Gender and diversity sensitive Vulnerability Capacity Assessment (VCA)

> This guidance note was prepared in support of the Gender and Diversity for Vulnerability and Capacity Assessments – Field School held in Thailand in May 2017. It should be read as a complementary note to the existing VCA guides (available here), also keeping in mind that each NS has developed over time its own guidance documents (available here for some SEA countries) to implement VCAs at community level.

An Overview

The aims of VCA are to:

- assess risks and hazards facing individuals and communities and the capacities they have for dealing with them;
- involve individuals, communities, local authorities and humanitarian and development organizations in the assessment from the outset;
- draw up action plans to prepare for and respond to the identified risks;
- identify risk-reduction activities to prevent or lessen the effects of expected hazards, risks and vulnerabilities.[1]

To achieve the aims of the VCA we must systematically apply a gender and diversity approach to the assessment process including the methodology, tools, data collection and analysis.

We must, therefore, not look only at a community as an entity in itself, but apply this approach to ensure we engage with and understand the needs, capacities, priorities of women, men, boys, and girls, as well as people with disabilities and individuals from diverse social, cultural, economic and religious groups that make up the community.

Gender and diversity is essential and fundamental to the work we do within the Red Cross Red Crescent Movement. We know that women, men, boys and girls prepare and respond to disasters in different ways due to their roles in the household, in society and due to the expectations placed on them because they are male or female. When assessing resilience to disasters, factors related to a person's gender and diversity can compound risk and vulnerability.

Gender and diversity norms differ between societies and cultures but importantly, within communities and between generations. Therefore, programmes and services must be designed, implemented, assessed and analysed in ways that address these differences. The IFRC gender and diversity approach provides a framework and an analytical tool to allow us to understand what already exists within communities and analyse this information, ensuring we leave no one behind, achieving greater individual and community resilience.

A key focus of the IFRC's gender and diversity approach is to ensure the active participation of men, women, girls and boys and all diverse groups in the community, under the framework of 'DAPS' (dignity, access, participation and safety).[2]

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[1] Sourced from http://www.ifrc.org/vca
[2] IFRC Minimum standard commitments to gender and diversity in emergency practice.

IFRC Minimum standards to gender and diversity in emergency programming (MSCs)

The [IFRC Minimum Standards to gender and diversity in emergency programming](#)
presents Red Cross Red Crescent staff and volunteers with a set of Minimum Standard
Commitments to gender and diversity in emergency programming. They are designed
to assist in the analysis of and response to the distinct needs of females and males of
all ages and backgrounds. The standards include guidance on 7 technical sectors
(including Disaster Risk Reduction) and specific guidance on needs assessments and
gender and diversity analysis. The guidance follows a framework of dignity, access,
participation and safety (DAPS). The DAPS Framework provides a simple but
comprehensive guide for addressing the core actions in Red Cross Red Crescent
emergency programming. Principles of dignity, acce ss, participation and safety of all individuals and groups
are in the core protection principles of the Humanitarian Charter and the Core Humanitarian Standard.
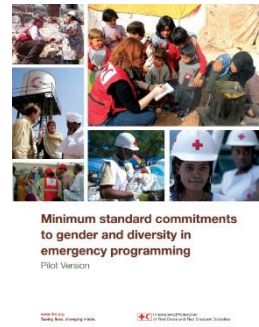
Definitions

Gender: A concept that describes the socially constructed differences between females and males
throughout their life cycles. Gender – together with factors such as age, race and class – influence, notably, the
expected attributes, behaviour, roles, power, needs, resources, constraints and opportunities for people in any
culture. *Gender is also an analytical tool* that enables a better understanding of factors of vulnerability with a
view to more appropriately respond to need.[3]

Diversity: Diversity means acceptance and respect for all forms of difference. This includes, but is not limited
to, differences in: gender, sexual orientation, age, disability, HIV status, socio-economic status, religion,
nationality and ethnic origin (including minority and migrant groups - taking into account legal status). Gender
interacts with other aspects of diversity as there is an important interrelationship between discrimination based
on gender and discrimination because of other forms of diversity.[4]

Gender and diversity analysis

Gender analysis examines the relationships between females and males; their roles, responsibilities, access
to and control of resources and constraints they face relative to each other.

Diversity analysis examines the distinct reality of being a particular age/age group, disabled, pregnant
women and other contextual factors (e.g. minority group, ethnicity, etc.)

A gender and diversity analysis should form the foundation of our approach when planning, conducting and
analysing the VCA. It ensures we achieve results that are representative, and can support programmes that
increase the resilience of all in the community.

If we do not include a gender and diversity analysis as part of the VCA:

- We limit the effectiveness of programmes and operations
- Humanitarian operations/community programmes do not reach the most vulnerable
- We have the potential to deepen pre-crisis inequalities
- We also may not meet donor requirements

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[3] CD/15/15, Council of Delegates, 2015, Progress Report on Sexual and gender-based violence in armed conflict and disaster, p.5.
[4] Adapted from IFRC Strategic Framework on Gender and Diversity Issues, 2013-2020,
http://www.ifrc.org/Global/Documents/Secretariat/201412/IFRC Strategic Framework on Gender and Diversity Issues-English.pdf p.5.

Some key questions to consider when looking at a Gender and Diversity analysis include:

Gender and diversity analysis

Who** is affected? **Why and how** are they affected? **What are their distinct needs, protection concerns and priorities?

Who does what? How? Where? When? Why? (Labour)

Who uses what? How? Where? When? Why? (Access)

Who controls what? How? Where? When? Why? (Decision making and control = Power)

Who knows what? How? Where? When? Why? (Information = Power)

Who benefits from what? How? Where? When? Why? (benefit-sharing)

Who is included in What? How? Where? When? Why? (participation)[1]

Sex, age and disability disaggregated data (SADDD)[5]

"Disaggregating" data refers to counting people according to different categories such as sex, age and disability. For this to happen, people need to be counted according to these categories at the point of assessment or service delivery.

The primary aim of collecting SADDD is to ensure that:

- we know who we are speaking to in the community and who we may have missed;
- that we understand and can represent the needs and priorities of all in the community;
- that all people who need services can access them;
- that services are provided equitably

Disaggregating data by different categories is the first step towards an analysis of who we are reaching and not reaching in the communities. All data collected should be disaggregated by **sex (male/female**[6]). Further disaggregation by **age (actual age or age group e.g. 0-5)**, and **disability (e.g. physical, visual, auditory impairments)** or other context-specific factors is highly recommended where context requires. Other factors can include position or status of the person in the community, different ethnic groups, whether they are a citizen or non-citizen, those with legal status in a country (e.g. regular migrants) v.s. those without (e.g. irregular migrants). Understanding what is culturally acceptable to ask in each context should be a consideration for whether and how you ask for this information, e.g. asking someone's ethnic group may be a sensitive question in some communities.

Data should also be analysed in a disaggregated way, to compare and contrast between the other data groups. It is also important to explain and triangulate the data through further gender and diversity analysis and triangulating with other secondary data sources.

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[5] For more information an IFRC SADD guidance note will be included in the revised Minimum Standard Commitments to gender and diversity in emergency practice (2017).

[6] In some countries / contexts additional gender categories may be added, e.g. if transgender is a recognised gender identity.

Disability inclusion [7]

"Disability results from the interaction between people with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others".[8]

Impairment + Barrier = disability

This highlights the importance of creating an enabling environment for people with impairments to access and participate in the VCA process.

Types of impairments are problems with bodily functions or alterations in body structure. For example: Paralysis or blindness, physical, vision, mental, intellectual, hearing and speaking.

General barriers can be visible or invisible. Barriers can include: Thought and attitude barriers, physical barriers, information barriers, policy and institutional barriers.[9]

Planning the VCA

What to consider before you start

Identification and acquisition of necessary resources

It is necessary to ensure a gender and diversity-sensitive budget and resource allocation when planning for the VCA:

- **Can you access everyone in the community?** Based on an initial gender and diversity analysis of the community, including the times of day men and women are available, languages spoken etc. it is important to identify whether additional budget will be required to conduct the assessment (e.g. travel costs for various visits if required, additional costs for translators, etc.)
- **Are your teams balanced?** If you need more female / male data collectors, will they require training? Or do you need to factor in budget to have accompanying family members or colleagues.
- **Are your resources inclusive?** Do you have visual and sensory materials that can be used by people who cannot read or write? Is the venue / meeting place for the VCA accessible to people with physical disabilities?

Composition of your team

- Team composition during assessments is important. Without the right team composition, we risk not allowing people to truly tell us about their needs, priorities and capacities.
- We need to consider practical ways to ensure that our teams are gender balanced and representative of the community.
- Do you have a broad set of skills within the team e.g. people with assessment experience but also people who have training skills or experience in gender and diversity-sensitive programmes?
- Is your team comprised of people of different gender and age groups, ethnicities and religious groups

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[7] For further information on disability inclusion in Community Based Disaster Risk Reduction Processes, please see http://www.didrrn.net/main/front/files/EN_TL_Disaster_Risk_Management_2page.pdf

[8] (UN Convention on the rights of persons with disabilities)(www.un.org/disabilities/convention/conventionfull.html)

[9] http://www.didrrn.net/main/front/files/EN_TL_Disaster_Risk_Management_2page.pdf

- Do you have people who speak the different languages of the community to ensure their inclusion?

NB: It would be advisable for all team members to complete the 'Different Needs Equal Opportunities' gender and diversity online training course before conducting the VCA.

Composition of community respondents

- Men, women and anyone who identifies with another gender or no gender
- People of different age groups including the elderly, youth and children
- People with different types of disability
- People from different religious, ethnic, linguistic, or migrant groups (for example regular and irregular migrant groups or stateless people)[10]
- Pregnant / lactating women
- Male and female heads of household
- Organisations in the community such as local women's groups and agencies specialised in working with people with disabilities, migrant populations, non-citizens etc.

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[10] For definitions on the different categories of migrants, please refer to the IFRC migration glossary of terms 2017.

Implementation of the VCA

The following section includes an overview of some key tools that are used during the VCA.[11]

Some general considerations when using each of the tools include:

- Always ask who in the community is not present, or being represented?
- Is everyone in the group confident to speak and if not, how can we resolve this. E.g. if young people are included in groups with older people they may not feel as free to express their opinion. Similarly, power dynamics between different social or ethnic groups may impact individual voices being heard.
- Review whether your VCA process is fully inclusive of people with disabilities. Ensure the correct assistance and accessibility has been considered, to and in the meeting place. Review the format of tools e.g. do you need to use sign language? Will specific visual aids be necessary to convey questions or key messages during the discussion?
- Are you following 'Do no harm principles'?
- Do you have a representative team composition? E.g. male and female facilitators to conduct the tools with men and women respectively?
- Do you have facilitators who can speak all the local languages to ensure all linguistic groups are included?

Do No Harm:

The 'do no harm principle': Ensure we do not expose people to further harm as a result of our actions and that we take active steps to avoid or minimise any adverse effects of our intervention, in particular the risk of exposing people to increased danger or abuse of their rights.

In the context of the VCA this principle would relate to ensuring:

- The intervention in community and the assessments conducted, do not further expose people to physical hazards, violence or other rights abuse, or have an adverse impact on the environment.

- Assistance provided and programmatic approaches that follow from the assessment do not undermine the affected population's capacity for self-mobilisation, and engaging their own risk reduction methods and coping strategies.

- Information gathered during the assessment is done in a way that does not create or exacerbate conflict in the community or create barriers between groups. Sensitive information collected is done so in a confidential way that does not jeopardise the safety or security of the informants

(Adapted from Protection Principle 1, The Sphere handbook (http://www.spherehandbook.org/en/protection-principle-1-avoid-exposing-people-to-further-harm-as-a-result-of-your-actions/)

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[11] These have been selected as part of a sub-regional gender and diversity VCA field school in Southeast Asia. The field school was conducted in collaboration with Thai Red Cross and therefore aligned with the tools used by the National Society. Extra tools have been included for further information and for the purpose of the field school.

Vulnerability and Capacity Assessment (VCA) tools

The following VCA tools include guidance for ensuring a gender and diversity approach is taken. For the original guidance on the tools and templates, refer to the IFRC VCA toolbox (following the numbering provided next to each heading) or refer to the specific tools from your National Society. **It is recommended that these gender and diversity guidance notes are used to complement and be used in parallel to the original IFRC toolbox, to strengthen the gender and diversity approach to the VCA including enhancing the original tools and templates.**

• **Secondary Data Analysis**	• **Livelihood and coping strategy analysis**
• **Mapping**	• **Daily schedule**
• **Seasonal calendar**	• **Stakeholder analysis**
• **Historical calendar**	• **Transect walks**
• **FGD**	• **Semi-structured interviews**

Secondary data analysis (RRS1):

A review of secondary sources means collecting information that already exists, usually in the form of written reports or documents. It provides an overall picture of the community in which the VCA is going to be carried out. This review should be done prior to any field work, as the findings may influence the types of tools you choose to use in a given community.[12]

Framework for secondary data collection

- Gender and diversity composition in the community – male, female, age (including children and elderly), ethnic or religious groups, LGBTI persons, nationalities, migrants.
- Number of people with disabilities (male, female, children & elderly), number of people with each type of impairment (adult and children), number of people with disabilities enrolled in school, total number of people with disabilities living alone, number of households having more than one person with disabilities.
- Social indicators – education, health, socio-economic status, language.
- Social norms and their implications on gender relations – Family codes, cultural practices such as female genital mutilation, early marriage, discrimination/stigmatisation of lower castes, ethnic minority groups.
- Roles and responsibilities of women, girls, boys and men of different ages and of diverse groups, in the home and communities.
- Known risks and hazards in the community
- List of key community leaders / head of village
- List and role of humanitarian actors, including women's groups and groups who specialise in at-risk or diverse groups in the community e.g. people with disabilities, ethnic or religious minority groups.
- The local government structure
- Layout / map of the community
- Understanding the population: When do men and women usually work? What time are they usually at home? What is the main livelihood in the community – for men and women.
- Other information deemed important or interesting to know to support the tools development stage and field visit preparation.

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[12] http://www.ifrc.org/Global/Publications/disasters/vca/vca-toolbox-en.pdf page 18.

Sources of information

Examples of sources to obtain the secondary data and conduct the analysis include:
- Journals and reports
- Internet websites
- Census
- Poverty reduction programmes
- Planning units of local governments
- Humanitarian or development stakeholders / NGOs working in the area

Mapping (RSS 6)

Maps can be made by a community to indicate the position of risks and hazards. They can also be used to understand what a community has in the way of resources and where they are located. Maps are also useful for stimulating discussion among community members about important aspects of the community. They can help a community to analyse potential problems and solutions.[13]

Importance of gender and diversity

Based on gender, age and diversity factors, information collected through the mapping may differ in relation to:

- The perception of risks and hazards
- The importance and significance of these risks and hazards
- Experience and analysis of solutions to reduce and mitigate risk

Maps can be useful not only to highlight the physical issues in the community but also social issues, safety and security risks.

Gender and diversity approach

- One map should be made by a group of women and a separate one by men. Male-facilitators should facilitate the male team and female facilitators the female team
- It is important to ensure a representative approach within the sex-disaggregated groups, including, young, elderly, persons with disabilities, migrants etc. It is also recommended to hold separate mapping discussions with people of different age groups etc.
- Following an analysis/discussion of the data in the single sex groups first, each map can be presented to both groups in the community e.g. the map developed by the male group should be presented to the female group and vis versa. This will create a discussion around different perceptions and priorities which will support the development of practical solutions in the community.
- Mapping should be conducted at times of day identified in consultation with the community. This will ensure participation of men and women from diverse groups (e.g. persons with disabilities, older people, boys and girls, adolescents, migrants).
- During the mapping process ensure data of participants is recorded, disaggregated by sex, age and disability.

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[13] http://www.ifrc.org/Global/Publications/disasters/vca/vca-toolbox-en.pdf

Risk and hazard mapping should allow you to:

- Understand gender-specific hazard risks/threats in the community and do people in the community perceive this difference?
- Identify practical and strategic risk reduction measures according to gender and diversity needs and perceived threats
- Understand how and where women/men/diverse groups receive information on hazards and risks including formal and informal communication systems e.g. men may have access to more formal networks but informal women's groups need to be highlighted
- Understand how best to communicate and sensitise community members on risk reduction based on gender, age.
- Develop adapted risk / hazard related awareness messages for women/girls and men/boys
- Understand and raise awareness of existing coping strategies by gender, age, disability and group
- Where and how accessible are available organisations in the community that work on specific issues for men and women
- Know areas in the community where men and women feel safe (which will be critical information when developing a community evacuation plan for example)

Disability-inclusive approach

It is recommended to produce one hazard map with people with disabilities before the full village hazard map is developed. This allows people with disabilities to identify, in advance, the information specific to their reality before integrating this information into the village map.

VCA facilitators should invite all people with disabilities who can participate to do so. For people with serious mental, intellectual, physical impairment and children with disabilities, it is recommended to invite their family members to join.[14]

Through the risk and hazard mapping, people with disabilities and their family members can identify the following information:

(i)   risks for people with disabilities which may be not be perceived as risks to people without disabilities;
(ii)   capacities and needs of people with disabilities;
(iii)   households of people with disabilities who require early warning assistance;
(iv)   early evacuation assistance and evacuation routes which are accessible to them;
(v)   Support provided from within the community – where and who provides this

Mapping is a visual exercise so support should be identified for people with visual impairments in the community – to ensure their participation. This could involve having an extra facilitator who speaks the local language to talk through the map. Or using more sensory ways of recording feedback rather than only drawing e.g. the main outline of the village map could also be raised on paper / on the ground so the individual can sense where they are on the map.

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[14] For further/step-by-step guidance on disability-inclusive VCAs refer to the manual on 'Disability Inclusive Community-Based Disaster Risk Management' developed by Malteser International and endorsed by the Disability-inclusive DRR network (DiDRRN) in December 2013. http://www.didrrn.net/main/front/files/EN_TL_Disaster_Risk_Management_2page.pdf

It should be ensured that when analysing the map, the specific needs, identified risks and solutions from male and female participants and those from different groups that were consulted, are still identified as such and not aggregated after data collection.

Seasonal calendar (RSS 8)

For a seasonal calendar, a chart is created with the months of the year along the horizontal axis and the events and activities significant to the community listed in the vertical axis. Completion of the chart by the community helps the VCA team to see the hazards and risks in terms of when they occur throughout the year. The analysis can help a community to rethink its living habits according to its vulnerability to hazards.[15]

Importance of gender and diversity

The tool should be undertaken with men and women in separate groups. Both calendars can then be brought together at the end to compare and contrast, with information kept disaggregated.

Conducting the Seasonal Calendar with men, women and diverse groups allows us to understand the different perceptions of risk, hazards and social vulnerabilities, by group. This ensures that the different perceptions of each, are recorded and commonalities identified.

The Seasonal Calendar should allow you to:

- Understand the different workloads and livelihood options and responsibilities of men and women over the course of the year
- Understand the economic situation of men and women over the course of the year and the different income sources for men and women.
- Who makes decisions regarding spending of income
- Understand if there are times of year where there are increased levels of stress, higher workloads, and are there any impacts of this in the household or community (this can be an important information to consider when developing a community action plan following the VCA process).
- It can be helpful to split younger and older participants into different groups and collect data first as the situation is today, and then ask whether things have changed in the last 30 years. This is a good opportunity to engage older generations in the community on their views on hazards and risks and the changing environment.
- Understand the implications regarding the division of labour, capacities and knowledge of women and men
- Understand whether the implications regarding vulnerabilities and seasonality of disaster or climate change are based on different groups

Historical profile (RRS 9)

With a historical profile, a community can build up a picture of past events, track changes in the environment and behaviours and understand causal links. Awareness of these patterns can influence the decisions that community members take when planning projects. With historical visualization, the community creates a chart showing how key aspects of their lives have changed over time. It can show up changes in housing, trees, river levels, livestock and hazards and helps people to think about how their

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[15] http://www.ifrc.org/Global/Publications/disasters/vca/vca-toolbox-en.pdf p.18.

susceptibility to certain risks may continue to change in the future. It is a good starting point for a discussion on what projects would be relevant for the future.[16]

Importance of gender and diversity

It is important that both women and men from different age groups are consulted. Group discussions should be conducted in single-sex groups to provide safe environment for reflection of different experiences.

Even within a group of same sex participants, there will be differences between opinions of younger members compared to older members. The facilitator should split single-sex groups into smaller age groups. It is also critical to ensure that consultation involves full representation of the community including those from marginalised groups.

After having an initial dialogue in separate groups based on gender and diversity factors, it would be valuable to bring the community together to share experiences from the discussions. This will allow the community to have a shared perception of the past experiences and perceptions of different groups and, for example older generations can transmit knowledge to younger generations. This should be led by a community member to ensure group and gender dynamics are managed sensitively.

Review the secondary data for the community and your initial gender and diversity analysis to ensure meetings times are arranged to encourage greater participation of diverse stakeholders.

Given that different groups might provide different experiences it is important that the facilitator captures disagreements or differing opinions within the group.

The Historical profile should allow you to:

- Ask how past events have affected gender roles in the community?
- Have any women or men of certain age and minority groups been affected differently over time?
- What has been learnt by the community on the different experiences of men, women, girls, boys and different groups? Has this led to different adaptive coping strategies or risk reduction practices?
- In terms of livelihoods, have there been any changes in the activities traditionally held by men or women. Has this impacted risk to disasters or hazards?
- Based on past events, what capacities do men, women, boys, and girls have for coping with, responding to, recovering from and preparing for future crises?

Livelihood and coping strategy analysis (RRS 11)

Livelihoods analysis and coping strategy analysis look at two separate but closely related issues. The tools can be implemented separately or together. It is advised that this tool be implemented in the second half of the data collection, as it will be most valuable once the team has an initial understanding of the community and had established some trust with the respondents through conducting less sensitive tools.

Livelihoods analysis looks at the assets of a household and how they are applied to income earning and expenditure. It is a powerful tool to identify the areas of vulnerability within the household (for and between men and women) and what capacities individuals in the household have to protect themselves from hazards. This, as well as the seasonal calendar, provides the opportunity to discuss income and resource allocation.

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[16] http://www.ifrc.org/Global/Publications/disasters/vca/vca-toolbox-en.pdf p.20.

Coping strategy analysis focuses on what people do when they are already affected by a hazard (e.g. drought). Coping strategies are what come into play when dealing with the hazard. They are what families (and communities) rely on to develop means to maintain their livelihoods during and after a disaster.

Importance of gender and diversity

Due to social and cultural norms, men and women may hold different roles and responsibilities in the household and community when it comes to livelihoods and income generation. It is important, therefore, that both women and men are consulted. Group discussions should be conducted in single-sex groups to provide a safe environment for reflection on different experiences.

It is important the analysis is split into three key areas:
- **Reproductive work (unpaid):** care of household, cleaning, washing, caring for children, food, preparation, water/firewood collection, shopping, family health care
- **Productive work (paid):** growing vegetables, fruits, fabrication of products, fishing, livestock rearing, salaried work such as service providers, civil servants.
- **Community work**: community roles, church, voluntary work, organisation of events, fundraising, ceremonies

Women's work is sometimes unpaid and may not get viewed with the same priority, as paid work. Further, the type of work that often goes unpaid (household and care work) may lead to a greater understanding of problems and solutions in the community and solutions to reducing risk.

When discussing coping strategies, it will be important to explore the impact of different coping strategies that may have more of a detrimental effect on some family members e.g. who is more likely to have a lower food intake, elderly or young? Women or men? People with disabilities? Individual interviews may be necessary to triangulate information, as some of these issues may be difficult to discuss in plenary.[17]

The Livelihoods and Coping Strategy Analysis should allow you to:
- Understand the types of livelihood options available, access to these options, and gender roles that exist for different types of work.
- Identify the division of labour in the household in terms of paid and unpaid work between men and women
- Identify which resources are accessed and controlled by women, which by men and which jointly
- Understand how access to and control of resources is linked to social roles, and how this impacts on ability to respond to risks and hazards.
- Understand how different livelihoods within the home and community impact opportunities, access to information and participation in community life
- Explore the capacities of women and men and different groups in the household
- Explore the informal sector or unpaid work and how this is linked to increasing resilience and reducing risk for the individual, the household, and community.
- Gather information on the knowledge and capacity of women and men, with regards to livelihoods
- Explore traditional practices or belief systems that impact gender equality

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Daily schedule

This involves marking-off hours on a 24 hr clock to identify the activities that individuals in the community do on a daily basis. This should be conducted prior to the VCA data collection, as part of the secondary data collection or soon after. This will be useful in identifying the best times of day to conduct the other tools with men, women, girls, boys, different diversity groups, people with different livelihoods etc.

Importance of gender and diversity
- This tool is typically used to highlight the multiple roles of women and girls, and is best done in sex-and age-disaggregated groups (with a female facilitator with the women, and a male facilitator with the men)
- It is useful to list each task, as detailed as possible (e.g. instead of writing breakfast, break this down into fetching water to prepare food, getting fire wood, preparing food etc.)
- It is important to come together after completing in separate groups, to share the different daily activities. This can help identify opportunities for who has the time to engage in particular DRR activities, and at what time of day. This will be good to remember at the time of action planning.[18]
- This is a useful tool to complete before the full VCA data collection process. Knowing this information can ensure you achieve representative groups when you go into the communities.

The Daily Schedule Analysis should allow you to:
- Find out about the daily activities of women and men
- Analyze women's time constraints
- Find out about joint activities of community members and participation of men and women in these
- See if the schedules of a wife and husband are similar, and if chores are shared
- Find out about responsibilities of women and men, who makes the decisions and how the workloads of women and men, girls and boys differ
- Identify networks of support
- Find out about activities which are potentially unsafe for women and men when a disaster happens
- Understand what the community expects women or men, girls and boys to do in daily life
- What implication does this have for women or men, girls and boys during times of disaster?
- What does it tell us about gender roles? And how does it define the relationships between them?
- Sensitize women and men on the different workloads and initiate discussions on the division of labour[19]

Institutional and social network analysis (RRS 12)

This tool helps to gauge people's perceptions of the role and significance of various organizations within the community. It can stimulate discussion leading to identification of the role each organization can play not only in time of disaster but also in relation to disaster preparedness and mitigation activities. This tool uses a diagram to show key organizations, groups and individuals in a community, the nature of the relationships between them and the perceptions that people have of their importance.

Importance of gender and diversity

- Meet with women/girls and men/boys separately (a female facilitator with the women and a male with the men)
- In addition or organisations, ask participants whether there are specific groups / committees or individuals who play a role in the community but are not an organization such as (midwives, workers from outside etc.) or an official leader/individual, and include them in the diagram.

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[18] Adapted from UNICEF Kenya, Guide to using existing VCA tools and methodology. P 28
[19] Adapted from UNICEF Kenya, Guide to using existing VCA tools and methodology. P 28

- Identify what defines the relationship? (tribe, kinship etc.) and who in the community benefits from that relationship?
- What are the power relations in the community? And does the relationship with different stakeholders increase these power relations or work to mitigate them? [20]
- This can be adapted to identify who in the community has more/less access or voice with these organisations
- Which stakeholders support marginalised groups and how can they better coordinate to support to fill identified gaps, both in normal time and disaster time.
- How can communities better engage with stakeholders who perhaps are not seen as a priority but who may be able to provide services or solutions based on the needs highlighted by the groups.

Transect Walks (RRS 7):

A transect walk involves walking through a community to observe the surroundings, people, land use and resources. The route taken can be determined by drawing a line on a map of the locality that goes through ("transects") all areas, to gain a representative view of the community. A transect walk is usually carried out early in the research process because it gives you an overall view of the community and helps you to observe things that may require further investigation later on during interviews or group meetings. The tool is even more effective when carried out in the company of community members.[21]

Importance of gender and diversity

- The 'transect' to take should be identified in consultation with men, women, boys, girls and diverse groups to ensure a representative view of the village/community e.g. men and women will have different perceptions on the key areas or routes in the community that should be looked at. People with disabilities may have to take different routes to access various services that other people in the community may not be aware of.
- If the transect walk is being carried out after a mapping exercise, use the map to identify with groups in the community the recommended 'transect' to take.
- The group could be mixed, which can act as awareness-raising among gender, age and other groups in the community, or you can conduct separate transect walks with different groups, based on the community's preference, cultural and practical differences, and any specific objectives you may have for this walk.
- It is important to physically conduct this walk with a representative group of community members. Factors such as weather conditions, or the daily schedules of men / women or different groups in the community may mean some groups may not be available. Therefore, this needs to be planned in advance and separate walks may need to be conducted with people from different groups.
- A representative team should be ensured to conduct the walk and the team should be gender balanced to facilitate discussions with men and women during the walk, i.e. A female facilitator with women and a male facilitator with men).
- Provisions for people with disabilities should be made so they can participate in the transect walk. This should be discussed prior to conducting the tool with people with disabilities to ensure the route is planned in an accessible way.
- When recording information during the transect walk, disaggregate information by sex especially when noting: types of livelihood carried out in each place, community centers (are these only used by men and/or women); specific risks mentioned by men and women; land ownership etc. As well as highlighting information provided by specific groups in the community on risk and risk reduction.

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[20] Adapted from Working with the community: Conducting Participatory Action Research. A handbook for facilitators in Vanuatu and the Solomon Islands. June 2012

[21] http://www.ifrc.org/Global/Publications/disasters/vca/vca-toolbox-en.pdf p. 20

Focus group discussions (RSS4)

A focus group discussion (FGD) is an organized dialogue between a selected group of knowledgeable individuals in a community to obtain their views on and experiences of a given topic. It is particularly suited to obtaining several perspectives on the same topic. Focus groups also provide insight into people's shared understanding of everyday life and the ways in which individuals are influenced by others in a group situation. However, problems can surface when attempting to separate the individual view from the group view. It is very important that the facilitator has good group leadership and interpersonal skills in order to moderate such a group successfully.[22]

Guidance for conducting gender and diversity sensitive FDGs

- The FGD should not consist of more than 10-12 persons, as a higher number will make it difficult to get the active participation of everyone.
- Conduct sex- and age-segregated FGDs to capture the inputs from males and females from various stages of the life cycle (i.e. children, adolescents, youth, adults and the elderly). This will ensure a free space for men and women to express their opinions.
- To ensure inputs from a varied representation of community members, separate discussions can be conducted with persons with disabilities (with organisations or their families). It is recommended that people with visual and physical impairments and family members of children with disabilities, serious mental and physical impairments can conduct FGD together. People with hearing impairments should hold a separate FGD.[23] The selection should also consider different needs between men, women and age.
- If the participant's family is invited, always make sure to address the person with disabilities first before their family members.
- Separate discussions can also be held with groups that face discrimination or marginalisation who may not be able to participate equally in the community meetings without some accommodating measures. One example includes communities with both citizens and migrant populations.
- Start the FGD by explaining to the participants why the FGD is taking place and what follow up and feedback they can expect afterwards.
- Discuss and agree on confidentiality in the FGD assuring the group that individual participants will not be identified in the report but that responses will be anonymised. Only the demographic of the group will be reported e.g. women FGD aged 25-55 years.
- Organise sessions during times of the day and in locations that are suitable and accessible to everyone. Take specific measures to ensure the participation of adults, adolescents, workers, elderly, persons with disabilities, etc.
- It is recommended to record the FGDs and transcribe them verbatim to ensure that crucial information is not missed or misinterpreted.
- Note any non-verbal responses and interactions in the group. It is advised that one facilitator lead the discussion and another facilitator take notes, to record verbal and non-verbal responses
- Ensure that all information is clear and easy to understand (including for persons who are illiterate, persons with intellectual disabilities and persons who are linguistically diverse).
- Some people tend to dominate discussions. Therefore, take steps to engage the less talkative with prompts such as 'Can we hear from someone who has not spoken yet?'
- It is important to capture divergent opinions within the group. Acknowledge that there are differences of opinion that all are valid, and take notes on these areas of difference and ensure they are analysed.

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[22] http://www.ifrc.org/Global/Publications/disasters/vca/vca-toolbox-en.pdf p.19

[23] http://www.didrrn.net/main/front/files/EN_TL_Disaster_Risk_Management_2page.pdf

Focus Group Discussions provide the opportunity to learn:

- What are the biggest needs for women in your community? And for men, girls, boys, adolescents people with disabilities and different groups.
- Are there some groups in the community that have special challenges and needs? Who are these groups and what are their challenges / what are their needs?
- Does the community know organisations or individuals in the community who can provide services specific to their needs?
- Do those services meet the needs discussed (for men/women and for distinct groups)?
- How does information reach female community members, how does information reach male community members?
- Does the community know about the National Society and do they prepare and respond to the different needs and capacity within the community, based on priorities?
- Do women, men, adolescents, people from different groups feel able and welcome to participate in community activities? Specifically related to risk reduction?
- Do men in the community see benefit of women's participation?
- What has been done so far to increase the participation of women and marginalised or specific at risk groups?
- Who is deemed most at-risk in the community? Do those groups identified agree with this?
- The traditional roles of women and of men?

Semi-structured interview with key informants (RRS 3)

A semi-structured interview is a form of guided interview in which only a few questions are decided upon ahead of time. The questions are open-ended, with the aim of stimulating an informal discussion on a given topic. This is one of the main data collection methods used in a VCA.

Before you start data collection, you may already have ideas of people in the community you wish to interview from your secondary data analysis. The FGDs and implementation of other tools may also reveal issues that would require follow up with a key informant in the community. It is therefore suggested to leave time at the end in case discussion topics need to be further explored in depth.

Importance of gender and diversity

When identifying who in the community would be valued 'key informants' ensure to reference your secondary data analysis as well as observation of the community. Individuals who hold higher rankings in the community or who are in respected positions may come from a similar demographic and therefore you may miss informants across gender and social groups.

Please see the guiding questions under FGD section for examples

Analysis of the VCA data collection

It is important to remember that the VCA is not only about data collection. Analysis and interpretation of data is vital to ensure a plan of action for the community can be developed. [24] Below is some guidance for the analysis of VCA data ensuring a gender and diversity analysis throughout.

- Know in advance how you will analyse your data and what the data will be used for – this process will have informed your assessment tools and the approach you undertook.
- Develop a system for collating, organising and storing documents and other materials during the VCA process and identify a team member who will be responsible for this. This will support the team to handle the flow of information and ensure that data is not lost and remain true to each of the groups of respondents up to the prioritizing phase.
- Ensure there is a commitment and awareness within the teams at all levels and at all stages of data management, to use, analyse and report based on sex and age disaggregated data.
- During the data collection, use the gender assessment matrix (below) to see if there are any gaps or biases in the data e.g. if men from a minority ethnic group were not consulted, does the data fully reflect the community's needs and priorities?
- Analyse data separately. Look at the data separately for males and females, and different age groups. Analyse based on disability, minority groups and at risk groups.
- Use this disaggregated analysis to compare and contrast information, to look for commonalities, triangulate findings and record differences in feedback.
- When deciding on priorities, ensure that the risk, challenges and capacities of men, women and those form vulnerable groups are taken into consideration.
- Ensure priority areas highlighted by the data are used to inform targeted or adapted programming for women, men, boys and girls and at risk or marginalised groups in the community.

There are various analysis tools that can be used to achieve analysis of VCA data. Below are some analysis tools that will be used during the field school.

Gender Analysis matrix

The Gender Analysis Matrix is an analytical tool that uses participatory methodology to facilitate the definition and analysis of gender issues by the communities that are affected by them. Using the Gender Analysis Matrix will provide a unique articulation of issues, capacities and to see where the gaps are in your analysis so far.

The Gender Analysis Matrix is based on the following principles:

- All requisite knowledge for gender analysis exists among the people in the community who are subject to the analysis.
- Gender analysis does not require the technical expertise of those outside the community being analysed, except as facilitators
- Gender analysis cannot be transformative unless the analysis is done by the people being analysed

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[24] Among the results from the VCA enhancement study it included that 'the Analysis of VCA-collected evidence' is not strong (top 10 problems cited across 4 regions); and 'VCA wrongly perceived as product, not a process (top 10 in 3 regions)'. This therefore will be a focus within these guidelines. https://fednet.ifrc.org/enhancing-the-vca

To make a Gender Assessment Matrix, you may choose categories which you wish to know about (how is the day spent = "time", what daily tasks does a person do = "labour") or you can use it to make a differentiated analysis of needs in the community against sectors.

Below are two examples, which can be edited and then used as the basis for discussions with community members. In those discussions, you ask separate groups of men and women to identify the needs and information which go into each box of the matrix.

Project site:			
Stakeholders	**Categories of Analysis**		
	Category 1 (e.g. Labour)	Category 2 (e.g. Time)	Category #3 (e.g. Resources)
Stakeholder Group # 1 (eg. Women aged 18-30)			
Stakeholder Group # 2 (eg. Men aged 18-30)			
Stakeholder Group # 3 (e.g Female Headed Households)			

In the above table you use community consultations to populate the table and to capture qualitative information. You can add as many categories and stakeholders as needed.

An alternative that can be used to gather and analyse capacities and vulnerabilities of different groups is below. The example below is for an all female consultation, but you could tailor the matrix to suit an all male group.

Vulnerability / Capacity	Girl 13-17	Women 18-30	Women 30-50	Women 50-60	Elderly Women	Female HH	Ethnic minority	LBT female	Females with Disability
Access to resources in the community									
Shelter									
WASH									
Menstrual Hygiene									
Safety									
Education									
Participation in community groups									
Access to income generation									

Problem tree (MRS 4)

The problem tree is a flow diagram which shows the relations between different aspects of a particular issue or problem. It can help to build a picture of the major problems facing a community and the different, unique problems facing women, men, girls, boys and different groups. From this, community members can look for the root causes that need to be addressed in order to reduce vulnerability and reduce risk for everyone in the community.[25]

Importance of gender and diversity

- It is critical that all participants get the chance to express the problems they find important. Major problems facing a community should be identified by women and men including those from marginalised groups.
- It is recommended to first prepare separate trees for problems identified by women and men, as well as by different age groups and other groupings deemed important through the process of the VCA. Following this the separate trees can then be compared and analysed.
- The facilitator should have an adequate understanding of gender and diversity issues in the community including the role and relationships of men and women to identify root causes that may be different for men and women due to social and cultural structures.

Triangulating data

Triangulation involves identifying three or more sources of data collection to verify and support your conclusions and recommendations.

Contrast and compare with country-wide data and even global data (gender inequality index, climate change etc.). Triangulation can also be done by asking different groups about the various issues as they relate to the community (ask men about women's activities and vice versa)

This provides an opportunity to see where gaps are in the data and if the data is not strong. In this case, subsequent field visits can allow you to look for additional sources.

Ranking (MRS 2)

Ranking means placing something in order. It can be used to identify problem areas and preferences quickly and to decide priorities. It can also be used to assess or prioritize people's expectations, beliefs, judgements, attitudes, preferences or opinions. Ranking is a useful follow-up to other tools to take participants one step further in their critical thinking as well in the analysis of a given situation. Caution: Do not use ranking for sensitive issues, such as ranking wealth or assets, as it is understandably viewed as intrusive and can cause division and tensions in a community.[26]

Importance of gender and diversity

- Ensure you keep separate and label the data collected, including who they were completed by e.g. women or men, elderly etc.
- When ranking in a group there is the risk that certain people can dominate. For verification, it may be productive to do in groups and then consolidate at different stages.
- Ensure when ranking problems m/f and different age groups, are given the opportunity to rank their own problems and priorities, before coming together as a community to discuss.

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[25] Adapted from http://www.ifrc.org/Global/Publications/disasters/vca/vca-toolbox-en.pdf p.22
[26] http://www.ifrc.org/Global/Publications/disasters/vca/vca-toolbox-en.pdf p.22

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This guidance note is still considered a draft and was prepared for the Gender and Diversity Vulnerability and Capacity Field school held in Ayutthaya Province, Thailand 21-26th May 2017. The field school was organised by the IFRC Bangkok CCST and co-hosted with the Thai Red Cross Society. For more information please visit the IFRC online library gender and diversity pages.

http://www.rcrc-resilience-southeastasia.org/event/gender-and-diversity-approaches-to-vca-field-school-may2017/

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