



child-oriented participatory risk assessment and planning: a toolkit

Research Team:
MAYFOURTH D. LUNETA
Buklod Tao
Center for Positive Future
Center for Disaster Preparedness



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Grantee: Mayfourth D. Luneta

Mentor: Lorna P. Victoria

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Introduction

Child-Oriented Participatory Risk Assessment and Planning: A Toolkit

Why is there a need to develop, test and implement tools to assess disaster risks involving children?

In most disaster events, children's perspective, needs and capacities are most often neglected or taken for granted. Even though children are generally the most vulnerable population in most disaster situations, they are not usually considered separately when evaluating disaster risks. Usually, it is the adults who speak and act on their behalf. Activities on needs assessment focus on families, with the heads of the families acting as the respondents. More recently, women activists have been somehow successful in ensuring that the needs and capacities of women are considered in these assessments. But how about the needs of children? During disasters, children are also emotionally and physically affected. For example, when both parents need to look for food and income to provide for the family, the older ones are expected to take care of their siblings. Uncertainty affects children's disposition and inner security. In some cases, school is suspended and children are left to "learn" on their own. Games that children play are suspended too, when the streets and playgrounds (if any) are flooded or littered with debris.

In the Philippines, by definition, children are those who are below 18 years of age. For the purpose of this research on developing a toolkit on child-oriented participatory risk assessment and planning, we define children to include teenagers up to the age of 17. Older children are often in a difficult situation, as they are also not listed as adults, and therefore are neglected. Even though society expects them to act like adults, in many ways they are still children. Older children often do not earn income yet and are still dependent on their parents. Yet, during disaster, they are expected by parents and society to be responsible.

The action research to develop the Child-Oriented Participatory Risk Assessment and Planning (COPRAP) Toolkit was conducted by Mayfourth D. Luneta from September 2005 to June 2006 with the support of the ProVention Consortium Applied Research Grants for Disaster Reduction Programme. The Research Partners were Buklod Tao (people's organization in Barangay Banaba, San Mateo Rizal which implements community based disaster management), Center for Positive Future (local high school), and the Center for Disaster Preparedness. The mentor of this Action Research is Ms. Lorna P. Victoria.



Objectives

Child-Oriented Participatory Risk Assessment and Planning: A Toolkit



community children involved in participatory risk assessment



Objectives of COPRAP

- To assess disaster risks and particular strengths and weaknesses of children and the community through participatory means.
- To collectively devise risk reduction solutions based on the results of the participatory assessment.



Pointers to Consider in COPRAP

- Identify the needed information to gather in the risk assessment process.
- Prior to the assessment, have a common understanding of the basic concepts of disaster risk.
- Meet with the barangay (village) and community leaders. Agree who will undertake the assessment, who will facilitate and who will be the participants. Ensure that women, men, youth and children are represented. Assign a facilitator and documenter.
- Select the appropriate assessment tools.
- Schedule the assessment and the target venue.
- Undertake disaster risk assessment -- gather data and analyze them; prioritize disaster risks; identify particular strengths, weaknesses; enumerate the elements to be possibly affected by hazards/disaster and major problems of the community.
- Based on the assessment, identify possible solutions and alternatives.
- Present the results in a General Assembly for ratification.
- Prioritize the solutions that were previously identified.
- Discuss and plan collectively, identify roles and who will be responsible for these roles.
- Implement the risk reduction plan.

Tools

Child-Oriented Participatory Risk Assessment and Planning: A Toolkit

Tools Used in COPRAP

The tools composing this toolkit are those which were found effective during the course of the Child-Oriented Participatory Risk Assessment and Planning field work in Barangay Banaba, San Mateo, Rizal. The research team divided themselves into 4 groups working with children aged 7 – 13, teenagers, male adults and female adults. The high school students from the Center for Positive Futures teamed up with Buklod Tao representatives in facilitating assessment with children aged 7 – 13.

While some of the tools have been adapted from the previous work of the Center for Disaster Preparedness in participatory risk assessment and child-oriented participatory risk assessment in conflict situations, at least 6 new tools involving children and youth were developed from youth and children activities, such as, “Make me a Portrait of ...”; “Dangerous Things”; “My Needs Before, During and After the Typhoon and Flood”; “Top 5 Problems”; “Suggested Solution”; and “Our Suggestions to Those in Authority”.

The COPRAP framework and tools have been used in the Center for Disaster Preparedness’ urban disaster risk reduction work with Dagupan City in the Program for Hydro-meteorological Disaster Risk Mitigation in Secondary Cities in Asia and child focused disaster risk management training with Plan International-Philippines in Southern Leyte and Child Fund Japan-Philippines Office.

The dissemination of the COPRAP toolkit does not imply that this is “the toolkit’, rather it is hoped that users working with children in participatory risk assessment and risk reduction action planning will find ideas from and innovate on the COPRAP tools. Materials, procedures, methods can be changed depending on culture, particular contexts and other factors. The age range of participants for particular tools may also vary.





1 : representation of self

description

Drawing of a thing, animal or plant that represents or illustrates self. This activity is best done at the beginning to create ease among the participants. This tool may be used with children, preferably ages 7 to 17.

objective

To build rapport and create ease between the facilitator and the participants, and to know and identify the strengths and weaknesses of the children participants.

materials

Bond paper and crayons, pencil or ballpen.

procedure

1. Ask the children to draw a thing, animal, or plant which best illustrates him/her.
2. Ask each child to present his/her drawing to the group and explain how his or her drawing reflects him or her.
3. Thank the children after their presentations.
4. Make sure that someone records the comments of each child.
5. Summarize and point out that each child has different characteristics, likes and dislikes. Encourage the children to accept and respect each other, even if they are different from one another.

2 : safe and dangerous places



description

Picture of the place/s which the child considers safe and dangerous. This tool is recommended for use with children ages 7 to 12.



objective

To check if the child has knowledge of safe and dangerous places, and how s/he perceives them.



materials

Bond paper and crayons, or may also use clay.



procedure

1. Ask each child to draw using crayons or to mold using clay his or her house and its surroundings.
2. Ask the children to put identifying marks on the safe places inside and outside his/her house, using a specific color
3. Have the children put identifying marks on the dangerous places inside his/her house using a different color from the safe ones.
4. Allow them to report and explain their work after the activity.
5. Make sure that someone records the comments of each child.
6. Summarize all the reports, emphasizing the commonalities and differences and relate it with the goal of having safer places and communities. Have an interactive lecture on what “safe and dangerous” means.





3 : *make me a portrait of...*

description

Depicting scenes through the children's perspectives. The facilitator will instruct the children to act out a scene or activity in a hospital, zoo or park. Then the facilitator will ask the children to depict their condition and activities before, during and after the hazard or disaster. This tool is recommended for children and teenagers ages 7 to 17.

objective

To know what the participation of the children is, before, during and after the flood.

materials

The participants themselves will serve as parts of the portrait.

procedure

1. Group the participants by fives.
2. Give instructions which each group should follow.
3. Ask the children to create a tableau or portrait using their bodies and the things that are with them. Ask them to freeze into a tableau after 20 seconds.
4. Participants may be asked to depict a hospital, zoo or park, after which they are then to show their condition and activity before, during and after the flood.
5. While they remain "at freeze", ask and clarify what they are trying to show, especially the activities that they do before, during and after the disaster. After everyone has explained, allow them to report what they did.
6. Make sure that someone records the comments of each child.

Tools

4 : dangerous things

description

Molding of dangerous things using clay or mud. This tool is more commonly used with children ages 7 to 12.

objective

To know the perspective of children towards dangerous things or animals.

materials

Clay of different colors

procedure

1. Hand out clay to each child.
2. Ask them to mold the things and animals they think are dangerous.
3. Make sure that someone records the comments of each child.
4. Summarize





5 : my needs - before, during & after the typhoon & floods

description

Molding clay to show the needs of children before, during and after the disaster. This tool is more often used with children ages 7 to 17.

objective

To know the needs of the children before, during and after the disaster.

materials

Clay of different colors

procedure

1. Instruct the children to mold items they need before, during and after the flood.
2. Ask them to explain their molded clay figures.
3. Make sure that someone records the comments of each child.
4. Summarize

6 : top five problems



description

Identification of the 5 primary problems of the children. This tool is commonly used with children ages 7 to 17. The problems may be classified into two: when there is flood and when there is none.



objective

To know the 5 primary problems which children face.



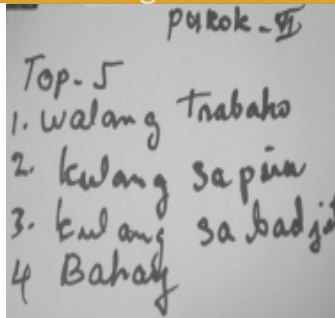
materials

Bond paper, with pencil or ballpen.



procedure

1. Ask the children to write what they consider their top 5 problems.
2. Allow them to report their answers.
3. Make sure that someone records the comments of each child.
4. Summarize and relate their problems with those of their community.





7 : *suggested solutions*

description

Offering solutions to identified problems of the youth and children. This tool is used with children ages 7 to 17.

objective

To know the suggestions of the youth and children in solving the problems confronted by the children and the community.

materials

Bond paper and ballpen or pencil.

procedure

1. Ask the children to write their suggested solutions to the identified problems of the youth and children.
2. Have them report their answers after everyone has finished with the write ups.
3. Make sure that someone records the comments of each child.
4. Summarize and relate that the solutions which they proposed can contribute not only to their community's problems but also to solving the bigger problems of the country.

8 : suggestions to those in authority



description

Teenagers aged 13 to 17 specify which suggested solutions are to be addressed to parents, *Sanguniang Kabataan* Leadership (Village Youth Council) , Barangay Leadership (Village Leaders), NGO/s or fellow youth.



objective

To explore the possible solutions to problems that the teenagers want to suggest to Local Authorities.



materials

Bond paper and crayons, or may also use clay.



procedure

1. Ask the youth to write down their suggestions to those in authority.
2. Ask them to report to the whole group after everyone has finished with the write-ups.
3. Make sure that someone records the comments of each child.
4. Summarize by organizing the individual solutions into a “solution list” according to importance.
5. Discuss and arrive at a consensus on which should be the top solutions.



participatory risk assessment in Dagupan City (PROMISE project)



9 : hazard and resource map

description

Drawing of the map of the community indicating areas prone to flooding and houses and facilities which can be damaged (high, medium, low risk areas) and the resources which are available for disaster risk reduction like safe evacuation center and routes, office of the barangay, headquarters of Buklod Tao, the Center for Positive Future. This tool can be used with adults, women and men in separate groups.

objective

To know the safe and dangerous areas in the barangay. To know what will be affected or can be damaged by disaster and locate in the map the resources present in the community for disaster preparedness and mitigation.

materials

Manila paper, pentel pen, crayons and plastic cover.

procedure

1. Ask the participants to draw the spot map of the barangay (community map with landmarks). Ask them to draw and mark where the resources and basic services in the barangay are located.
2. Place the plastic sheet over the spot map after the “high risk” or dangerous areas, “medium risk” and “low risk or safe” areas which are indicated by different colors as agreed upon by the participants.
3. Have them to report on their work.
4. Make sure that someone records the comments.
5. Summarize the hazards that the community face and the resources that the community owns

*hazard and resource mapping in
Bocayao Norte, Dagupan City
(PROMISE project)*

10 : understanding livelihood in our place



description

Informal sharing about the various means of livelihood in the community. Participants enumerate the different types of livelihood in the barangay, exploring what alternative livelihood people get involved with during flood or rainy season, and identifying problems associated with livelihood. This also probes into the existence of child labor. This is used with male and female adults grouped separately.



objective

To know the different forms of livelihood in the barangay.



materials

Bond paper and pencil or ballpen.



procedure

1. Prepare the questions for the informal sharing of livelihood like:
What is the primary source of income of the family? Of the Father? Mother? Children?
What is the alternative livelihood if there is flood?
What are the problems and the solutions regarding livelihood?
2. Have the participants discuss answers to the questions and report to the group.
3. Make sure that someone records the comments of each participant.
4. Summarize and relate to a bigger issue of income and livelihood



making of Go Bags (evacuation bags) as livelihood option for mothers in Buklod Tao



11 : the organizations in our places

description

Description of various organizations existing in the barangay. This is to identify the parties who can potentially help advance or hinder risk reduction and development activities of the barangay.

objective

To identify the organizations that can assist in advancing disaster preparedness and development efforts.

materials

Manila paper, pentel pen, and colored paper.

procedure

1. Ask the participants to list the organizations within the barangay and those outside (but maintains connection with the barangay).
2. Draw circles representing the organizations, the size of which being in proportion to the size of the organization. Draw a heart at the center symbolizing the heart of the barangay. The nearness and distance of the circles to the heart indicate the closeness of the organization to the heart of the barangay people.
3. Allow them to report their work. Ask them to explain why some organizations are near to the heart, and some are not.
4. Make sure that someone records the comments of each participant.
5. Summarize by pointing out the crucial organizations and those that can be tapped for various purposes by the children.

12 : disaster timeline



description

Plotting of disasters experienced by the barangay from the present back to the farthest past which participants can recall. This tool is better to use on adults in the community with males and females either grouped together or separately. The effects of the disasters and the actions taken by the people in response to these can also be outlined.



objective

To know the disasters experienced by the barangay, their effects and the actions taken by the people.



materials

Manila paper and pentel pen.



procedure

1. Ask the participants to draw and fill the chart below.
2. Allow them to report their work after everyone has finished with the charts.
3. Make sure that someone records the comments of each participant.



Year	Disaster	Effect	Action Taken		
			People	Barangay	NGO



Images

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risk reduction solutions and actions as a result of coprap

"Iwas-Sakuna" Kids' Swimming Training and Drill



Research team BUKLOD TAO, Center for Positive Future, and Center for Disaster Preparedness in Barangay Banaba (left).



Taraulins with disaster preparedness messages for the community (right).



Improved version of the life vests made by mothers in the community are used in the Kid's Lifevest Drill held in a nearby resort-swimming pool early Sunday morning of 17 September 2006.



Community youth and students of Center for Positive Future sharing on their involvement in COPRAP. (left, center)
Mothers sharing about the life vest and Go bag they produced. (right)



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CENTER FOR DISASTER PREPAREDNESS (CDP)

CSWCD Building, R. Magsaysay Ave.,

University of the Philippines Campus

Diliman, Quezon City, Philippines

Phone: +632-9266996 / +632-9287285

Email: cdp@info.com.ph

Website: www.cdp.org.ph

