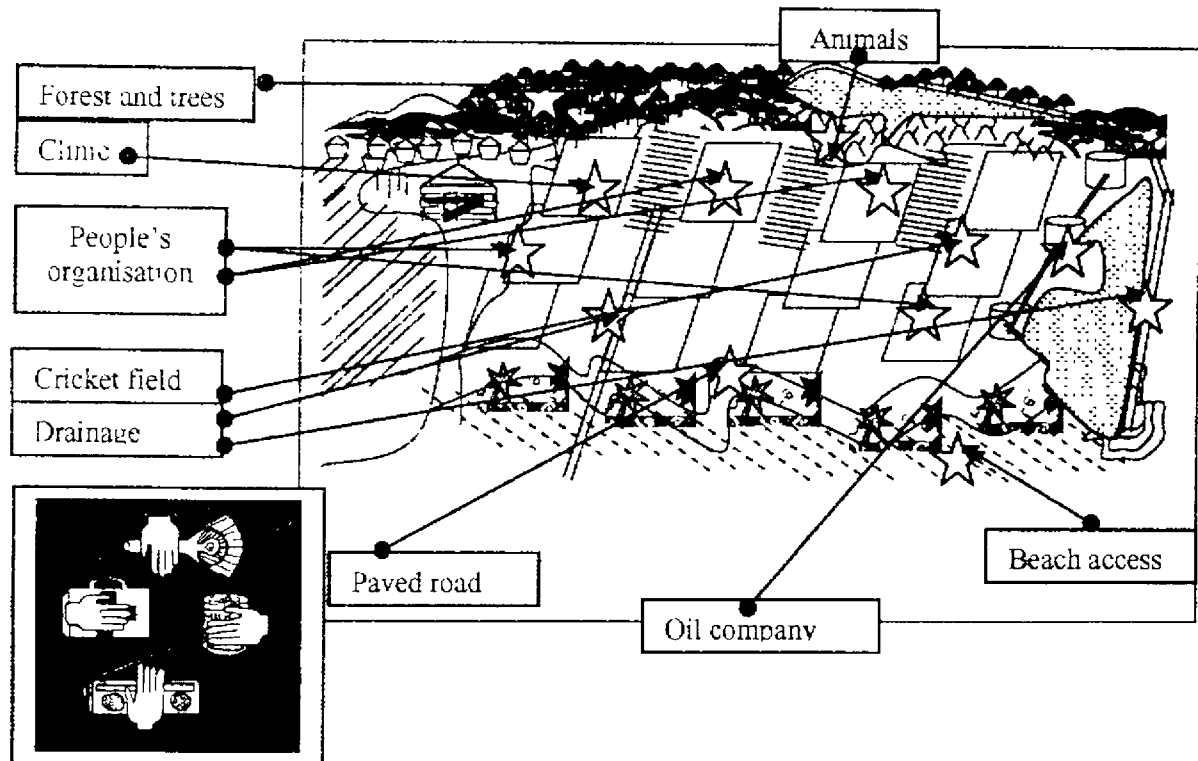
What

Draw a map showing local resources and capacities as well as gender
differences in access to, and control over, resources.

Why

- Identify available local capacities and resources people rely on during times of
  disasters.
- Identify which resources are easily impacted by disasters.
- Identify resources that are accessible and owned by the community or
  individuals.

Who

Team and selected individual households belonging to different income groups.

How

> Ask people to draw a map of their household and the resources/capacities on which they depend for their livelihood/survival (remember material/physical, social/organizational, motivational/attitudinal capacities).
> Ask household member(s) how they contribute to/support other households, the community and the larger economic/social environment.
> Ask people to use arrows to indicate the flow of resources to and from households.
> Ask household member(s) who uses and controls resources (consider gender, class, ethnicity, religion, age).
> Ask questions to accompany the drawing of the maps and put the answers on the map.

Tool number SEVEN

f. Transect Walk
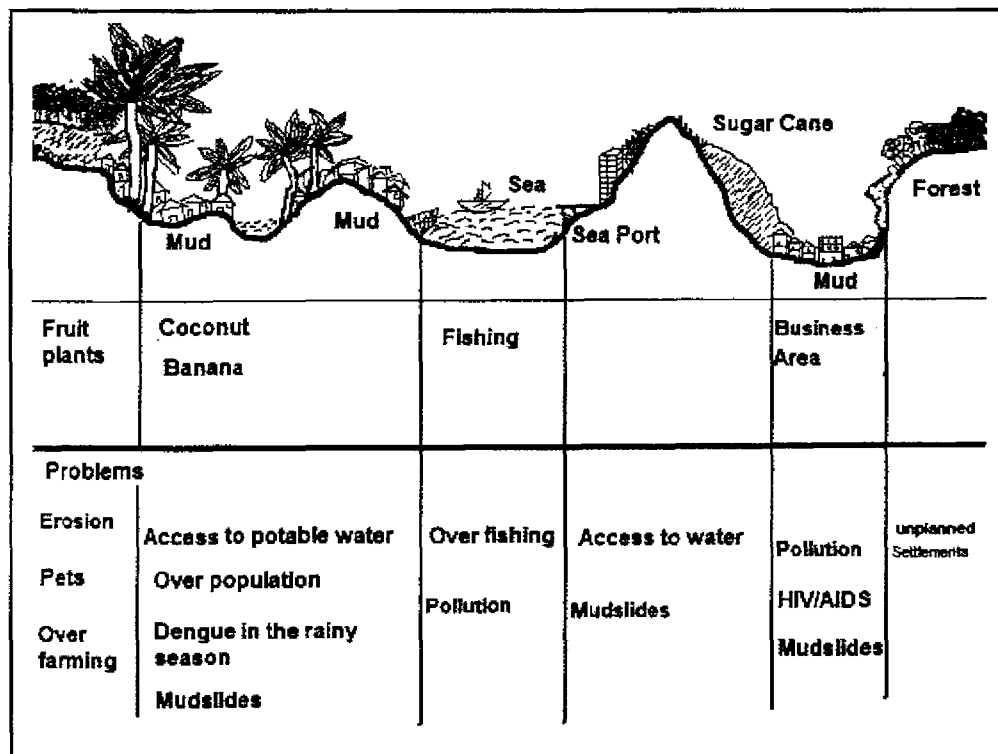
What
Systematic walk with key-informants through the community to explore spatial differences or land use zones by observing, asking, listening and producing a transect diagram.

Fruit plants	Coconut Banana	Fishing		Business Area	
Problems Erosion Pets Over farming	Access to potable water Over population Dengue in the rainy season Mudslides	Over fishing Pollution	Access to water Mudslides	Pollution HIV/AIDS Mudslides	unplanned Settlements

Why
Maps facilitate communication and stimulate discussions on important issues in the community. Maps can be drawn about many topics:

> To visualize interactions between physical environment and human activities over space and time.
> To identify danger zones, evacuation sites and local resources used during emergency periods, land use zones, etc.
> To identify problems and opportunities.

When

During the initial phase when you enter community and during community risk assessment.

Who

Team of six to ten members representing a cross-section of the community.

How

- › Based on the map select a transect line (can be more than one).
- › Select a group of six to ten people who represent a cross-section of the community and explain the purpose of the exercise.
- › During the walk, take time for brief and informal interviews at different places throughout the transect.
- › Focus on issues such as land use, risk of to particular disasters, land tenure, and even changes in the environment in order to draw a historical transect.

Tool number EIGHT

f. Seasonal Calendar

Seasonal calendar	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Hurricanes												
Floods												
Fires												
Alcohol Abuse												
Increase Sexual Activity												
Disease												

What

Develop a calendar showing different events (hurricanes, floods), experiences (recession, long periods of droughts), activities (carnival, harvest) and conditions (social and economic) throughout the annual cycle.

Why

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

When

During initial phases.

Who

Team and community members; have separate sessions for men and women.

How

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

> Ask people to plot all the work they do (e.g. ploughing, planting, tourism, fishing, etc.) for each of their sources of livelihood/income by marking months and duration, adding gender and age.

> Facilitate an analysis by linking the different aspects of the calendar: how do disasters affect their sources of livelihood? When is their workload heaviest? Ask for seasonal food intake, period of food shortage, out-migration, etc.

> You can continue the discussion on coping strategies, changes in gender roles and responsibilities during times of disasters or other issues you think are relevant.

Tool number NINE

d. Historical Profile
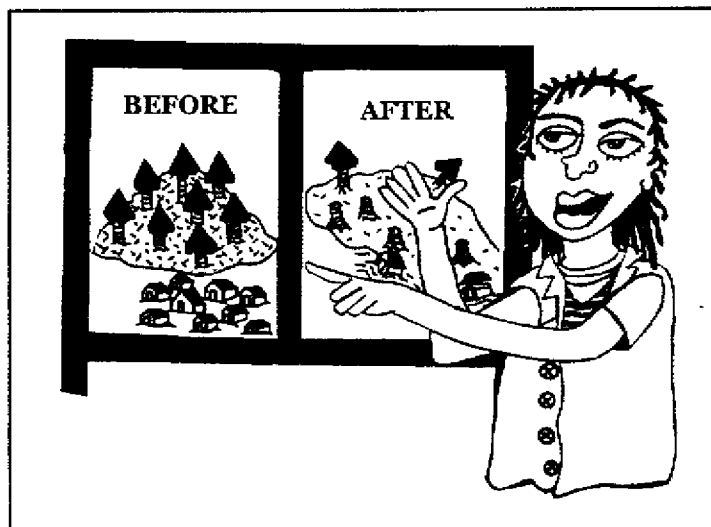
What

Gathering information about what happened in the past.

Why
> To get an 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.

When

During initial phases.

How

Make a checklist of the points that you should identify including:
> Plan a group discussion and ensure that key-informants (old people, leaders, teachers, etc.) are present. Invite as many people as possible, especially young people so that they have the opportunity to hear the history of their community
> Ask people if they can recall major events in the community such as:
  · major hazards and their effects
  · changes in land use (crops, forest cover, houses etc.)
  · changes in land tenure
  · changes in food security and nutrition
  · changes in administration and organization
  . major political events
> The facilitator can write the stories down on a blackboard or large sheets of paper in chronological order.

Life histories: another method is to ask individual informants to give a detailed account of their life or of a specific issue from a historical perspective.
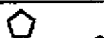
History tracing: ask individuals or groups to begin with current experiences and to go back in time. The purpose is to find causes which have contributed to the occurrence of a certain experience.

Example of a community historical profile

1944	First ten families settle in the community
1951	Construction of the train road and presence of 20 railroad workers
1954	Train station workers lived the village. Main railroad station was donated to the community and became the school
1957	Fire in the community destroyed two houses.The church was built with the support of the community
1960	Water system providing potable water to 1/3 of the population was constructed accounting for about 200 houses in the community. Electricity coverage was extended to ½ of the population.
1980	Paved road linked to main highway.
1987	Earthquake destroyed many houses and services
1989	A clinic for 30 beds was inaugurated
1990	Dengue outbreak killed four people
1991	Hurricane Alex severely hit the community and flash floods destroyed at least 120 houses while another 50 were damaged
1992	Community Disaster Group created
1994	Heavy migration to the capital due to heavy droughts and loss of jobs which affected the economic situation of many households
1999	Drainage collapsed along with tonnes of garbage
2003	A sports center was constructed

Tool number TEN

Historical visualization

	Trees	Houses	People	River	Livestock	Disaster
1960						
1970						
1980						
1990						
1995						
2003						

Historical information is more effective when there is participation from senior citizens, young adults and young people. In some cases, according to cultural realities, it would be advisable to implement this tool in two different occasions: with senior citizens and adults and then with young adults and young people. In other circumstances, it could make sense to do it based on a gender approach.

What

Gather information to visualize in a simple way the key historical changes as perceived by the population.

Why

⟋ To understand past and present perceptions of the community members and main events recognize by them
⟋ To use as a based information for further discussions on programs or projects within the community.

When

During initial phases.

How

› Identify the oldest and youngest people in the group you are working with.
› Based on their ages and time living in the community select a starting year.

> Define the themes you would like to address and ensure all the members of the community agree to these.
> Each person must be recognized on a specific graph. Each graphic can represent one, ten, hundred (persons, houses, trees, money, companies, etc). The facilitator has to be able to manage how to represent information on the map.
> Promote an open discussion with the participation of all the group members.

Tool number ELEVEN

k. Assessing Vulnerabilities at Home

What: The following chart allows family members to quantify the main vulnerabilities at home against any possible treat.

Why: Once the family members are clear of the main vulnerabilities, actions and priorities can be developed in order to reduce the potential effects of a treat.

How: Identify the main threats (horizontal line) and name every area of the house both indoors and outdoors (vertical line). Specify the material or the condition of the selected element. Rank from 1 to 5 the level of risk: 1 being the lowest and 5 representing the highest risk.

Household | Mother   **Type of work** | School Teacher

Family members | 5   **Adult** | 3   **Children** | 2   **Male** | 2   **Female** | 3

House	Hurricane /winds	Fired	Earthquake	Eruption	Floods	Landslides	Mudslides	Forest Fire
Roof	Zinc 3	Zinc 2	Zinc 3	Zinc 1	Zinc 1	Zinc 1	Zinc 1	Zinc 1
Ceiling	Wood 2	Wood 5	Wood 1	Wood 1	Wood 1	Wood 1	Wood 1	Wood 3
Walls	Mix 3	Mix 3	Mix 1	Mix 1	Mix 3	Mix 3	Mix 3	Mix 3
Floors	Wood 1	Wood 4	Wood 1	Wood 1	Wood 3	Wood 3	Wood 2	Wood 3
Windows	Wood 5	Wood 5	Wood 2	Wood 1	Wood 1	Wood 3	Wood 3	Wood 4
House base	Concret 1	Concret 1	Concret 2	Concret 1	Concret 1	Concret 1	Concret 1	Concret 1
Exits	2	2	2	2	2	2	2	2
Drainage	Iron 5	Iron 1	Iron 1	Iron 1	Iron 5	Iron 5	Iron 5	Iron 1
Trees around	5	5	1	1	1	2	3	4
Evacuation Route/road	5	1	3	1	3	2	2	1
Electricity Cables	3	5	1	1	3	1	1	2
Water Access	2	4	1	1	1	1	1	1
Telephone Access	4	3	5	1	1	1	1	1
Electricity service	4	5	4	1	2	1	1	3
Totals of Vulnerability	**45**	**46**	**28**	**15**	**28**	**27**	**27**	**30**
Rank - Vulnerability	64.28% High	65.71% High	40% Medium	21.42% Low	40% Medium	38.57% Medium	38.57% Medium	42.85% Medium

Ranking system: Score from 1 to 5. One being the lowest vulnerability and five (5) being the highest. Score between 1 and 5 in each area of the column. The number of different areas of vulnerability analysed x5 will equal 100%. Add the actual results of each column and work out the real vulnerability as a percentage. From 50 - 100% the vulnerability is **High**. From 30 - 49% **Medium** and from 0 - 29% **Low**.

Tool number TWELVE

k. How Vulnerable are you in Your Neighborhood?

What: The following chart will allow CBT members to evaluate the main vulnerabilities in the neighborhood against any possible threat.
Why: To understand the main vulnerabilities and potential risks, evaluate them and then take actions to prevent any disaster.
**How:** Compile the information from the tool "assessing vulnerabilities at home".
The results will have to be added to the final chart.

Household | 77% men | 23% female | 82% formal employee | 18% Part-time employee

Neighborhood | Forest Hill | **Adults** 980 | **Children** 520 | **Male** 784 | **Female** 716

Risk	Hurricane /winds	Fired	Earth - quake	Eruption	Floods	Landslides	Mudslides	Forest Fire
Houses 402	25 Vulner.	10 Vulner	32 Vulner	80 Vulner	35 Vulner	8 Vulner	22 Vulner	3 Vulner
Streets/ Roads 14	4 Vulner	-	3 Vulner	1 Vulner	5 Vulner	1 Vulner	2 Vulner	-
Mountain 3	-	-	-	1 Vulner	-	1 Vulner	1 Vulner	3 Vulner
Cliff 1	-	-	High Vulner	-	-	High Vulner	High Vulner	-
Evacuation routes 5	2 Vulner	1 Vulner	2 Vulner	1 Vulner	2 Vulner	2 Vulner	2 Vulner	1 Vulner
Evacuation meeting points 3	1 Pitt road	-	2 R Kate road Kane St.	1 R Kate road	1 R Cliff St	1 R Kate Rd	1 R Pitt Rd	1 R Dade Road
Drainage 50	15 Vulner	-	15 Vulner	15 Vulner	15 Vulner	5 Vulner	21 Vulner	-
Trees 1000+	120 Vulner	120 Vulner	-	280 Vulner	-	18 Vulner	35 Vulner	120 Vulner
Electricity Cables	High Vulner	High Vulner	High Vulner	Low Vulner	Low Vulner	Low Vulner	Low Vulner	Low Vulner
Contingency plans for	Yes	No	No	No	Yes	No	No	No
Telephone Access	High Vulner	Low Vulner	High Vulner	Low Vulner	Low Vulner	Low Vulner	Low Vulner	Low Vulner
Information protocols	High Vulner	High Vulner	High Vulner	High Vulner	Low Vulner	Medium Vulner	Medium Vulner	High Vulner
Frequency of events within the 10 years	3	28	1	-	7	1	3	1
Magnitude of the events	High	High	Low	High	low	Medium	Medium	Low

Tool number THIRTEEN

I. Institutional & Social Network Analysis
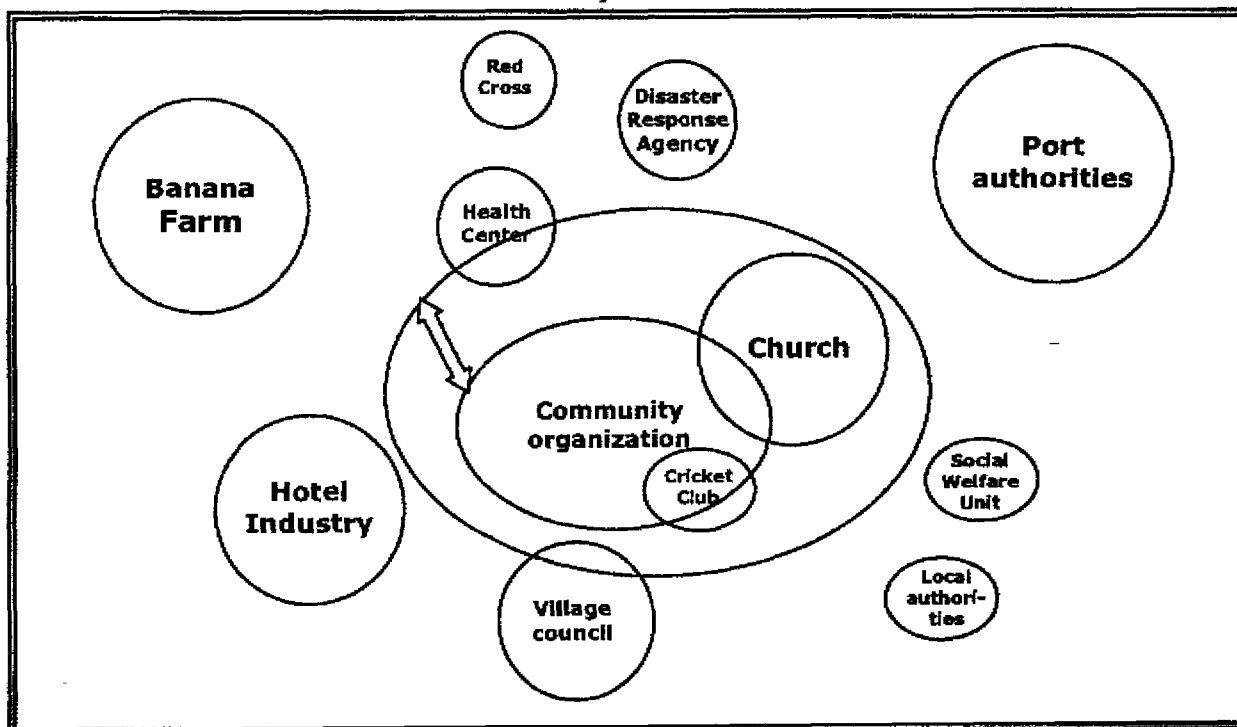
What

Draw a diagram that shows key-organizations, groups and individuals in a community, the nature of relationships and their level of importance.

Why

> Identify organizations (local & outside), their role/importance and perceptions that people have about them.
> Identify individuals, groups, organizations that play a role in disaster response and can support the community.

Who

Team and community members.

How

> Become familiar with the names of the organizations in advance.
> Ask people to develop a set of criteria for determining the importance of an organization and to rank them according to these criteria.
> Ask people to what extent organizations are linked to each other and note the kind of relationship between organizations.

- Draw circles to represent each organization or group. The size of the circle indicates importance. Distance between circles indicates the strength of the relationship.
- Continue focus group discussion on the history of the organizations, activities they have undertaken in the community, how well they function, how good is the coordination, which organizations, groups, individuals are important in times of disasters and in community level decision making mechanisms, etc.

Tool number FOURTEEN

j. Livelihood/Coping Strategies Analysis
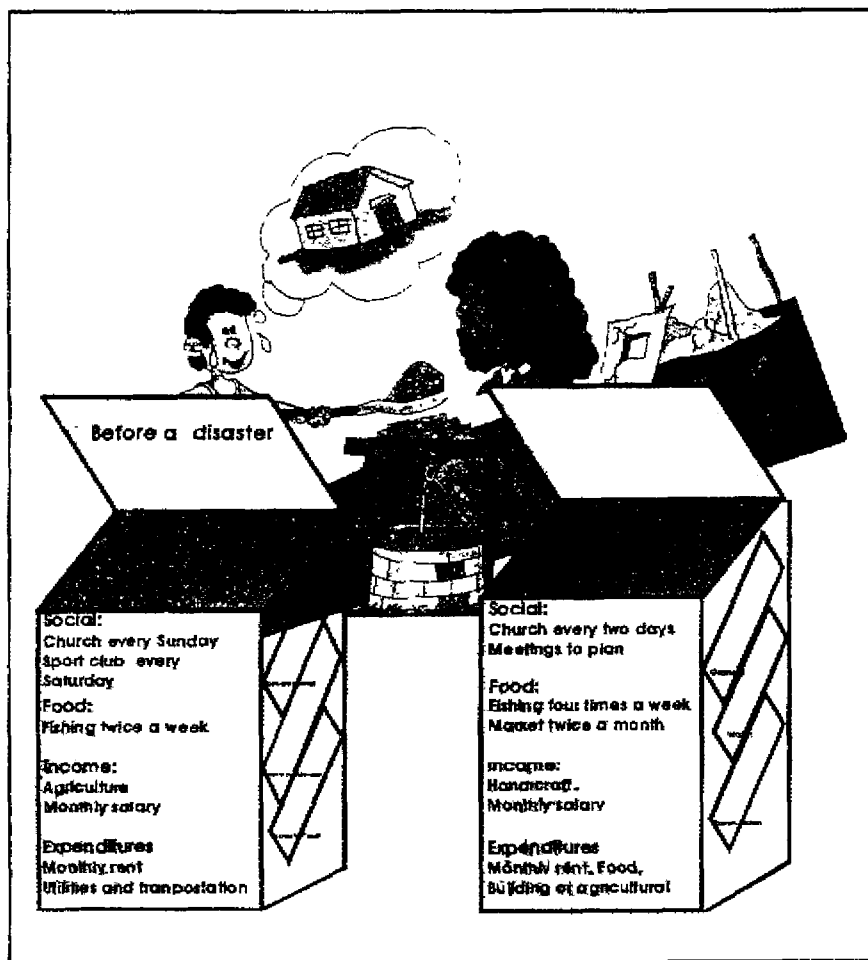
What

Combination of individual household Interviews and drawing of diagrams representing different income or food sources.

Why
To understand livelihood strategies, behavior, decisions and perceptions of risk, capacities and vulnerabilities of households from different socio-economic backgrounds.

Who
Team can split up into smaller teams to conduct individual household interviews simultaneously.

How

- Review hazard map, seasonal calendar and resource map in order to determine criteria to select households belonging to different socio-economic groups (sample should not be at random).
- Decide how many and which particular households you will interview.
- Conduct the interview (1 hour); introduce yourself and give the reason for the interview.
- Start with getting to know household members, composition, age, gender, followed by questions about livelihood and coping strategies.
- Draw block or pie diagrams to facilitate discussion on livelihood sources.
- Continue discussion on how the household copes in times of stress (material, social, motivational).

Tool number FIFTEEN

K. Assessing Capacity Of People's Organizations
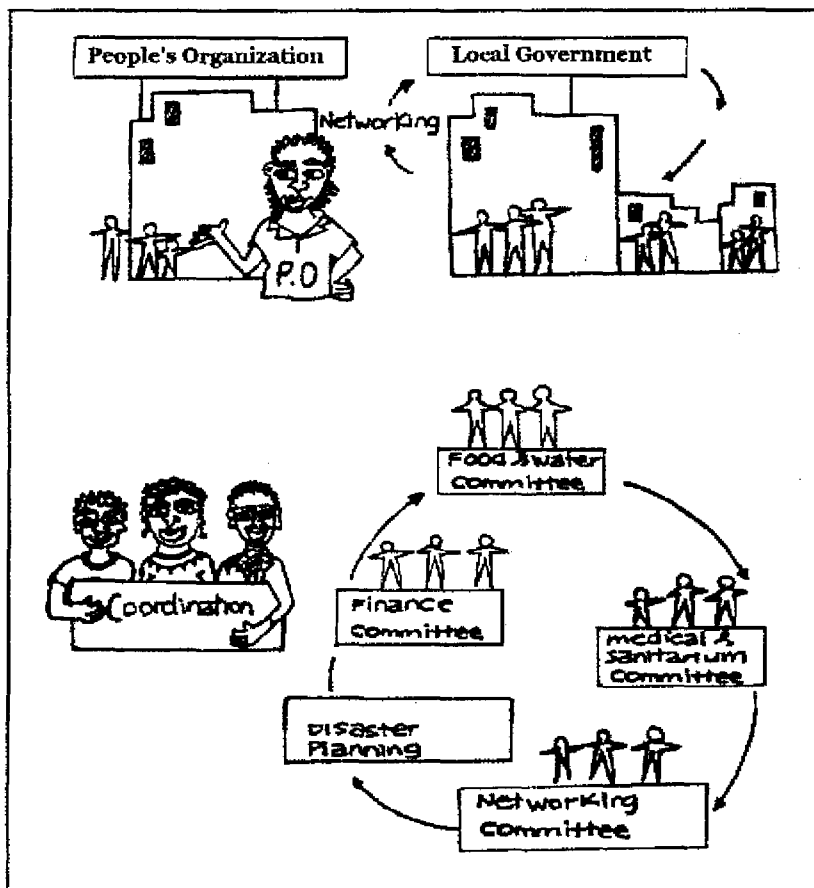
What

Tool for organizational analysis.

Why

To determine the kind of organizational support a people's organization needs to address problems and risks and to gradually build up its management capacity.

Who

Team facilitates discussion with community members and leaders.

How

1. Conduct a semi-structured interview with guiding questions such as:
   ⟩ What is the history of the Peoples Organization? When was it formed? For what purpose was it formed?
   ⟩ How many members are there? Active? Passive? Is this number increasing or decreasing? Attendance during meetings.
   ⟩ How are decisions made?
   ⟩ Does the group have a community development plan?
   ⟩ Are their committees functioning?
   ⟩ What has the group contributed to the community so far?

2. Conduct a SWOT-analysis (strengths, weaknesses, opportunities and threats)

3. Identify measures to address weaknesses and threats, while using strengths and opportunities

Tool number SIXTEEN
I. Problem Tree
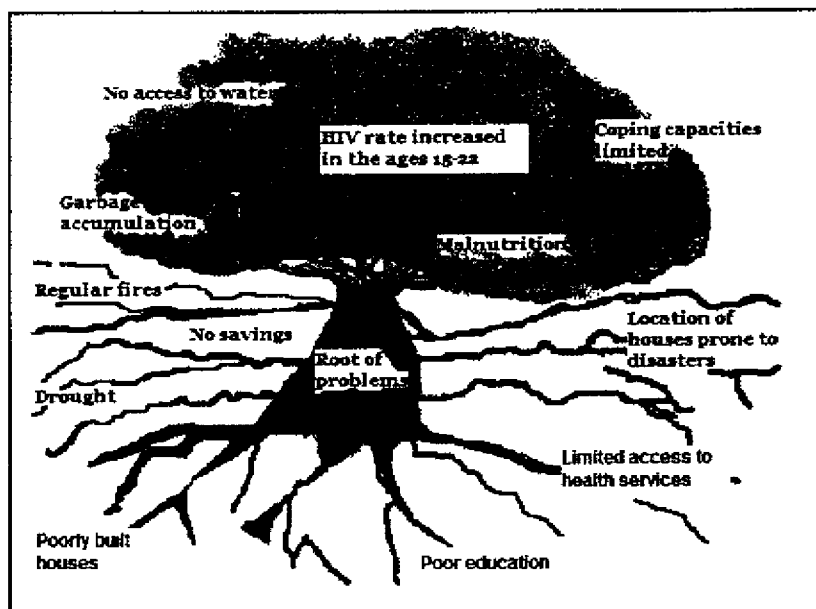
What

Flow diagram showing relations between different aspects of a particular issue or problem.

Why

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

When

During later part of situational analysis or community risk assessment.

Who

Team facilitates discussion with community members and leaders.

How

> * From the information gathered through the use of other tools and interviews, various concerns and problems have already been identified.
> * Give participants small pieces of paper and ask them to write down one major problem on each piece of paper and then tape these on the wall (people can draw problems in case they do not know how to write and read).

> Ask two or three volunteers to group the problems according to similarity or interrelationship.
> Now the drawing of the 'problem tree' can start: the trunk represents the problems; the roots are the causes; the leaves are the effects.

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