



Child-centered hazard, vulnerability and capacity assessment and planning in urban settings

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Save the Children

Objectives

Assess the effectiveness / limitations of current HVCA methods in assessing children's vulnerabilities & capacities to urban risks

Review practices in child-centred and child-led DRR

Understand the roles, actions, attitudes and capacities of different stakeholders applying HVCA in urban contexts



Methodology

Literature review and systematic review of existing HVCA toolkits



20 toolkits

Needs assessment conducted with practitioners involved in DRR/CCA and youth-centred development



23 Key informant interviews with practitioners and researchers with experience of developing HVCA tools, and urban practitioners primarily in Asia

Findings



HVCAs rely on 5 - 15 tools

Type of Tool or Activity	Number of toolkits it features in
Community / School Mapping (Hazard, resources, capacities etc)	14
Seasonal Calendar	14
Historical / Disaster Timeline	12
Vulnerability Analysis	9
Institutional / Stakeholder / Political Mapping	9
Transect Walk	7
Key Informant Interviews	7
Focus Group Discussions	7
Livelihood Analysis	6
Social Mapping	6
Hazard Ranking	6

Adapting HVCA to urban contexts

- Different physical hazards than those in rural settings
(e.g. air pollution, road safety, hazardous materials/chemical exposure, drug use & trafficking)
- Often inadequate social protection mechanisms and access to basic services,
- *Different risks for poor urban children & youth that most HVCA frameworks do not address*



Taking a holistic view of risks

HVCA implementation tends to overlook widespread social threats to children:

- *Domestic violence*
- *Bullying*
- *Exploitation in the labour market*
- *Human trafficking and prostitution*
- *Slum eviction*



Recognising the diversity of children & young people



- Street children & child labourers are identified through implementing projects, rather than assessment that focus on these at-risk groups.
- Children from medium/high-income areas and their risks are not identified, even though they may be equally exposed to urban hazards.

Enabling children's participation

- Consultation doesn't necessarily translate into substantial involvement in project activities
- Voice does not seem to be well ingrained in any of the HVCAs
- Promoting young people's voice appears to be reliant on staff commitment and capacities
- Children appear not to be recognised as agents of change in urban areas in the same way that they have been in rural areas - needs further investigation

Limitations in practice

- ‘Tiredness’ of community members: unwilling to devote time to discussing natural hazards; not a priority amidst all the other pressures they face
- Challenges to work with local authorities
 - e.g. many different layers of administration and bureaucracy, municipal DRR staff turnover after elections
- Limited integration of community-based, informal, governance mechanisms into HVCA
- HVCAP too linear in its application
 - Doesn't allow for genuine reflection on the multitude of stakeholders involved, their underlying motivations & differences

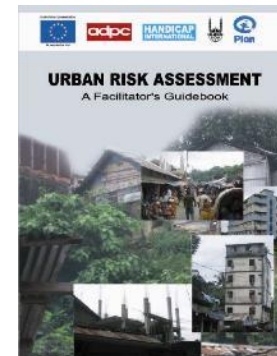
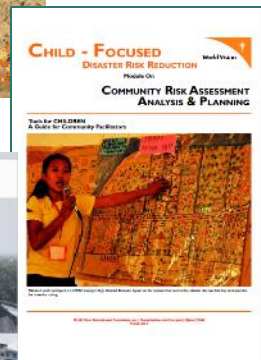
Adapt tools to context and users' end goals

- More discussion is needed at the inception phase
 - Why conducting a HVCA? For what purpose? Where? With what capacities?
- Key operational questions in a transparent manner to help the planning phase and support the principles of social inclusion in project cycle management



VCA training guide
Classroom training
and learning-by-doing

International Protection
of the Child and the Children's Rights



Recommendations – general

- Understand urban areas as continuously changing
- Look at urban risks from children's point-of-view
- Adopt a city-wide view of hazards, risks and vulnerabilities rather than automatically focusing on slums
- Need staff specialised in dealing with urban complexities in the DRR/resilience context

“Process tool” - rationale

- no need to reinvent the wheel
- freedom to adapt, customise and borrow from existing toolkits to fit the specific contexts
- flexibility and choices – a deliberative process
- decision-making should be explicit/transparent

Process tool - approach

- focuses on decision-making processes
- enables users to plan and choose approaches more effectively by making them question the decisions they make during the process
- integrating approach that can be applied across multiple tools/toolkits and operational contexts
- ensures that everyone goes through a consistent, robust, deliberative decision-making process
- can be applied before (planning), during (monitoring) and after (reviewing)

Process tool - contents

34 questions, relating to:

- Objectives and planning (7)
- Methodology (14)
- Participation, voice and empowerment (6)
- Results and evaluation (4)
- Outcomes (3)

Objectives and planning

- What is the overall aim and purpose of this urban HVCAP? Is it situation diagnosis, planning, empowerment or advocacy? If it has more than one of these aims, how does the design and implementation of the HVCAP contribute to these?
- Which thematic priorities and/or cross-cutting issues is it addressing?
- How much information is needed to achieve the objectives? What kind of evidence is most important?
- Outcomes: who will use the results, when and for what purpose? How will outcomes be monitored? (NB: focus on outcomes, not outputs)
- Who is making the strategic and operational decisions about the urban HVCAP?
- Resources and capacities (availability and limitations). What relevant skills are available/missing? What provision is there for skills training? What are the financial and time constraints? What technical expertise/back-up is available?
- What is the influence of each of the above factors on the urban HVCAP methodology and choice/application of tools?

Methodology

- Who is the urban HVCAP intended to help? Why have these groups been chosen?
- What is the domain of the urban HVCAP; where does it take place (e.g. in a household, community, municipality, slum or school setting)? Why was this chosen?
- What is the wider context of the assessment (e.g. geographical, political, socio-economic, thematic)? How was this decided?
- What risks and vulnerabilities will it consider (e.g. will it focus on the physical environment or take an all-risks perspective)?
- How will it capture underlying risk factors (e.g. poverty, discrimination, land rights) in addition to immediate risks (e.g. exposure to hazards)?
- Does it consider power structures, relationships and dynamics, and their influence on vulnerability?
- What assessment methods and tools are available for the urban HVCAP (in terms of trained staff, resources, etc.)?
- Does it consider how children and young people's vulnerabilities differ according to other socio-economic factors (such as gender, disability, ethnicity)?
- How does the urban HVCAP link to other tools or assessments carried out with the same target groups, in the same or neighbouring localities or in the surrounding region?
- Which methods and tools were chosen, and why?
- What is the role/purpose of each tool selected? What knowledge do we acquire by using it? How does it contribute to the overall HVCAP?
- Is there a need to adapt or customise particular tools or methods? If so, what is the appropriate process for deciding, planning and doing this?
- What tools and methods are not used (due to lack of skills, resources, time etc.)?
- What are the implications of all of the above choices for the urban HVCAP findings?



Participation, voice and empowerment

- What is the structure of the team carrying out the urban HVCAP? How are decisions made about the purpose, approach, methods, etc.? Who in the team (or elsewhere in the organisation) has responsibility, authority and influence over the process?
- Who in the community/location participates in the urban HVCAP and how do they do so?
- How participatory is the process? (there are different forms/levels of participation)
- Is the HVCAP child-centred? Child-participatory? Child-led?
- Are children's voices heard? Who is listening to them? Whose voices are not being heard?
- Who is empowered through the HVCAP process, and how?

Results and evaluation

- How reliable is the evidence from the urban HVCAP? What are the strengths and weaknesses in the evidence base?
- How useful is the knowledge gained from the process? Who is it useful for?
- What issues has the HVCAP not addressed? What questions were not answered?
- How do we measure the quality and success of the HVCAP?

Outcomes

- Who uses the results of the HVCAP? For what purpose(s)?
- What actions followed from the HVCAP? What did they achieve?
- What was learnt from the HVCAP? Who was this learning shared with and how was this done?