PLAN INTERNATIONAL

CHILD-CENTRED MULTI-RISK ASSESSMENTS

A FIELD GUIDE AND TOOLKIT

July 2018

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From September to December 2016, Plan International Myanmar field-tested the assessment tools with children, young people and community members in eight communities in Rakhine State, Myanmar, resulting in community-led action plans to address priority risks for girls and boys. This pilot was led by Helen Johnson with support from Aung Nyein Lin, Yamin Than, Blaire Davis and Lisa Zimmermann from Plan International Myanmar.

This guide and complementary training module were prepared by independent consultant Helen Johnson, with technical input from several DRR, resilience and child protection specialists from across the Plan International Federation.

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Comments and feedback on this guide, assessment tools and training module are gratefully received by:

Jessica Cooke

Jessica.cooke@plan-international.org

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KEY TERMS

CHILD CENTRED DISASTER RISK REDUCTION

An approach that fosters the agency of children and youth, in groups and as individuals, to work towards making their lives safer and their communities more resilient to disasters.

CLIMATE CHANGE

A change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.

CHILD PARTICIPATION

The processes and activities that allow girls and boys of different ages to be involved in and influence decision-making, including the design, implementation and evaluation of projects.

CHILD PROTECTION IN EMERGENCIES

The protection of girls and boys from violence, abuse, exploitation, and neglect in the context of an emergency.

DO NO HARM

Key humanitarian principle that sets out to avoid exposing children and adults to further harm as a result of (in)action or through the process of providing assistance.

HAZARD

A dangerous phenomenon, event (e.g. flood, cyclone, earthquake), human activity (e.g. civil conflict) or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

INCLUSION

Inclusion is about bringing children and adults into a process in a meaningful manner. It is the process of improving the terms for individuals and groups to take part in society and to fully enjoy their rights.

RESILIENCE

The ability of children and their communities to deal positively with disturbances (shocks and stresses) that undermine the fulfilment of their rights.

RISK

The potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined probabilistically as a function of hazard, exposure, vulnerability and capacity.

VULNERABILITY

The conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.

INTRODUCTION TO THIS GUIDE

Every year, over 220 million people are affected by natural hazards and related disasters - half of them are children[1]. The climate is changing at a more rapid pace than scientists earlier predicted and the frequency and severity of climate-related hazards have risen during the last decade[2]. Many of the recent humanitarian crises, from droughts in the Horn of Africa to the massive floods in Asia, are being linked to changes in the climate, though empirical evidence is lacking. Climate change poses serious threats to children's rights and survival all over the world, exacerbating existing vulnerabilities and creating new ones. Wars, conflict and persecution are forcibly displacing more people than ever before, internally and across national borders[3]. Natural hazards, climate change, economic crisis and conflict are drivers of displacement, food insecurity, lack of drinking water, damaged infrastructure and increasing rates of violence and exploitation, disproportionally affecting children.

DISASTER RISKS AND CHILD PROTECTION RISKS: BRINGING PERSPECTIVES TOGETHER

Disaster risk reduction (DRR) is a key component in the disaster management cycle, linking disaster preparedness and mitigation activities with longer term development efforts. Plan International believes that children, who are most affected by hazards – both natural and man-made – and who are often the least consulted in disaster management, have the right to participate in decisions which affect the realisation of their rights, as enshrined in the United Nations Convention on the Rights of the Child.

Plan International defines Child Centered Disaster Risk Reduction (CCDRR) as "an approach that fosters the agency of children and youth, in groups and as individuals, to work towards making their lives safeand their communities more resilient to disasters"[4]. The CCDRR approach has been successfully used in over twenty countries in the last ten years, with children successfully participating in child-centred hazard, vulnerability and capacity assessments, action planning and subsequent projects that reduce disaster risk and increase resilience. The important role of girls and boys and young people in promoting resilience is underpinned by the Sendai Framework for Disaster Risk Reduction 2015-2030 and the Sustainable Development Goals.

While traditional child-centered disaster risk reduction approaches have focused primarily on environmental hazards, other risks that may exist in a child's environment, such as social- and conflict-related risks, are not always included in assessment frameworks despite their major impact on the realisation of children's rights, including girls' and boys' protection from violence and abuse. These risks are typically examined by child protection actors. In disaster, conflict and other crisis situations children are often exposed to new risks or exacerbated threats, such as physical violence, exploitation or family separation. While child protection actors place a stronger focus on understanding and mitigating the numerous protection risks in a child's environment, in the family, at school, and in their community, they often lack a solid assessment and analysis of hazards and vulnerabilities related to climate, disaster and conflict-related risks that impact on the protection situation of girls and boys.

In a 2016 pilot project in Myanmar, Plan International made a first attempt at bringing these different perspectives on

1 Centre for Research on the Epidemiology of Disasters (2017): 'Annual Disaster Statistical Review 2016: The numbers and trends'. Plan International (2010)): 'Child-Centred Disaster Risk Reduction, Building Resilience through participation'; Webster, Ginnetti, Walker, Coppard & Kent (2008): 'The Humanitarian Costs of Climate Change', Feinstein International Centre.

2 IPCC (2014): 'Special Report of the Intergovernmental Panel on Climate Change; Managing the risk of extreme events and disasters to advance climate change adaptation'.

3 UNHCR (2015): 'Global Trends; World at War'.

4 Plan International (2010): Child Centred DRR Toolkit.

risks together. By including a child protection perspective into the standard CCDRR methodology, Plan International Myanmar conducted 'multi-risk assessments' with children, young people and community members in Rakhine State, to understand the nature and impact of disaster, conflict and violence-related risks, and the capacities and coping mechanisms of children and their families. Existing guidance and tools to assess risks to children and communities were reviewed, and a set of adapted, integrated assessment tools was piloted. These tools form the basis of this guide.

PURPOSE OF THIS GUIDE

The purpose of a multi-risk assessment is to enable Plan International staff, civil society partners, children and communities to comprehensively understand the multiple risks in a child's environment, including pre-existing risks and new risks that emerge during and after crisis situations, such as natural hazards, conflict and violence, and their impact on children's rights.

Children, and the promotion of their rights, are therefore at the core of the assessment methodology. Girls and boys have unique perspectives on risk, vulnerabilities and capacities, and the consequences of those risks on their rights, their family and their community. Girls and boys' views encompass social, economic, political and environmental risks, and they often routinely identify social and protection concerns that are exacerbated by disasters such as abuse, alcoholism and parental distress, that are often over looked or under played by adults.

The tools in this guide can be adapted and used in different ways:

- As a set of tools designed for undertaking a comprehensive multi-risk assessment or baseline measurement to inform programming, for example: full spectrum programmes or community resilience programmes;
- As stand-alone tools (selecting one or more tools) to strengthen certain aspects of than existing thematic or multi-sectoral programme;
- As a dialogue tool that promotes community-led assessment of risk, vulnerabilities, impacts and capacities, and which can form the basis of child- or community-led action planning.

AUDIENCE OF THIS GUIDE

This guide and toolkit is designed to provide step-by-step guidance for field teams on how to plan and conduct a

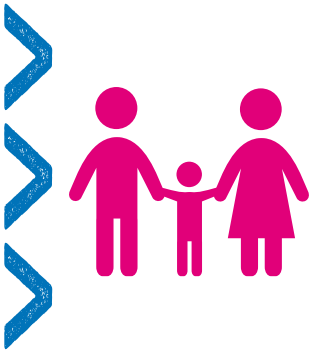
child-centred multi-risk assessment in the various contexts in which Plan International works. This includes Plan International and partner staff working at national and local levels. It is recommended that the assessment team be formed of staff with technical capacity in Child Protection and DRR and may include other sector programme staff.

This guide is complemented by a training module, which aims to build the assessment team's knowledge and skills in key areas such as: DRR and child protection, inclusive and safe child participation and in the multi-risk assessment framework and tools.

THE IMPACT OF DIFFERENT SHOCKS AND STRESSES ON CHILD RIGHTS

Adapted from Plan International (2018): 'Enhancing Climate Resilience for and by Children and Communities'.

- **Climate change shocks** (for example flooding, droughts, heat waves, sea level rise, environmental degradation)
- **Natural events** (for example hurricanes, cyclones, earthquakes)
- **Violence**
- **Conflict**



HOUSEHOLD ECONOMY
- Income loss/instability
- Migration
- Displacement
- Loss of land/assets

PARTICIPATION
- Disruption of communication channels
- Inaccurate information
- Exclusion from decision making

EDUCATION
- School interruption
- Attendance attrition

HEALTH
- Death & injury
- Air quality related disease/ illness
- Undernutrition
- Heat related illness
- Vector and water-borne infectious diseases

PROTECTION
- Violence (physical, sexual)
- Abuse (emotional, physical, sexual)
- Neglect
- Psychosocial distress
- Exploitation (child labour)
- Harmful practices (child marriage)

MAINSTREAMING GENDER, AGE AND CONFLICT-SENSITIVITY

This guide promotes the integration of different perspectives on risk and capacities from diverse members of the community, accounting for differences in gender, age, disability, ethnicity and other vulnerable groups at all stages of the assessment, from forming the assessment team and contextualising tools to selecting participants and implementing the assessment activities. The 'Do No Harm' boxes give further direction on essential considerations and actions to ensure that the assessment does not harm participants or members of the community, including children, who may be placed at risk through discussion of the vulnerabilities or risks in their community.

KEY 'DO NO HARM' PRINCIPLES:

The assessment team must ensure they do no harm to children and their communities by being:

CHILD SENSITIVE

The program will ensure that children are not put at risk of harm or abuse, through the team's action or inaction, and that children are timely referred to appropriate child protection services

GENDER SENSITIVE

The program will ensure that all women and men, girls and boys, are equally able to participate in and benefit from the activities, regardless of gender, age, social group or disability

CONFLICT SENSITIVE

The program will ensure that dividers between and within communities are not worsened or created, and that, at best, connectors are deepened or developed

PHASE 1: PLANNING A CHILD-CENTRED MULTI-RISK ASSESSMENT

STEP 1.1 IDENTIFY AND CONSULT KEY STAKEHOLDERS

KEY PRINCIPLES:

The assessment should:

1. Build on what is there
2. Not replicate what is already known or been done
3. Respect and promote diversity
4. Manage expectations
5. Promotes community ownership

It is vital that the key principles are embedded in all stages of the assessment process. Key stakeholders from the following (non-exhaustive) list should be engaged at the outset of planning, and throughout the assessment, to ensure that the proposed assessment is accepted by wide-ranging stakeholders, does not replicate what is already known or being done in the targeted community, and builds on what resources, capacities and activities are already present. Questions to ask that will help you unlock which stakeholders are important to the assessment process include: Who makes decisions in the community? Who has influence over others? Who will know what interventions and activities have already been initiated? Who must the agency leading the assessment seek consent or approval from?

The list of stakeholders to consult could include (but not be limited to):

- Staff of Plan International's partner organisations
- Staff of other local or I/NGOs
- Local government officials
- Members of active clusters, working groups and consortia
- Cultural or religious leaders
- Existing community-based groups (DRR or child rights/child protection committees)
- Existing child and youth committees/groups

Discuss expectations and provide clear information to stakeholders on what the assessment aims to achieve and through what means and encourage their input into the scope and research questions. It is also important to determine and discuss what risks and types of vulnerability Plan International has the capacity and resources to address meaningfully and to identify partners who can support work to tackle other identified risks.

STEP 1.2 DEFINE ASSESSMENT PURPOSE AND QUESTIONS

Defining the purpose of the assessment should guide the selection of the questions this multi-risk assessment seeks to answer. The following assessment framework outlines the scope and key questions that can be considered, and the assessment tools that can be used to collect the different types of information. The selection of the assessment questions can be drafted by project managers, discussed and agreed during the training of the assessment team, or explored and agreed with key community stakeholders (such as disaster management committee or a child protection committee), through a participative process. Based on the objective of the assessment, you can select just one tool (e.g. a risk and resource mapping) or choose a selection of multiple tools.

SPECIFIC OBJECTIVE	SAMPLE QUESTIONS	SUPPORTING ASSESSMENT TOOL
To understand the existing social and environmental context and the drivers of vulnerability	**Social environment:** what is the status of children, adolescents and different community groups; what is their access to decision making; are their rights fulfilled; what is their access and control over assets and resources; what are their employment/ education/ income opportunities; what are some of the main social vulnerabilities; what are the underlying age, social and gender norms; what are the connectors and dividers in the community?	**Tool 1: Risk & resource mapping**
	Physical environment: where are the key natural landmarks; what and where are the major land uses; is the environment being degraded; how and by what environmental or social processes; who is affected; what are the natural resources in the community? What are the main sources of livelihood?	**Tool 7: Transect walk**
To understand the main risks children, adolescents, families, and communities are exposed to, based on their age, gender, and ability	**Risks:** What climate extremes and disasters (rapid and slow onset) occur in the community and what locations are affected; how often; in the past (5 years), present and future; how will climate change exacerbate these; what is the history of violence or conflict in this community?	**Tool 4: Seasonal calendar**
	Danger and injuries: what places in the community pose an existing threat to safety of girls/boys, adolescents, and adults; how are different risks exacerbated; who is most affected and why; who is least affected and why?	**Tool 1: Risk and resource mapping**
	Education: do children and adolescents have access to pre-primary, primary, secondary, and tertiary education; who is included who is excluded; how do different risks affect attendance and attrition; who is affected; which children are out of school before/during/after emergencies?	**Tool 2: Body mapping** **Tool 7: Transect walk**
	Livelihoods: what are different groups access and control to land, resources, assets; how are these sources of livelihoods affected by different risks; how does this affect child rights (e.g. levels of distress, violence and exploitation of children, access to education)	
	Child protection: what child protection concerns do children experience before emergencies; who is affected; what child protection issues increase/decrease/emerge during emergencies; who is affected?	

SPECIFIC OBJECTIVE	SAMPLE QUESTIONS	SUPPORTING ASSESSMENT TOOL
To understand what capacity exists and how well children, adolescents, families and communities are prepared for and can recover from different risks	**Safe places:** what are considered safe spaces; are safe spaces identified? If YES, are they accessible, inclusive, known to all (including children) stocked and prepared?	**Tool 7: Transect walk** **Tool 1: Risk and resource mapping**
	Skills and experience: what do different children, adolescents, families, schools and communities do to prepare for an extreme event?	**Tool 1: Risk and resource mapping**
	Information: are weather forecasts and climate change projections available; at what level; are they known to the community; what communications channels exist; do they function and include everyone (including children); do they send early warnings; are they received on time; are DRR and child protection policies available to children?	**Tool 1: Risk and resource mapping** **Tool 5: Stakeholder mapping**
	Networks, community groups & institutions: what stakeholders can assist to prepare and recover; what initiatives are already underway; what policies exist at different levels of government; are the enforced, implemented, monitored?	**Tool 5: Stakeholder mapping**

STEP 1.3 CONTEXTUALIZE THE ASSESSMENT TOOLS

All stages of the assessment process can be adapted by the team to suit the context and the specific objectives of the multi-risk assessment. Tips to this effect are presented throughout this guide. The following guidance specifically relates to general considerations the team can make when reviewing and contextualizing each of the selected assessment tools. More specific guidance is included in the facilitator guides. The following are key questions that the team can discuss during training or a team meeting, with ideas presented alongside of potential related adaptations or changes the team can make to the tools themselves.

QUESTIONS FOR DISCUSSION	POTENTIAL ACTIONS/ADAPTATIONS
LANGUAGE	
• What are the languages spoken by the facilitators? • Are there direct translations for all key concepts and words? Which are missing? • What are the languages spoken by the targeted community? • Are there direct translations for all key concepts and words? Which are missing?	• Define closest words to the core concepts, if no direct translation • Translate fully selected assessment tools • Translate the materials used/presented during the assessment activities
CONCEPTS	
• What are the key concepts in the tools/ assessment? • What is the cultural understanding of these concepts in local community and culture? • How might these be understood differently by men/women/adolescents/children • What are understood to be the causes, consequences and strategies for resolution for these concepts? Are they all relevant or do some need to be added/removed? • What ideas and concepts may be highly sensitive to talk about, or politicized?	• Develop age-appropriate explanations or embellishments on each core concept • Discuss ways of framing sensitive concepts in a different or more neutral way • Plan and prepare for challenges or resistance to certain concepts
ASSESSMENT METHODOLOGY & MATERIAL	
• What are participants' capacity to read in given language? Are there individual differences and to what extent? • What kind of adaptations are needed to make the methodology suitable to the culture/capacities of targeted participants? • What kind of adaptations are needed to make the material suitable to the culture/capacities of targeted participants?	• Consider using images alongside text in any presented material • Adapt the methodology according to culture/ capacities. E.g. role model examples of how to answer the questions, develop frameworks and ask participants to fill them in, develop discussion prompts for identified areas

STEP 1.4 FORM AND TRAIN THE ASSESSMENT TEAM

A solid assessment team consists of a minimum of three people, but preferably between four and five. The team should not be too large, either, as is could hamper relationship and trust building and subsequent levels of participation.

The facilitation of a safe and participative assessment requires forming and building an assessment team with core values and excellent soft skills, in addition to technical knowledge in relevant fields like DRR, community development and child protection. When developing a capacity building plan, consider that a balanced team be age and gender inclusive, and should have:

- Skills in the facilitation of participatory processes and demonstrated commitment to the principles of inclusion and empowerment.
- Experience in qualitative interviewing and the ability to actively listen and facilitate deeper discussion on meanings, values and experiences.
- Diverse sector expertise in, for example DRR, child protection, WASH, health, education, livelihoods to complement one another.
- Understanding of gender and diversity, with the ability to ensure sensitive facilitation and analysis of gender and diversity related vulnerability.
- Facilitation skills and the ability to negotiate and facilitate different voices and perspectives to build consensus.
- Local language skills and diverse genders.
- Skills to listen to wide ranging discussions and to identity and synthesize key points.
- The ability to communicate complex terminology and concepts in everyday language that is relevant to people's lives and experiences.
- The ability to work with children and to encourage their safe and active participation.
- All team members should be trained on Plan International's global policy for Safeguarding Children and Young People, Code of Conduct and PSEA policy. This is key to ensure appropriate staff conduct towards children as well as adults.

TEAM ROLES IN A CHILD-CENTRED MULTI-RISK ASSESSMENT:

COMMITMENT TO LEARNING:

Conducting an integrated child-centred multi risk assessment is likely to be a new experience for staff, despite past experience they may have in conducting sectoral assessments (e.g. child protection, education, etc) or risk assessments as part of Plan International's CCDRR process. All team members should be encouraged to commit to an ethos of ongoing learning, which could take the form of regular review meetings when the team document, reflect and adapt the assessment tools and their approach, based on experience, challenges and successes. The more the team engages in and reflects on their implementation of the assessment tools, the more skilled at it they will become.

DO NO HARM:

Consider the dominant ethnic identity or composition of the team through completion of the Conflict Sensitivity Pre-Assessment tool. The team may need to reflect representation of the local community in which they will work, so as not to worsen conflict risks and to maximise community acceptance, and to undergo in-depth training on Conflict Sensitivity. The Gender Sensitivity Pre-Assessment tool a team will inform the team on the right gender balance and staff training needs in relation to gender sensitive programming.

KEY DECISION: CO-FACILITATING THE ASSESSMENT WITH COMMUNITY STAKEHOLDERS:

A community disaster management committee /child protection committee (or similar) may already exist in the targeted community/locality, and it is advised that they, and any agencies supporting them, have the opportunity to input into the scope of the assessment, to avoid duplication of effort time, to ensure that the assessment and action plan builds on what is already present, and to galvanise support for any resulting action plans. Decisions on their participation in the assessment - as advisors, co-facilitators, note takers or community mobilisers - can be explored through a pre-assessment (inclusive of gender and conflict sensitivity) and should be informed by a rapid assessment of their capacity.

Team organisation checklist:

- ✔ Map capacities and team strengths and weaknesses.
- ✔ Develop and implement a team capacity building and training plan.
- ✔ Build familiarity with the assessment methodology and practice using the assessment tools.
- ✔ Agree who will work with which groups and who will fulfil what roles (assessment coordinator, lead facilitator, co-facilitator/note taker, observer/assistant).
- ✔ Agree with the team on how key concepts such as hazard and risk will be described in local languages.
- ✔ Print facilitator guides and note taking templates.
- ✔ Prepare all materials and resources that are needed for the activities.
- ✔ Seek necessary consent and approvals, from government or authorities.
- ✔ Prepare logistics for the team (transport, accommodation and food).

STEP 1.5 SELECT PARTICIPANTS & LOCATION

Inclusion is about bringing children, young people and adults into a process in a meaningful and non-discriminatory manner. It is the process of improving the terms for individuals and groups to take part in society and to fully enjoy their rights. Throughout the assessment and analysis, it is important not to generalise experiences as those of 'women' or 'children', but to identify specific risks, vulnerabilities and capacities experienced by different (sub-) groups of community members.

Selection of participants should reflect, as much as is practical and safe, the diversity of experiences in the community. Participants should therefore be women, men, girls and boys of different ages, and representatives of under-represented, vulnerable and marginalised groups, such as young mothers, single or child headed households, separated and unaccompanied children – vulnerable or at-risk groups will be identified differently depending on each context.

Conducting a pre-assessment as first step, inclusive of a gender and conflict sensitivity lens, will have enabled the team to identify practical steps that will promote the safe inclusion and participation of targeted groups. Useful questions for reflection include:

- Do gender norms prescribe separate groups for women and men, boys and girls?
- Are married/pregnant girls considered adult or can they participate with children?
- Where will assessment activities be held?
- Can all members of the community physically access the location?
- Are facilities provided for elderly people/pregnant women, e.g. toilets, seating?
- Are facilitied provided for people children and adults with disabilities?
- When (day/time) can the activities be held to be sensitive to the routine tasks of target groups, such as work and attending school?

Age: It is generally recommended to work separately with children (8 to 12 years), adolescents (13-17 years), youth (18-24) and adults. Depending on the contextual definition of adolescence, youth and adulthood, the group composition might change. For example, older adolescents might join the youth groups (16 to 25 years) or youth and adults are combined into one group (18 years and older). However, ensure at all times that the group and participant selection is as much as possible representative key groups in the community.

Gender: For adolescents, youth and adults it is generally recommended to work with separate-sex groups, to effectively identify specific issues affecting each group. In some contexts, working with mixed groups might not be culturally appropriate, and separate-sex groups might be a requirement in order to be able to involve girls and women in the assessment. In this case age- and sex separate groups are recommended for adolescent girls and boys (13-17), young women and men (18-24) and adult women and men (25 years and older).

Finally, consider the advantages of engaging the same individuals in the same groups throughout all assessment activities: building trust and rapport, developing analysis through one activity to another, and building momentum and commitment towards action planning. The assessment team may decide it is necessary or appropriate, however, to engage different or new participants between activities, should doing so lend more detail to analysis or increase participation or ownership. Sample groupings for consideration are given below.

EXAMPLE OF ASSESSMENT GROUPS (MYANMAR PILOT):

YOUTH AND ADULTS

Group 1: Youth women, age 18-24 years (max 7)

Group 2: Youth men, age 18-24 years (max 7)

Group 3: Women (max 7)

Group 4: Men (max 7)

Each group should include participants who are:

- Young mothers (for female groups)
- Single-headed households
- Unemployed
- Living with disabilities
- Members/potential members of the CP-DRR committee

CHILDREN AND ADOLESCENTS

Group 1: Both sexes, age 8-12 years (max 5) (50% boys, 50% girls)

Group 2: Adolescent girls, age 13-16 years (max 5)

Group 2: Adolescent boys, age 13-16 years (max 5)

Groups should include participants who are:

- Child/female-headed households
- Children living with disability/caregiver has disability
- Out-of-school children (children in NFE programme)
- Working children
- Children living with extended family
- Child representatives/potential representatives to the CP-DRR Committee and Children's Club members

DO NO HARM BOX:

Caution needs to be exercised if working through community leaders or community consultations to identify and engage targeted participants, such as child headed households and single mothers, so as to avoid unintended reinforcement of negative labels, stigmatisation or social exclusion.

STEP 1.6 DEVELOP AN ASSESSMENT WORK PLAN

If all tools are used together as part of a comprehensive assessment, inclusive of child or community-led action planning, the process can take two to three days to complete. Alternatively, each tool outlines how long that activity takes to deliver, if used as a standalone assessment activity. When developing a detailed workplan consideration needs to be given to the availability of participants (e.g. religious observances, school days) and allowing enough time for each activity to be undertaken comfortably, without rushing.

STEP 1.7 MANAGING FEEDBACK AND COMPLAINTS

Throughout the assessment, individual children, young people and adults should be able to give feedback and complaints to Plan International staff about the assessment process, including the attitudes and behaviours of staff, and to trust that their feedback will be acted upon. This is a critical component of being accountable to the communities with and for whom Plan International works. Feedback mechanisms should be child-friendly and promote continuous dialogue, information provision, reciving and reporting feedback and complaints, and closing the feedback loop through appropriate action.

Key decisions to be made include:

- Whether a new feedback mechanism is needed or if an existing feedback mechanism can be used (relevant if Plan International or local partners are already working in the targeted community),
- What the feedback mechanism will include (such as giving feedback directly to staff, via feedback boxes), which should be based on a robust understanding of the communication needs and preferences of community members, including children and the most vulnerable/ marginalized,
- If the draft Feedback Form (Tool 11) is adequate or needs to be adapted to the context,
- Who will act as the Feedback Manager for the assessment and will be responsible for entering data from the form into the Feedback Database and for maintaining data security,
- Making a commitment for how quickly each level of feedback should be acted upon. Note that it is requirement that any reports of child abuse, perpetrated by either Plan International staff or partners, or by community members, should be acted upon immediately,
- How the Team Leader or Feedback Manager will ensure that any themes emerging from the feedback mechanism will be routinely discussed and acted upon, such as making changes to the methodology of the assessment. This could be a routine part of weekly team de-briefing meetings, for example. It is important that confidentiality should be maintained, and the identity of those who have given feedback should not be identified throughout these discussions.

STEP 1.8 SAFEGUARDING CHILDREN AND YOUNG PEOPLE

It is vital – and a commitment of Plan International and all staff – that all staff and associates protect children and young people from all forms of violence and abuse and that Plan International and partners do not place anyone at risk of harm or abuse through their actions or inaction. These responsibilities are outlined in Plan International's Child and Young People Safeguarding Policy and Code of Conduct which all staff, partners and associated, including community volunteers, must understand and sign before commencing their role.

The following steps are recommended to ensure that the Safeguarding Policy is upheld throughout the Multi Risk Assessment:

- Nominate a Safeguarding Focal Point during each assessment/in each team.
- Ensure that all team members understand their general responsibilities under the Safeguarding Policy and Code of Conduct, and those specifically related to conducting a child-centred assessment, including seeking informed consent/assent for participation in the assessment activities, managing disclosures of abuse during assessment activities, demonstrating positive behaviours towards children and young people during participative activities, and the respectful and positive representation of children and young people in any photographs or documentary evidence (this is covered in a core training session in the accompanying training module).
- Ensure that all team members understand the reporting mechanisms for Child and Young People Safeguarding issues and for Sexual Exploitation and Abuse (SEA) of any community members, or other protection concerns within the community. A briefing session is included in the accompanying training module.
- Provide reminders to the team throughout the assessment how incidents should be reported through the appropriate reporting systems. Depending on the issue, the case will be reported/handled through the Child and Young People Safeguarding Policy (when it concerns a Plan or partner staff or associate) or through existing CP referral mechanisms in the community (when it is a CP/SEA concern outside of Plan International), or other relevant reporting mechanisms, such as an inter-agency Prevention of Sexual Exploitation and Abuse (PSEA) complaints mechanism.

PHASE 2: IMPLEMENTING A CHILD-CENTRED MULTI-RISK ASSESSMENT

This guide and toolkit offers step-by-step facilitator guides on how to prepare for and implement each of the multi-risk assessment tools: seasonal calendar, stakeholder mapping, risk and resource mapping, transact walk, and body mapping. Additional tools are available to support the process of child and community-led action planning following the assessment.

Child-friendly and participatory facilitation is a vital factor that will determine the quality of the assessment, the experience of participants, and the relevance of actions or programmes developed. While each tool contains specific guidance on how to inclusion and participation, the following tips are important to consider when facilitating activities with children and adults.

STEP 2.1 TIPS FOR FACILITATING MEANINGFUL AND INCLUSIVE ACTIVITIES WITH GIRLS AND BOYS

- Provide information about the process, so that children/caregivers can make an informed and free decision as to whether the child will participate in the Multi Risk Assessment.
- For children with disabilities, consult with them and their caregivers/guardians to obtain informed consent and assent for their participation.
- Ensure that children participate, free from pressure of manipulation. Children should never feel that the provision of services are dependent on their participation in the Assessment, and know that they can leave the activities at any time, without fear of negative consequences and reprisals.
- Reflect children's evolving capacity in the complexity of language used by facilitators, the degree of prompts and guidance given, and the nature of the activities (in the risk and resource mapping/transect walk, it may not be necessary or appropriate, for example, for older children to create masks or puppets through which to communicate their views).
- Give clear instructions so that children are empowered with important information, such as the purpose of the activity, what they are being asked to do and why, what next steps are, and what will be the outcome of their participation.
- Promote a safe and inclusive environment, by agreeing ground rules with different groups at the start of the Assessment, such as listening to each other and the facilitator, valuing and respecting each other's opinions.
- Consider the power dynamic of yourself as an adult in a group of children; setting mats/chairs into a semi-circle, sitting or squatting at eye level with children, are useful techniques in creating a safe and open environment for all children.
- Use the observer team to note which children are quieter throughout the activities, and who is being more dominant, so that actions may be taken to create a fully inclusive space for all children to share their views as they wish.
- Use positive language and communication (verbal and non-verbal) to validate children's participation and views.
- Be cautious not to exaggerate the role of children in decision making, or other processes, so as not to do harm by building unfounded expectations.
- Ensure children know who the child protection focal point is, in case they have any child protection concern.

STEP 2.2 TIPS FOR FACILITATING MEANINGFUL AND INCLUSIVE ACTIVITIES WITH ADULTS

- For adults with disabilities or impairments, consult with them or their caregivers/family members to obtain informed consent and assent for their participation.
- Arrange the layout of the room to maximize eye contact between participants, and so that everyone has a clear view of any resources or presentation materials. Often a semicircle is appropriate.
- Consider the capacities of the group and adapt language accordingly.
- Give clear instructions at the start of every activity, including the purpose, and how long the activity will be.
- Monitor that every member of the group has the opportunity to share their own view. Inequalities of power and social status may influence what and how much is said; skillful facilitation is needed to engage more reserved members, and to balance dynamics of energy and dominance.
- Challenge negative perspectives and ideas (e.g. that compound exclusion, division, threats to others) by useful skillful questioning; what could be the downsides to that idea? What are its strengths? Are there alternatives?
- Ask group members to summarize discussions in plenary to build knowledge, understanding and coherency between stages of the assessment.
- Provide positive feedback on the breadth and depth of discussion and thank participants for their ideas.

Strong facilitation skills can be achieved by regular reflection on the process, skills and attitudes required in each context. Therefore, it is important to build in regular reflection and review sessions with all team members during the assessment process. Support the assessment team to document learnings and observations on what works and what should be done differently, or how the assessment approach should be adapted. Learning is an iterative and ongoing process and the more the team engages in and reflects on their experiences of community engagement, the better they get at it.

PHASE 3: AFTER THE ASSESSMENT: NEXT STEPS

STEP 3.1 VALIDATE ASSESSMENT FINDINGS

A critical final step is the sharing of the map and action plan, for validation by the community, and the possible inclusion of additional ideas. This can serve to strengthen the quality and breadth of outputs of the assessment and is an important step in further building community, support and commitment for all subsequent interventions and programmes. Validation can be achieved through a range of community meetings or dialogue sessions and can be usefully cofacilitated by members of pre-existing DRR or child rights/protection committees. Plan International staff should attend to support the group and to answer any questions about the assessment process, and members of partner organisations and government officials.

STEP 3.2 PROGRAMMING OPTIONS

The findings of the child-centred multi-risk assessment can be used in programme implementation, not limited to:

1. The fulfillment of the community action planning cycle
2. Project design where the assessments are used as baselines to guide the development of thematic or integrated programmes that promote resilience
3. Planning or reviewing a Country Strategic Plan (CSP) or Disaster Risk Management (DRM plan), including the Disaster Preparedness Process (DPP)
4. Conducting a child/community led evaluation process, of an existing intervention

STEP 3.3 CHILD OR COMMUNITY-LED ACTION PLANNING

If the assessment is a precursor to child or community-led action planning, the action planning tool can be used with each of the groups – see tools 3 and 8. An important final step is the completion of one consolidated community map and one action plan, that adequately express the vulnerabilities and ideas of the whole community, as reflected by the different assessment groups. Community dynamics and the facilitator's own experiences conducting the assessment will inform how this can be done, such as considering consolidating all women's, men's and children's maps separately first, and representative men, women and children presenting and participating in the final consolidation. Consider how to engage key decision makers in this process, including community leaders, officials and representatives from local government. Alternatively, they may be included in the validation and communication of findings, above.

4CA
Plan
4CA

TOOL 1: RISK AND RESOURCE MAPPING (CHILDREN)

PURPOSE OF THE TOOL

To identify hazards, risks and resources from the perspective of girls and boys of different ages. A walk through the community, using masks or puppets, helps children share in a safe, fun and participatory way, the places that children in the community use, the places where they feel safe or unsafe (risk) and places of safety. Flashcards of different hazards can be used to help children remember past events in the community, and how they affected children. Work with groups of maximum 6 participants.

RESOURCES NEEDED

A hand drawn basic map of the village, mask or puppet templates, colouring pens and pencils, laminated flashcards of different hazards and seasonal events (sun, rain, festival, etc.), marker pens, snacks and drinks, template for note taking.

TIMEFRAME

3 hours or longer depending on the age of the children and the distance/ locations of the transact walk.

FACILITATION

2 facilitators: 1 lead facilitator and 1 co-facilitator/note taker for each group of children.

STEPS

There are four phases of this activity; invitation/seeking consent, a warm up activity, mask or puppet making (advised for children under 12 years), and a transect walk.

INVITATION (PREPARATION)

1. Identify a large private area where the children's activities can take place.
2. Send invitations to children and their parents, seeking their participation in the day's activities, with a clear meeting point and start time.
3. If working in a community where girl's movement or participation is limited, prepare materials for the alternative indoor transect walk (see guidance below).

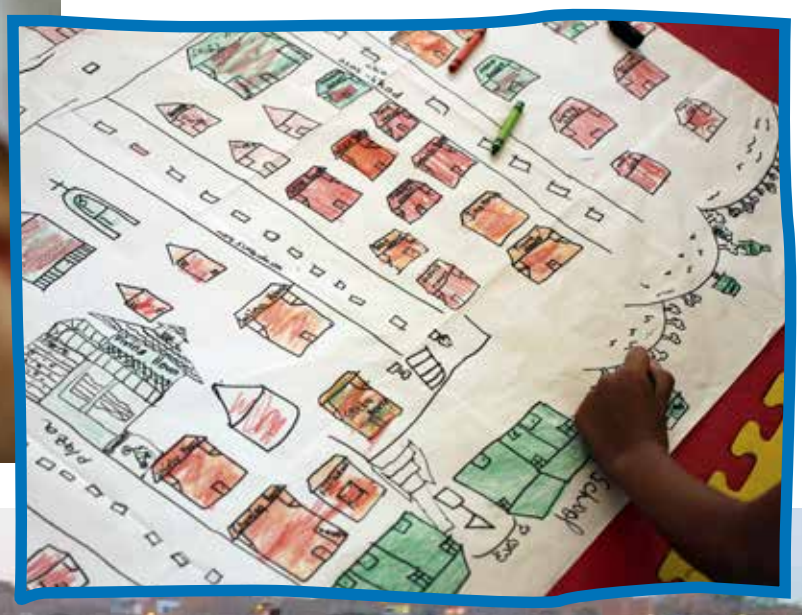
WARM UP GAME ('AGREE OR DISAGREE')

4. Prepare a basic outline map of the community.
5. Set the scene by showing the children a map of the community; ask a child to orientate the map, to find where they live, and where they are standing now. Explain that the team has a series of fun activities planned, to find out more about what it is like to be a child who lives in this community at different times.
6. Ask the children to stand up and arrange themselves in a circle.
7. Ask the following statements to encourage the group to relax and get to know each other. If they answer yes (true), step forward into the middle of the circle. If they answer no (false), ask them to stand still where they are. Statements can include:
   - I have a brother
   - I have a sister
   - I like playing football
   - I like singing
   - I like dancing
   - I enjoy visiting my friend's house
   - I like where I live

8. Reflect some observations back to the group, e.g. we are lucky to have so many of us who like/enjoy different things! Some of us have brothers and sisters, and we all have different types of families. We all have our own experiences and all of our viewpoints are valid/important.

PUPPET/MASK MAKING:

9. Show the children the puppet/mask template. Explain that each member of the group will make a puppet/mask of one of their friends. Ask them to think of a friend who is the same age as them, and who also lives in this community.
10. Support the children to decorate their puppet/mask template as they wish. Facilitators should make their own masks, too.
11. As a facilitator, introduce your mask/puppet (friend) first. Mention their name, age, where they live and with whom and what they like to do. Then ask the children to introduce their puppet/mask (who represents their chosen friend): they could share their friends name, age, number of siblings, where their friend lives and who with. The co-facilitator/notetaker documents this information.



TIPS

- With older girls and boys, suggest that they look at the map and decide a route through the community to show the important places where children go.
- Consider the age and gender of the facilitator and note takers, and their perceived appropriateness for each group; a female facilitator may be more accepted to work with a group of adolescent girls, for example.
- If it is not accepted or appropriate for girls to move in the community as groups, consider and discuss the possibility of arranging an indoor transect walk, where props and images are used to represent different places in the community and to prompt discussion.
- The group may include vulnerable children, such as those living without a caregiver, or children with disabilities. Alter language and speed of talking to be appropriate for all children's abilities, consider asking a child to set the pace at the front of the walk, and use body language and tone to demonstrate that all children's perspectives are valued and listened to.
- Consider providing training for children on how to interview other children during the walk to gather perspectives from other children and to document their findings (captured in notebooks or photographs). This can be especially helpful during action planning, for children who relate better to pictures rather than words.

TRANSECT WALK:

12. Explain that all group members are going to take their friends (their puppet/mask) on a walk in the community and that they will be visiting various places where children go.
13. Ask the children to put their puppet on their hand or the mask on their head.
14. Over the next hour, take the children on a walk around the village and visit: 1) Home, 2) School, and 3) Other key places in the community (identify with children).

In each place:

- Ask the children to sit or stand in a small circle
- Ask them to close their eyes and smile if their friend feels 'safe' or 'unsafe' there. The facilitator should note the result down using a note taking template
- Ask the children the following questions: What do you see, hear or feel? Why does your friend feel safe/unsafe here?
- Show the flashcards (representing different hazards such as cyclone, flooding, violence, tension, earthquakes) to prompt discussion about how their safety/happiness changes over time
- Who would they turn to, to feel better?

15. The note taker should write down the main risks that the children describe (fighting, arguments, being hit/beaten, getting bullied, not being able to go to school) and where possible, the reasons that the children give (alcohol, relatives coming to live with them, no money, having to work to support their families).
16. With older children the transect walk can be rounded up by adding some colour to the map and annotations of places where they felt safe (**green**, for places of resource or support, or **red**, for places of danger, unsafety).

DO NO HARM:

It is possible that the recall of events and experiences, that may be traumatic, can prompt an emotional response from children throughout the activity. It is also possible that a child may disclose a current or past abuse, or the risk of it occurring. All staff should be trained on how to offer initial support to a child and on local reporting and referral processes to child protection services.

DOCUMENTATION FORM:

LOCATION	SAFE	UNSAFE	COMMENTS/NOTES
Home			
School			
Other key places in the community, e.g: • Playground • Market • Main road • Work place			

DISNEY

TOOL 2: BODY MAPPING (CHILDREN)

PURPOSE OF THE TOOL

This is a participatory activity that enables girls and boys to explore and express how natural hazards, conflict and other hazards affect their lives, experiences, views and feelings. By organizing children into groups by age and gender, differences can be explored and suggestions on how children can be better protected, now and in the future.

RESOURCES NEEDED

Flipchart paper, markers, coloured pens and pencils, masking tape.

FACILITATION

2 facilitators: one facilitator to lead the activity and one co-facilitor to document the discussion for each group of children.

TIMEFRAME

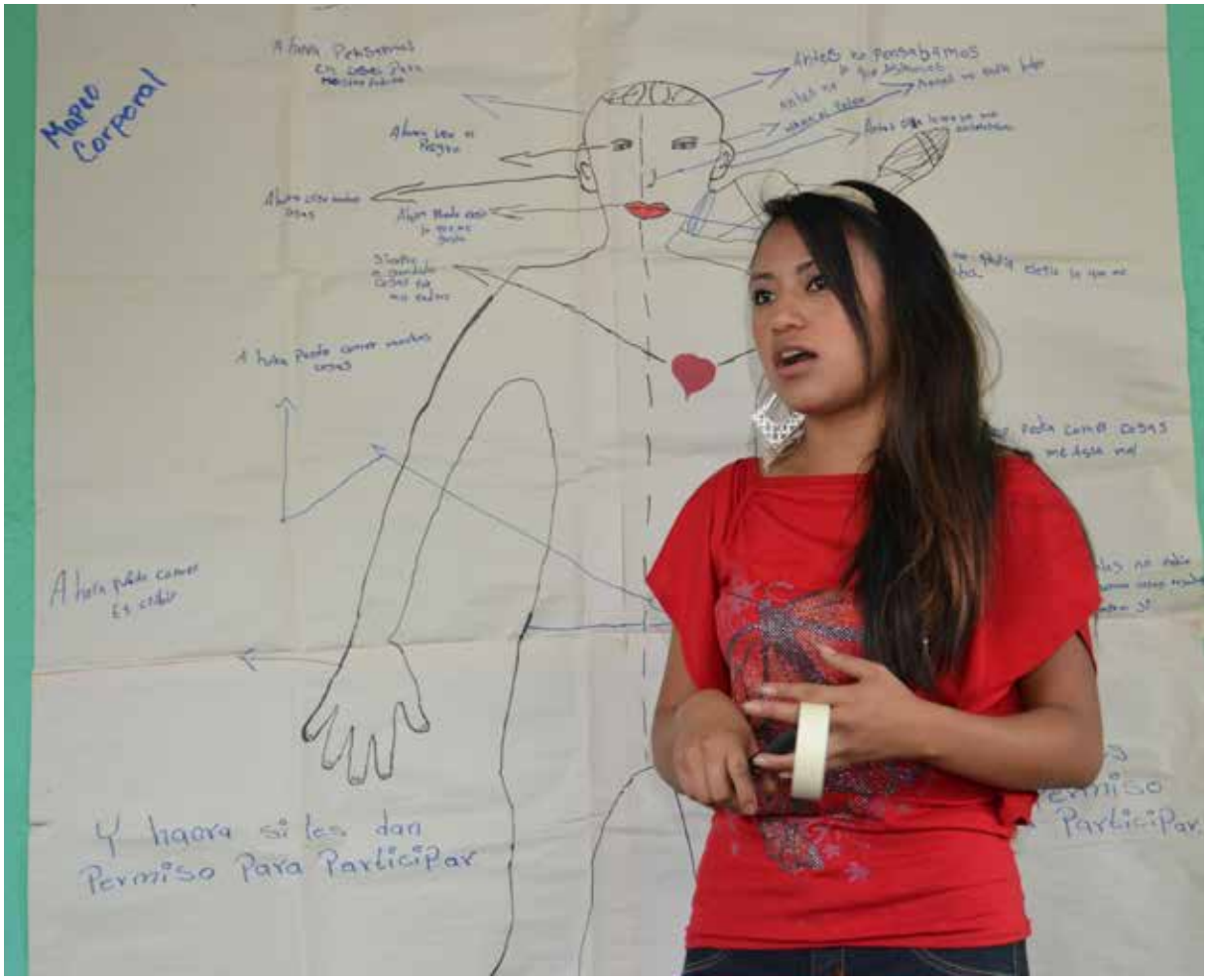
1 to 1.5 hours may be needed for this activity. If time is short, each group could focus on one hazard alone, rather than each group rotating through all of the priority hazards.

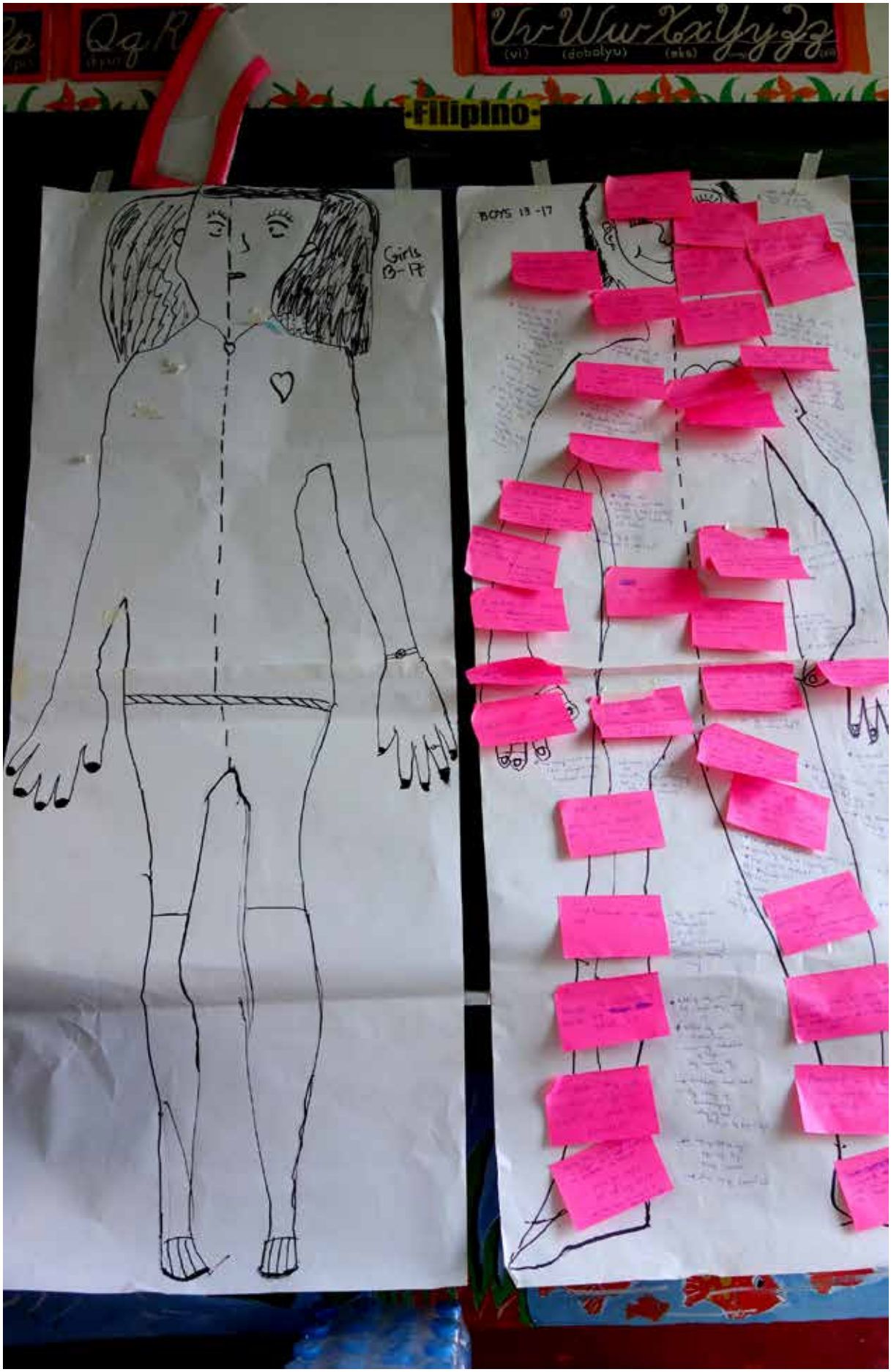
STEPS

1. Divide children into 4 or more groups. As girls and boys, and children of different ages experience hazards and risks differently, it may be encouraged for each group to use a different colour to take note of the impact of each hazard on all their rights.
2. Explain that all group members are now going to do some drawing to explore how the lives of children in the community are affected by different hazards and events.
3. Using a flipchart paper, presented where all children can see, draw the shape of a child, and brainstorm the things that all children need to survive and thrive; list or draw them around the child's image.

4. Ask each group to stick 4 pieces of flipchart paper together and for a volunteer to lie down so that a line can be drawn around their outline on to the paper.
5. Using their ideas of child rights from point 3. explain that the group will be exploring the different impacts of different hazards in the following ways:
    - **Head (education):** How has a disaster or hazard impacted their education? Their access to school? What they have learned?
    - **Stomach (water and sanitation):** How has a disasters or hazard affected their food and clean water supply? How has it affected their health and experience of illness?
    - **Main body (protection):** How has a disaster or hazard affect their protection? What abuses are they exposed to or experienced (e.g. neglect, distress, family separation, child labour, corporal punishment)?
    - **Heart (emotional wellbeing):** How has a disaster or hazard affected their own feelings and people's feelings towards them? Who do they get support from in times of need?
    - **Arms and hands (participation):** How has a disaster or hazard affected the information they share and give, to/from different people? The decisions they are no longer involved in? The decisions they became involved with?
    - **Legs and feet (movement and security):** As a result of the disaster or hazard, are there any changes in the places where children and young people do or do not, or can or cannot go? For example, for work, study or income generation?

6. Ask each group to consider the questions for each major hazard, perhaps starting with the one they feel most threatened by. Suggest that they use different colour pens to write/draw for the impact of each hazard on each of their rights. If this is too difficult for the children, the same exercises can be repeated for each hazard separately.
7. In plenary discussion, consider the following together as a whole group:
   - What issues will you remember most from the discussion today? Why?
   - What are the most negative impacts?
   - What are the most positive impacts?
   - What has already been done to better protect children?
   - What more could be done?
8. Discuss differences in experiences and views between the groups or among girls and boys or groups of different ages.
9. To end the session on an optimistic and action-oriented note, ask them to lie back on the floor, close their eyes and to dream for a few minutes of how they would like their community to change in the future, to be safer and happier for children, before, during and after emergencies. Distribute post it notes for them to draw or write their ideas on and collect them onto a piece of flipchart paper. A few of the ideas can be shared. Emphasize that there are many things that children and adults can do to make their communities safer.
10. Thank all the children for their participation and ideas, and share how the body maps and post its will be used in the action planning activity.




Filipino
Girls 13-17
BOYS 13 -17

TOOL 3: ACTION PLANNING (CHILDREN)

PURPOSE OF THE TOOL

Action planning is a participative activity that guides girls and boys of different ages to identify activities that they, their families and their community can take to address the risks and vulnerabilities and strengthen existing capacities that affect the realisation of children's rights before, during and after different hazards.

RESOURCES NEEDED

Risk and resource map, body maps, notes and any media taken during transect walk, flipchart paper and marker pens.

FACILITATION

2 facilitators: one facilitator to lead the activity and one co-facilitor to document the discussion for each group of children.

TIME FRAME

1 hour is recommended for younger groups; older children may take up to 2 hours.

PREPARATION

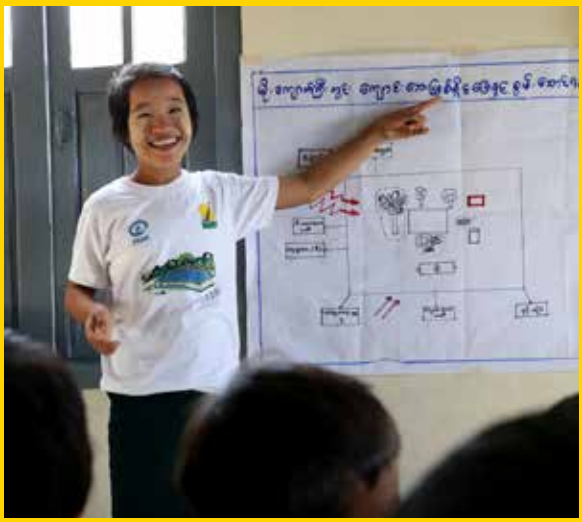
Draw a sample action planning template onto flipchart paper. Older adolescents may develop their own categories and template, in which case a plain table can be provided.

STEPS

1. Ask younger children to put on their mask/ puppet and remind them that they are still in the character of their friend, who is just like them. For older children, this step is probably not necessary.
2. Explain the purpose of the activity as being an opportunity for children to have their voice heard, and to suggest activities that can be undertaken by their families, community and children themselves, to keep them safe and to promote their rights, before, during and after emergencies.
3. Introduce the action planning template.
4. It may be useful to group the action planning around the child rights explored during the body mapping activity, and to use the map/notes from transact walk as a starting point to discuss risks to their health and safety.
5. For each risk, ask them what they, their family and the community can do, to promote their safety, wellbeing and other rights.
6. To support their decision making, use the notes made during the transect walk, to remind them of some of the reasons why their puppet felt unhappy/unsafe.

TIPS

- For younger girls and boys, remind them that they can think about their puppets/masks, and things that would make their friend safer, rather than talking about themselves.
- Be cautious not to over promise that Plan International will address all the proposed actions raised; where possible, guide discussion to focus on actions or activities that children, their families and community can achieve, that are realistic.



ACTION PLANNING TEMPLATE

RIGHTS	WHEN AFFECTED	HOW AFFECTED	WHAT ACTION	WHO CAN HELP US
Education				
Water & sanitation				
Protection				
Emotional wellbeing				
Participation				
Security				

TOOL 4: SEASONAL CALENDAR (YOUTH & ADULTS)

PURPOSE OF THE TOOL

The seasonal calendar enables the community to visualise what trends and events happen during the year and when. It explores seasonal changes and patterns related to natural and man-made hazards such as hurricanes, floods, droughts and conflict, social and economic conditions, public and community events and other seasonal activities. The tool therefore facilitates the communities' analysis of the relationship between different events, activities and life conditions, and help explore risks, vulnerabilities and coping mechanisms. By drawing and comparing calendars from the past and present, analysis can also be made of climate change risk.

RESOURCES NEEDED

Flipchart paper, pens, post-it notes, laminated flashcards of different categories of seasonal events.

FACILITATION

2 facilitators: one facilitator to lead the activity and one co-facilitor to document the discussion for each group.

TIMEFRAME

2 to 2.5 hours is required for this activity.

PREPARATION

Prepare flashcards/prompts to reflect majorhazards and life events and draw the matrix onto large paper (e.g. flipchart).

STEPS

1. Explain the purpose of the exercise to participants.
2. Ask participants to think of and agree upon an 'average year' and to list what events or activities are predictable and happen around the same time every year. List their responses or ask the community to write them on large post it notes. Flashcards can be used as prompts for discussion.
3. List the following categories in the matrix, or others that have been generated through the discussion:
   - Natural hazards (e.g. cyclone, flood, earthquake)
   - Environment (rainy season, hot season, water shortage/surplus, land degradation, poor water quality, crop failure)
   - Disease and illness (hunger, dengue, malaria, diarrhea)
   - Social conditions (stress, tension, violence, conflict, community events, festivals)
   - Economic conditions (in/out migration forwork, peaks of household income, lows of household income, harvesting/planting)
4. Encourage participants to add details to the calendar, marking when that seasonal event or consideration occurs and the level of risk/ probability of it happening.
5. Repeat the calendar for seasonal events a decade ago, if wish to compare effect of climate change.

6. Use key questions (opposite) to facilitate exploration of linkages and relationships between seasonal events, risks and vulnerabilities and coping mechanisms. Record the key points as notes.
7. In plenary discussion, ask participants to summarize the main points discussed. If the Assessment activities are part of the community action planning cycle, conclude that the calendar and notes will be shared with the community and will be used to inform the community action plan.

KEY QUESTIONS

- What are the different seasons in a year? Have you observed any changes or shifts in seasonal patterns (e.g. earlier/later start of monsoon, duration of monsoon)?
- When do you feel more or less secure, or your lives are disrupted?
- What impact do different seasons and related changes have on the lives of girls and boys of different ages?
- When are children more or less safe from accidents, harm or abuse?
- What linkages do you see between events?
- What is the nature of the relationship? (e.g. monsoon affecting water quality, plating season causing in migration and child labor)
- When stresses occur (food/water scarcity, disease, income reduction etc.) which members of the community are impacted? Are some impacted more significantly than others?
- How do these people cope? Do they seek support from others? If so, who (institutions, individuals)? Does this support help? (e.g. money lenders may help in the short term but contribute to longer term hardship and debt).

TIPS

- Ask the participants when their year starts, how many seasons and months there are in their year, and what are these called. Ask them to mark the seasons and months on the matrix. Be cautious to not impose own ideas or assumptions as a facilitator.
- Observe how people work together, and what causes excitement or disagreement. Use these observations to explore differences of opinions, perspectives and their reasons.
- Consider the ages of participants. Consider the benefits of engaging a proportion of older people (whether in group agreed at start for all activities, or encouraging their participation and perspectives for this activity particularly).
- Consider the ability of resource people to relate to the different groups.

NO.	TYPE OF RISKS	MONTHS 1	2	3	4	5	6	6	8	9	10	11	12	IMPACTS	SOURCE OF INFO

TOOL 5: STAKEHOLDER MAPPING (YOUTH & ADULTS)

PURPOSE OF THE TOOL

Stakeholder mapping provides important insights into the stakeholders who are present in a given community, the relationships between them and who has power and influence in decision-making. The assessment should explore individuals and community organisations (such as CBOs and religious groups), but also governance structures in the community such as government departments, committees and service providers. A Venn diagram is used, with the size of the circle representing the more power and influence a stakeholder has in the community, and the distance between circles representing the degree of relationship between stakeholders. By conducting the exercise with different groups and from their perspective (across age, gender, socioeconomic and disability status), the exercise will support the analysis of how different groups are involved in decision making processes, the nature of information flows which they benefit from or are absent within, and how different people are using and benefit from natural resources and services. Differentiated vulnerabilities can therefore be identified and explored, and capacities assessed, which can inform future disaster risk reduction and resilience activities, while reducing the risks of worsening conflict, gender and other inequalities.

RESOURCES NEEDED

Flipchart paper, pens, card of different colours (cut into different shapes to represent chosen categories), scissors, glue.

FACILITATION

2 facilitators: one facilitator to lead the activity and one co-facilitor to document the discussion for each group.

TIMEFRAME

1 to 1.5 hours

STEPS

1. As the participants to draw themselves in the centre of the flipchart paper, representing all of those present in the group (including people living with disabilities, ages, etc.)
2. Explain the purpose of the exercise to participants.
3. Ask the following questions to support of the identification of different people and institutions in the community. Support the group to make a list, using the following questions to prompt discussion:
   - Who are the decision makers and leaders in the community?
   - Who are the most vulnerable in the community?
   - Who are the most marginalized?
   - Who shares important information in your lives?
   - What community-based organizations are there (religious, business, etc.)?
   - Who or what groups provide services to you? To men/women? To children? To those vulnerable and marginalized groups?

4. Ask the group to draw each stakeholder on a different piece of card. Colors and shapes can be used for any different categories chosen. Ask them to use the size of the card to represent that stakeholder's power in their lives, e.g. large to represent those with a high degree of power and influence.
5. Ask the group to place the pieces of card around the piece of paper, with the distance between them representing the closeness of relationship between themselves and the different stakeholders, and the stakeholders and each other. E.g. large distance between themselves and the leader could represent a lack of representation in community-level decision making. A small distance between disabled children as a vulnerable group and a CBO could represent vital services being delivered.
6. Use the key outcomes and observations from the stakeholder map and from the list to facilitate a deeper discussion and analysis of power dynamics, representation, information and communication, conflict, capacity and equality.
7. Additional stakeholders and annotations can be added to the stakeholder map throughout the discussion, in addition to the notes taken the by the notetaker.

KEY QUESTIONS

- What key decisions are made in this community? Who makes them?
- To what extent are women/children/the disabled represented in these processes?
- Who is excluded from key events or decision making?
- What roles do the different CBOs play? Who do they support? Are they supported by the community?
- What connects and unifies groups in the community? What groups support this?
- What divides or causes tension between groups in the community? What groups are relevant and involved in resolving this conflict?
- What are the typical roles of men and women in the community, normally, and during times of stress?
- Who makes key decisions when there is an emergency, or the lives and wellbeing of people are under threat?
- Who do you receive information from, normally, and in times of emergency? Do all marginalized groups benefit, or are some excluded?
- Who do children receive information and protection from, normally, and in times of emergency? Do all children benefit equally, or are some excluded?

TIPS

- Be mindful of the location of this activity. The degree of privacy could affect how open stakeholders can be, notably women or other marginalized groups who may experience repercussions (perceived or real) from speaking about themes of power and exclusion.
- This activity can be organized in mixed groups, or organizing each grouping by age, gender or disability. This will allow more detailed analysis of gendered, socio economic and age disparities in access to information, representation and inclusion into decision making processes and service provision.

TOOL 6: RISK AND RESOURCE MAPPING (YOUTH & ADULTS)

PURPOSE OF THE TOOL

Risk and resource mapping helps identify hazards, risks, resources and support structures that exist in a community and explore how people are impacted by shocks and stresses. Risks are conceived simply as places where people feel unsafe and are coloured red or orange, and resources are where people feel safe and are coloured green. Mapping exercises provide communities with visual aids to identify their own natural resources, community facilities and infrastructure, high-risk areas and vulnerable members of the community. These maps can be used to facilitate discussion and analysis of risks, capacities and vulnerabilities within the community to create a common understanding among communities. The risk analysis can help identify potential solutions to priority concerns, as part of programme design or community action planning.

RESOURCES NEEDED

Flipchart, marker pens, stickers or coloured crayons (green, yellow & red), post-it notes, A4 paper, hazard flashcards, note taking wheel template for discussion tables.

FACILITATION

2 facilitators: one facilitator to lead the activity and one co-facilitor to document the discussion for each group. For the café workshop a total of 4 facilitators and 4 notetakers are required.

TIMEFRAME

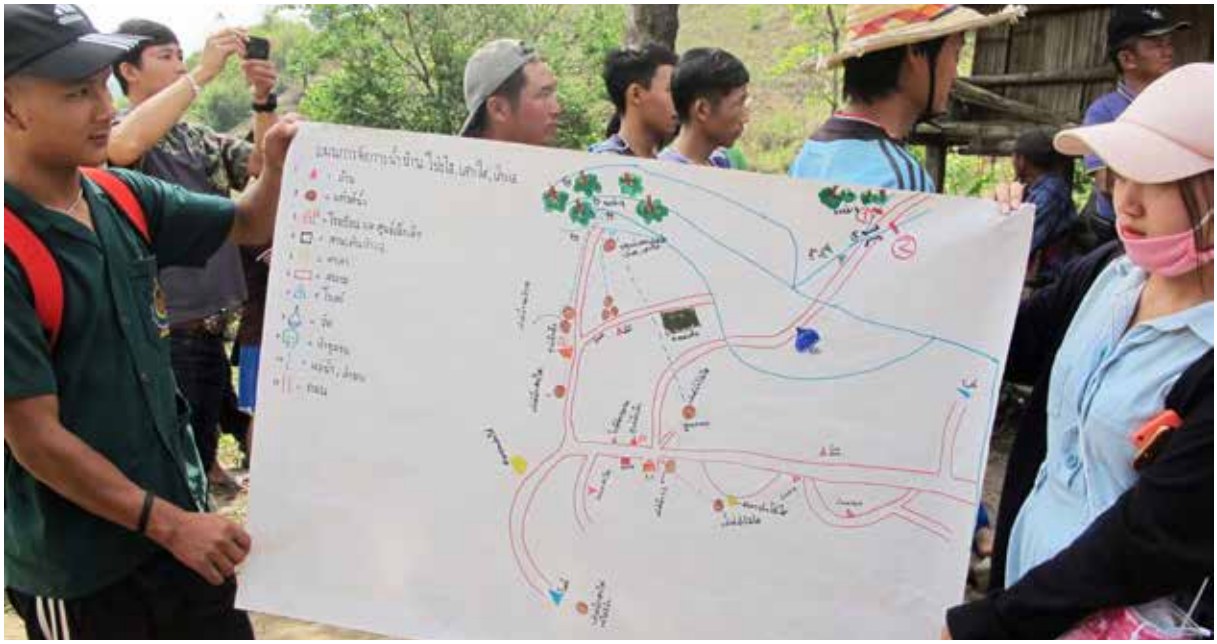
2 hours

PREPARATION

Locate or print maps or satellite images of the community. If none are available, the main boundaries of the community can be drawn by hand in advance on large flipchart paper.

STEPS

1. Explain the purpose of the exercise to participants.
2. Place the map/satellite image/flipchart paper on a wall or where all participants can easily view and reach it.
3. Ask one of the participants to indicate the north direction on the map and the boundaries of the community (as defined by the group).
4. Ask a second participant, with the support of the group, to map or draw natural resources (agricultural land, forests, water sources, fisheries) geography and topography (land, hills, rivers, fields, vegetation and habitation).
5. Ask a third participant, again with support of the group, to map or draw key roads, landmarks and government infrastructure.
6. Ask a fourth participant to map or draw social infrastructure such as schools, community centres, temples, churches, health care services.
7. Thank participants for their contributions and invite any final details to be added.
8. Introduce the concepts of 'risk' as places where people feel unsafe or threatened, e.g. areas affected by hazards, unsafe or risky areas, and ask them to shade them on the map as **red** for high risk/unsafe areas and **orange** for medium risk areas.
9. Introduce the concept of 'resource' as places where they feel safe, or where there is knowledge, information, skills and capacities to improve their safety and wellbeing, e.g. safe gathering places, first aid centres, water points, community warning mechanisms and ask them to shade them on the map as **green** for places where they feel safe.
10. Explain that for the remaining hour they will move between tables or areas, to consider how five of their core rights are affected by different hazards and stressors (using flashcards), how different groups and places may be vulnerable, and what coping mechanisms are adopted by the community.
11. At each table, a facilitator should introduce the theme and the note taking wheel, and how the discussion from the group will be captured.
12. At the end of the session, the rights wheels can be displayed alongside the map and more shaded areas can be added to the map, through group validation.



RIGHTS	CURRENT RESOURCES	VULNERABILITY	RISKS	IMPACT	COPING MECHANISMS
Safety protection	- Strength of infrastructure (buildings, roads)? - Access routes? - Evacuation routes? - Safe places? - Trained community members? - Peer support (for children & adults)? - Protection/human rights reporting mechanism?	Who lives near them? • Who uses them? • Who benefits from them? • Who doesn't have access? • Why? • What stops them?	What hazards have an impact? • Which the most?	What affected? • How? • Who is most affected? • How?	How have you adapted? • Has it worked? • Who is protected? • Who is not?
Livelihoods	- What livelihood assets (individual/common)? - Proportion self-employed/employ others/employed by others/unemployed?				
Health & survival	- Conduct water quality testing? - Areas with sanitary issues? - Waste management? - Access to clean drinking water? - Treatment for injury or health? - Emergency stocks? - Family preparedness plans?				
Education	- Do all children register for school? - Do they all attend school?				
Information	- What communication tools and channels exist? - Which do people prefer? - Early warning systems exist and used?				

TOOL 7: TRANSECT WALK (YOUTH & ADULTS)

PURPOSE OF THE TOOL

The transect walk is used to observe the community and areas of interest in detail, so as to deepen an understanding of spatial planning, types of construction, the types and distribution of social and business infrastructure, and the interaction between people and their natural and built environment. It can be facilitated either before the risk and resource mapping exercise, as a prompt for discussion on risks, resources and vulnerabilities, or to further explore and validate what was discussed in the risk mapping or other participatory exercises.

RESOURCES NEEDED

Note paper, pencils/pens, flashcards (with images of different social groups, e.g. women, children, adolescents, people with disabilities).

FACILITATION

2 facilitators: one facilitator to lead the activity and one co-facilitor to document the discussion for each group.

TIMEFRAME

1-2 hours. Time required depends on the scope of the assessment, e.g. number of locations to cover and distances.

STEPS

1. Explain the purpose of the exercise to participants.
2. Together with the group, look at the risk and resource map (if this activity conducted) or decide based on memory what route they would like to take on the walk. Explore and validate relevant topics or themes, such as particular safe or risky places. Decide together what to look for during the walk, and who the group might like to interview or ask questions to during the walk.
3. During the walk, have the community take paper and pencils with them to note any observations that they make.
4. To further facilitate discussion, carry and show flashcards at different points of the walk, to prompt discussion about the experiences and vulnerabilities of different groups, including children, adolescents, women and people with disabilities.
5. Areas of risk and safety can be added to the risk and resource map during the de-brief. Both the map and the rights wheel can be annotated with photos or sketches taken during the walk.

KEY QUESTIONS

The following questions on the physical space and social dynamics can facilitate detailed discussion during the walk or during a de-brief at the end of the walk:

- Low lying area, steep slope, electrical cable near the water, etc.?
- What were the houses like in different areas (e.g. type and quality of construction)?
- Are there some areas that are far from key facilities such as schools, shops or health centres, or hard to access (e.g. due to steep pathways)?
- Do people interact differently in different areas?
- Are there some areas of the community where there are people they do not know (e.g. along a main road)?
- Were there any areas that the participants did not want to go into? Note that if a marginalized population (e.g. immigrant families or the very poor) lives near the community, some probing may be required to persuade participants to open up and talk about how they felt walking near to that area of the community?
- Are different people associated with different areas (e.g. the area where there are street children, the area where people say there is a lot of crime, the area where the farmland is etc.)?
- Which parts of the community do children like most? Why?
- Which parts of the community do children dislike most? Why? (ask the children)
- Are there any parts of the community that the participants strongly associate with particular hazards?

TIPS

- Encourage some groups members lead the walk, with others documenting the route and discussions
- Photos, film and sketches can also be used (if consent discussed and given), to add detail to the community risk and resource map and/or to the rights wheel. Audio recording may also be feasible
- Ensure the group seeks consent for any images used and are sensitive to the needs and attitudes of the community throughout the walk
- When conducting the activity with social groups (rather than mixed groups), the flashcards can be used to solicit views on risks, resources and vulnerabilities from different perspectives and experiences
- Optional flashcards on different hazards can also be used to stimulate specific discussion, such as the risks posed by floods, religious tension, earthquakes etc.

TOOL 8: ACTION PLANNING (YOUTH AND ADULTS)

PURPOSE OF THE TOOL

Action planning is an iterative process, and this activity guides the start of the process, through the supporting members of the community generating and analysing actions that will address identified risk and vulnerabilities and strengthen existing capacities.

RESOURCES NEEDED

Risk and resource maps, stakeholder map, rights wheel, notes and any media taken during transect walk, flipchart paper, marker pens, post it notes.

FACILITATION

2 facilitators: one facilitator to lead the activity and one co-facilitor to document the discussion for each group.

TIME FRAME

2 hours is recommended for this activity.

PREPARATION

1. Prepare for the session by drawing two blank identical matrixes, each with 6 columns and over ten rows, using the template below. One will be used for action planning on strengthening resources; the other will be used to capture mitigation actions on risks.
2. Display the Risk and Resource maps, Venn diagram and Rights Wheels alongside the blank action planning templates and any other images or media captured on the transect walk. These will be used as reference points throughout the discussion.

STEPS

1. Explain to the group that they have the opportunity in this activity to generate ideas on improvements in their community that will improve the lives of all people who live there, before, during and after various hazards and stressors. These can include actions that will improve the physical safety of their community, or improve the knowledge and relationships between different community members.

2. Introduce the first few columns and explain that the remaining columns have been left blank. Explain that the group will likely suggest many proposed actions for both risk and resources, and that they will develop criteria as a group at the end of the activity, on how to evaluate and prioritize them.
3. It may be useful to start with actions that could improve the physical safety of areas of the community, or people within it, using the risk and resource maps. Ask the group to add locations of these unsafe spaces in the first column and to complete the other columns of the matrix.
4. Proceed through the action planning template for both risks and resources, using ideas written by the note taker and outputs of the various sessions, e.g. rights wheel, maps, stakeholder map.
5. In the remaining 15 minutes, facilitate a group discussion on how to evaluate the various actions proposed by the group, and to develop a multi-criteria analysis. Criteria could include: impact; cost/benefit analysis (considering environmental, social and economic dimensions); ease of implementation; benefit to women, children and vulnerable groups; and conflict sensitivity (promotion of connectors/ reduction of dividers, if more detail needed than social component of cost-benefit-analysis).
6. Label the final columns of action planning matrixes with the selected multi-criteria and complete it for each action proposed by the group. If developing a cost-benefit analysis, refer to the sample matrix below.
7. In plenary session, ask the group for a nominated spokesperson who will share the group's action plan with other groups and who will help develop the final village map and action plan.

TIPS

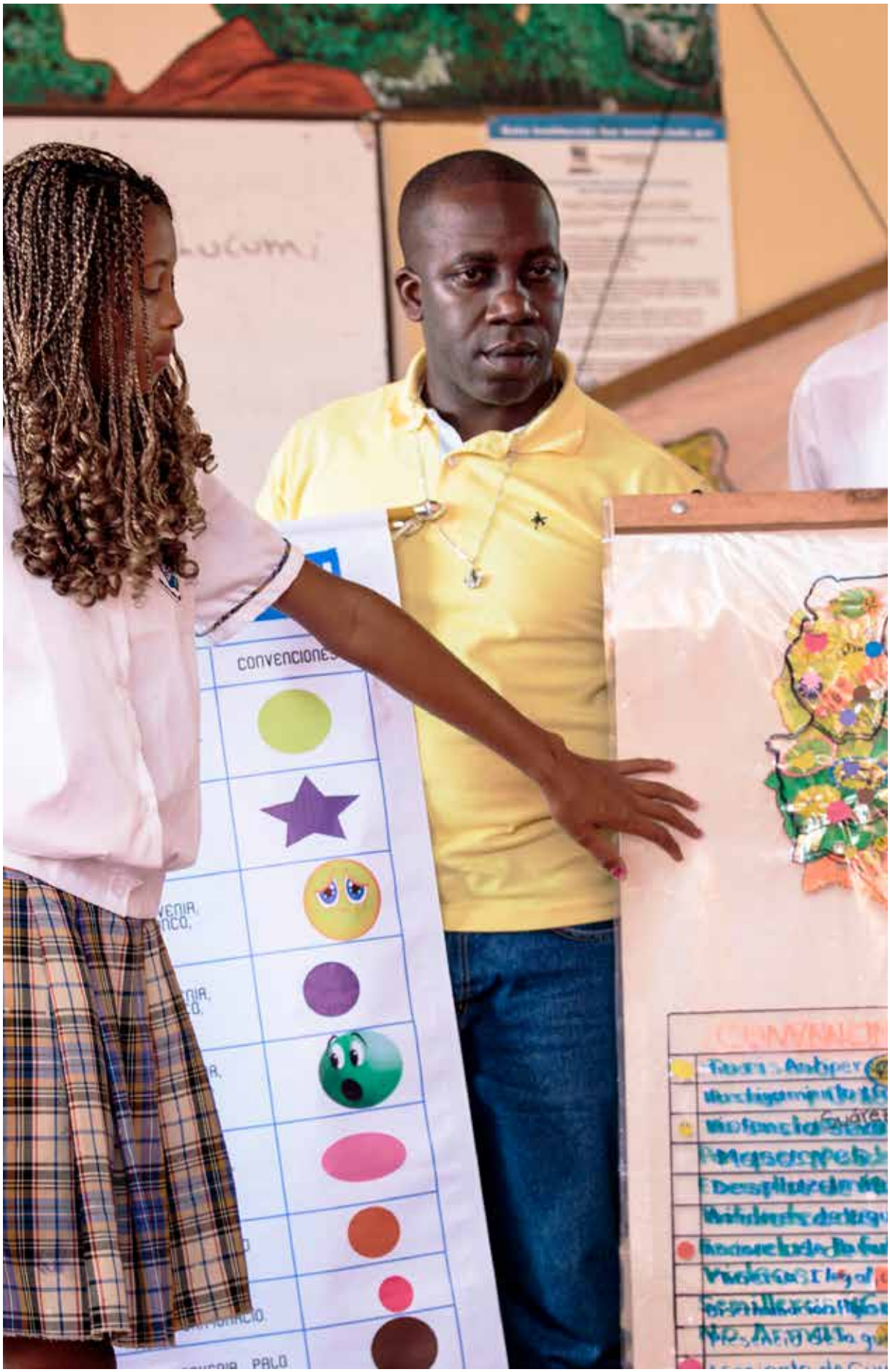
- Throughout the discussion, the facilitator should remain as neutral as possible, but can use probing questions to facilitate the group's thinking on who would be made safer, who would benefit, and who is potentially excluded from the benefits of the actions
- Multi-criteria analysis is a tool that allows for the qualitative comparison of very different adaptation activities. Wide participation and consensus is important in both criteria selection and scoring the options. Results from the participatory cost-benefit analysis (highlighted below) can be included as one of the multiple criteria used to prioritize options
- The discussions that take place while deciding on scores are extremely important and programming staff may consider documenting these for future use in project design
- It is helpful if a written explanation is provided to justify the scoring for each criterion to reduce the risk of bias or subjectivity in assigning scores. Agree on a value and meaning of the score as a group, e.g. 1-5.

ACTION PLANNING MATRIX

Location *(if mapped)*	Who affected	When affected	Proposed action/ activity	Support needed	Time-frame	ANALYSIS				
						Cost-benefit	Gender sensitivity	Benefit vulnerable groups	Involve vulnerable groups	Conflict sensitivity

SAMPLE SCORING SYSTEM FOR COST-BENEFIT ANALYSIS

COSTS			BENEFITS		
	Description	Score		Description	Score
Economic	Low cost (>$500)	3	**Economic**	High economic benefit (protection of community infrastructure/assets, reduced loss and damage, efficiency savings or any other economic contribution)	3
	Medium cost ($501 – 1000)	2		Medium economic benefit (protection of infrastructure/ assets, reduced loss and damage, efficiency savings or any other economic contribution)	2
	High cost (>$1001)	1		Low economic benefit (no economic benefits, protection of community infrastructure/assets, reduced loss and damage, efficiency savings or any other economic contribution)	1
Environmental	No (low) environmental impact	3	**Environmental**	Contributes to environmental protection	3
	Medium (some) environmental impact	2		Some environmental protection	2
	High environmental impact	1		No contribution to environmental protection	1
Social	High potential (positive) impact on social cohesion or conflict potential	3	**Social**	High potential to contribute to increasing social cohesion/ assets/support networks and reducing conflict. Impacts large number of people	3
	Potential (positive) impact on social cohesion or conflict potential	2		Medium potential to contribute to increasing social cohesion/assets/support networks and reducing conflict	2
	No (or negative) impact on social cohesion or conflict potential	1		Low/no potential to contribute to increasing social cohesion/ assets/support networks and reducing conflict – impacts a limited number of people	1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TOOL 9: GENDER PRE-ASSESSMENT

(Adapted from BRACED Resilience Assessment Toolkit, Myanmar)

PURPOSE OF THE TOOL

The Gender Cobwebs tool is used to understand the conditions and status of women and girls in the community where the multi-risk assessment will be made, from a rights perspective, in order to promote their safe participation and representation in the assessment. As such, the tool can be carried out by project staff, including partners, who are familiar with the community, in the pre-assessment stage. It could also be conducted with groups of women and girls from the community, such as a pre-existing women's group or children's club.

RESOURCES NEEDED

Flipchart paper, marker pens (2 colours), assorted pieces of A5 size card, and string.

FACILITATION

Minimum 1 facilitator, but ideally 2: one facilitator to lead the activity and one co-facilitor to document the discussion for each group.

TIMEFRAME

1 hour

STEPS

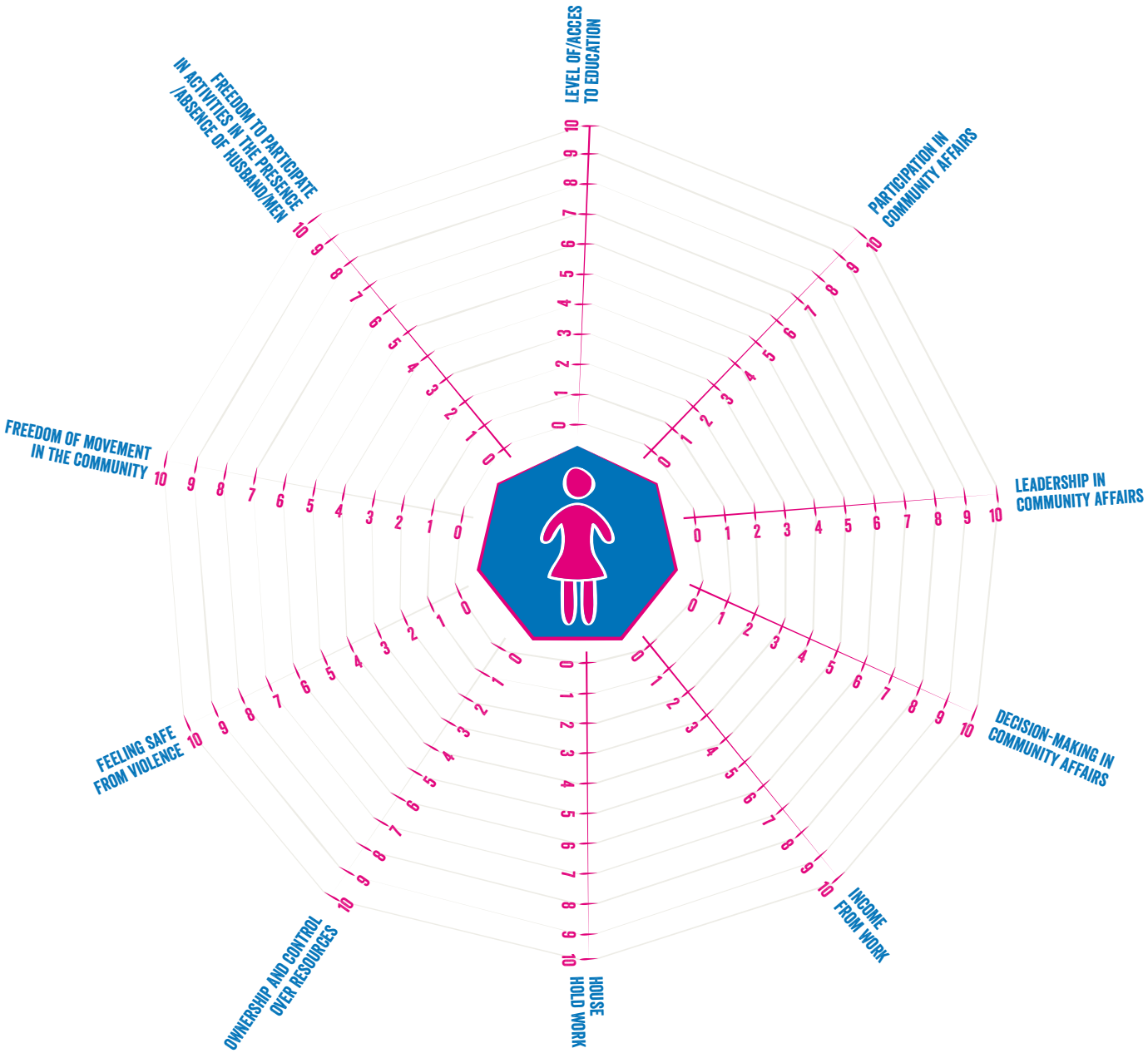
1. Introduce the purpose of the activity to the group.
2. As a group, generate ideas on the key dimensions of women's rights, resilience and development. The list could include: level of/access to education; participation in community affairs, leadership in community affairs; decision-making in community affairs; income from work; house hold work; ownership and control over resources; feeling safe from violence; freedom of movement in the community; freedom to participate in activities in the presence/absence of husbands/men.
3. Ask a member of the group to write/draw these dimensions on each piece of card and to place them at points along a large circle, drawn around the picture of a woman at the centre.
4. As a group, discuss the current status of women for each dimension and mark it, on a scale of 0 to 10, with 0 in the centre.
5. Join the markings together in an uneven ring using a different colour to the others, or a piece of string.
6. Discuss the ratings given, and take notes of the discussion about the experiences of different groups of women, including women with disabilities, single or divorced women, the extremely poor, or other marginalized groups.
7. Facilitate the same discussion on the status of girls.
8. If conducting this assessment with women and girls from the community, ask them to draw the same cobwebs for men/boys, and discuss the differences and similarities.
9. As a group, de-brief by considering the following questions and their implications for conducting a safe, participative and inclusive multi-risk assessment for women and girls.

KEY QUESTIONS

- Who are the most marginalized women in the community? How can we reach them?
- What are the dominant social and gender norms? Who supports them? Who is seeking to influence them?
- Can women participate in activities without the presence of men?
- Can women and girls move freely in the community? If not, how the activities be redesigned to ensure their inclusion?
- What time of day should the assessment activities be held, to maximize participation?
- Where can the activities be held, to promote inclusion, participation and confidentiality?

TOP TIP

Try to avoid discussions that generalize women's experiences as those of 'all women', for example the extremely poor, disabled or otherwise marginalized women who live in the community.



TOOL 10: SOCIAL COHESION PRE-ASSESSMENT

PURPOSE OF THE TOOL

Being conflict-sensitive requires an analysis in order to understand how a community works and how the assessment and any subsequent programme will interact with the community. This is true even if teams are familiar with the context, as different actors are likely to have different perceptions even if they might all know the context well, and different activities can have different or unintended outcomes.

RESOURCES NEEDED

Secondary data (published and grey literature. e.g. project reports)

FACILITATION

Minimum 1 facilitator, but ideally 2: one facilitator to lead the activity and one co-facilitor to document the discussion for each group.

TIMEFRAME

2 hours

STEPS

1. The conflict sensitivity assessment should be done in a team, inclusive of those who know the context well. Be mindful of gender balance in the team composition.
2. The team should speak to a range of local actors to increase their understanding of the community, including local community members, other business and local NGOs.
3. Use a mix of methods methodology, inclusive of desktop study, stakeholder consultations, interviews with national-level stakeholders, brainstorming amongst staff.
4. Talk with many different stakeholders for a broad range of perspectives. The more perspectives are considered, the clearer the picture about the environment.
5. Complete the connectors and dividers matrix below.
6. Use the following key question to stimulate discussion:

Actors:

- Who are the key actors?
- What impact do they have on peace and conflict in the community?
- Who are the decision makers/leaders?
- How many of them are women?
- Who are the most vulnerable/marginalised people in a community? Why?
- What are the relationships between different actors in the community (what is dividing and connecting different actors?)
- What are the gender roles/norms?
- What are the power dynamics and issues of exclusion in a community?
- What actors are relevant to any identified tensions in the community?
- What actors are supporting the connecting elements (identified above)?
- What is your organization's relationship with the key actors?

Participants/beneficiaries:

- Who are our proposed participants/beneficiaries? Why, why not others?
- Do they all share the same identify (ethnic, religious)?
- Is the selection criteria of participants/beneficiaries unclear to the communities?
- What resources (knowledge, skills, assets) does Plan International or partners bring to the community?
- Is one group better off because of the resource(s) you bring? (Remember that training and skills developed through participating in an assessment are also resources)

Staff/partners:

- Who are our proposed staff? Why, why not others?
- Do all the staff (or a large part of it) share the same identity?
- Do our staff share the same identity as participants/beneficiaries?
- Do proposed partners share the same identity as staff?
- Who are our partners? Why, why not others?
- Do partners have ties to political or military interests?
- How did the organisation choose these people? Why, why not others?
- Which authorities is the organization working with? Why these? Why not others?
- Do they have the same identity as the staff members?

7. When the initial analysis is complete, consider the following parameters to support the planning of a conflict sensitive multi-risk assessment:
   - Composition of the assessment team
   - Community members who should be consulted in planning and contextualization phases
   - Timing of the assessment
   - Selection of assessment participants, and how communicated

SOCIAL COHESION MATRIX (DIVIDERS AND CONNECTORS)

PART 1: CONFLICT CONTEXT

A: ANALYSING CONNECTORS & DIVIDERS

Connectors are…. *those things or factors that reduce tensions between people or groups and lead to and strengthen constructive collaboration*	**Dividers are….** *those things or factors that increase tensions between people or groups and may lead to destructive competition*
e.g. Most people face similar challenges after flooding and could be mobilised to jointly address problems related to food security, etc	e.g. Unequal access of different ethnic groups to humanitarian services may lead to communal tensions.
Etc.	Etc.

TOOL 11: FEEDBACK FORM

PURPOSE OF THE TOOL

This form can be used by Plan International or partner staff members to document feedback received directly by an individual during the assessment process. Feedback could include: concerns or suggestions about the performance or presence of Plan International/partners in the community, or be related to a breach of organisational policy such as a child and young people safeguarding concern, sexual expoitation and abuse (SEA) by an aid worker, breach of code of conduct, fraud, or a report of a security incident.

The information in this form can feed into the Feedback Database which should be managed by a designated team member. To include personal data from the feedback provider into the central database, Plan International must obtain informed consent from the feedback provider to do so. Use the dedicated consent form to obtain informed consent.

RESOURCES NEEDED

Feedback form (contextualised where needed) and printed for each team member.

TIMEFRAME

Present this tool to the assessment team, as part of the assessment preparation. This should take about 15 to 60 minutes depending on additional need for briefing on Plan International's feedback mechanism.

STEPS

1. Explain that this feedback form will be used by Plan International and/or partner staff members to document any verbal or other feedback received by any community member or other stakeholder during the assessment.
2. Explain how each section of the feedback form should be completed and by whom.
3. Appoint a focal point for receiving and handling all feedback during the duration of the assignment (e.g. Plan International/partner's Feedback Manager or other focal point).
4. Provide staff members with briefing on the following procedures:
   - Channels through which feedback can be provided anonymously and confidentially.
   - Feedback is stored securely by Plan International/partners.
   - Feedback will be addressed with appropriate action by Plan International/partners.
   - Feedback provider will be informed about the action taken by Plan International/partners.

In case the feedback provider does not want their personal information to be included in the Feedback Database, the feedback will be submitted anonymously. In this case, ensure that no personal information is recorded that can link back to the individual feedback provider.

In case the feedback provider cannot or does not give consent for the feedback to be officially reported to Plan International or partners, this must be respected. However, in case of an urgent concern (child safeguarding, SEA or security) Plan International has an obligation to report internally. The incident will in this case be reported anonymously.

Completed forms must be submitted as soon as possible to the responsible Feedback Manager.

FEEDBACK FORM (TEMPLATE)

DETAILS FEEDBACK RECEIVER

Staff name: _____

Staff function/position: _____

Date of feedback received: _____

Geographical location of feedback received: _____

DETAILS FEEDBACK PROVIDER

Name feedback provider: _____

Sex: **FEMALE / MALE**

Age (in years only): _____

Address: _____

_____

Phone number: _____

Email: _____

Feedback provider has been informed about the feedback system and agrees that his/her feedback is reported to the central feedback database **YES / NO**

Content of the feedback:

_____

_____

_____

Which feedback category:

1 = Expression of gratitude
2 = Suggestions for improvement
3 = Request for Information
4 = Request for assistance
5 = Minor dissatisfaction
6 = Major dissatisfaction
7 = Report of Child Safeguarding issue
8 = Report of Breach of Code of Conduct
9 = Security issue

Name of the project or response programme that the feedback is related to:

_____

Sector/thematic area/department which the feedback is related to:

_____

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