

## Child Oriented Participatory Risk Assessment and Planning (COPRAP): a Toolkit

**Location:** San Mateo, Rizal, Philippines

**Date:** 2003-2006

**Sector focus:** Child-focused disaster preparedness

**Spatial focus:** Locality/Community (Barangay)

### Bibliographical reference

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Centre for Disaster Preparedness (CDP), *Child Oriented Participatory Risk Assessment and Planning: a Toolkit*, pp. 1-20, Quezon City, Philippines (2007). The document is available from the ProVention Community Risk Assessment toolkit.

This publication is a **step-by-step manual** outlining 12 tools that can be used for participatory risk assessments with the community including tools for children aged 7-17 years and adults. The objective, material, and step-by-step procedure for each of the 12 tools is outlined as well as the overall objectives and helpful pointers in conducting a participatory assessment with children.

### Abstract

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During disasters, children are physically and emotionally affected: school is often suspended and children are left to “learn” on their own, their limited play areas are further reduced due to flooding or debris, and often older children are charged with providing care to younger siblings. To address the needs of children by incorporating their voice in assessments, a group of young researchers tested the tools used in the COPRAP hazard vulnerability capacity assessment (HVCA) in Barangay Banaba, San Mateo, Rizal, Philippines. The result is a step-by-step toolkit of participatory risk assessment tools to identify the needs, capacities and vulnerabilities of children aged 7-17 years and design appropriate disaster planning. Participatory tools in this publication include drawing, using clay as a model, or mapping dangers, hazards and resources in the community; identifying needs and conditions before, during and after a flood or storm; prioritizing problems and solutions; advocating to district leaders, local government units, NGOs, parents and youth; and involving adults to discuss livelihood, community organizations, establish a disaster timeline and do hazard and risk mapping.

In the course of developing and testing the manual and its methods, an action plan for flood/ typhoon risk reduction was developed with the community and this action plan was implemented.

### Technical description

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**Hazard/risk type:** Flooding, typhoon.

**Type of assessment:** The COPRAP publication largely follows a **Hazard Vulnerability and Capacity Assessment (HVCA)** and **Participatory Disaster Risk Assessment (PDRA)** methodology using participatory learning and action (PLA) techniques. The objective is to assess the risks, strengths and weaknesses of children and the community and to plan based on the results of the participatory assessment.

## **CRA process**

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### **Methods used:**

The name of the tool presented in the publication is indicated below; the analytical method according to the ProVention CRA Toolkit is included in parentheses in bold.

*General Assessment methods include:*

- Safe and Dangerous Place; Dangerous Things (**Hazard Analysis**)
- Understanding Livelihoods in our Place (**Livelihood Analysis**)
- Make Me a Picture Of...; My Need Before, During And After The Typhoon And Flood  
▪ (**Needs Assessment**)
- **Participatory Learning and Action (PLA)**
- The Organizations In Our Place (**Social and Institutional Networking Analysis**)

The publication describes in detail the sequence of steps required to successfully carry out participatory community level HVCA.

*The participatory tools include:*

- **Community Mapping**
- **Hazard and Resource Mapping**
- **Hazard Mapping**
- Suggested Solutions - brainstorming on solutions to problems
- Suggestions To Those In Authority - advocacy to parents, leadership, barangay, community, NGO or fellow youth or children.
- Disaster **Timeline**
- Top 5 problems - when there is a flood and when
- The Organizations In Our Place (**Venn Diagram**)

**Was livelihood analysis used?** Yes.

**Was external specialist knowledge introduced?** Child centered and more general CRA methods were introduced by a specialist from the Center for Disaster Preparedness (CDP).

## **Vulnerability analysis**

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**Tools addressing vulnerability analysis:** Safe and Dangerous Place; Dangerous Things (Hazard Analysis), Understanding Livelihoods in our Place (Livelihood Analysis), Make Me a Picture Of...; My Need Before, During And After The Typhoon And Flood (Needs Assessment), Participatory Learning and Action (PLA).

## **Capacity analysis**

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**Resources available:** Existing disaster preparedness committee, community leadership, supportive local government officials.

**Limitations to capacity:** Time and finance.

**Tools addressing capacity analysis:** Understanding Livelihoods in our Place (Livelihood Analysis), Make Me a Picture Of...; My Need Before, During And After The Typhoon And Flood (Needs Assessment), Participatory Learning and Action (PLA), The Organizations In Our Place (Social and Institutional Networking Analysis).

## **Action planning and implementation**

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### **What actions were actually planned?**

- Life vest making for children
- Early warning device along the bridge for the community to see how deep the water is
- Making of public awareness poster
- Training for children on disaster preparedness and emergency preparedness
- Training workshop with the community leaders on emergency preparedness
- Making of risk assessment tools for children

### **What actions were actually carried out? .**

All of these were carried out.

### **Have these actions turned out to be sustainable?**

- The life vest making became alternative livelihood for mothers in the community.
- Some of the trained children became members of "Buklod ng Kabataan" which later on carried on the task of promoting disaster preparedness among children and the community.

### **Were there any unanticipated additional benefits of the actions?**

The risk assessment tools for children (COPRAP) were used not only in San Mateo, but also in other areas in the Philippines where the Center for Disaster Preparedness (CDP) is active, and in other countries. These tools help the children in high risk areas as well as the NGOs to assess the needs, risks, and capacity of the children. Mercy Malaysia translated the book into the Bahasa language.

### **Were there any unanticipated negative consequences of the actions?**

None.

### **Limitations on action/sustainability of actions:**

Some of the trained community & local government leaders' term of service ended, and this created a challenge for continuity. In addition, limited resources and time constraints were the limitations for the sustainability of the actions. However, CDP was able to get another ProVention action research grant which enabled continued advocacy for child focused/child oriented disaster preparedness.

## **Indicators**

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Success was measured in terms of the number and continued production of life vests for children as well as the continued inclusion of children in community based disaster preparedness activities.

## **Contextual notes**

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**Existence/role of prior or contemporaneous conflict?** N.A.

**Role of displacement/relocation.** Temporary displacement due to flooding.

**Role of prior disaster & prior recovery attempts?** Typhoon, flooding, landslides, mudslides

**Significant historical, geographic, economic, political, or cultural issues that influenced this instance of CRA and its consequences?**

Rizal is the least poor province in the Philippines. It borders Manila, and is the site of considerable pig production for the urban market as well as fishing on Laguna de Bay. Because of its coastal location and the frequency of typhoons, there is high awareness of this hazard. Relative affluence may have influenced the use of CRA methods because people had more spare time to devote to disaster preparedness activities.

## **Strategic notes**

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**How has this practice of CRA influenced change in policy and practice at the national level?**

As a national NGO, the Center for Disaster Preparedness (CDP) has been able to advocate the use of these child-centered methods elsewhere in the Philippines and in the Asia region.

**How has this practice of CRA influenced change in policy and practice at local level?** More attention is paid to children's needs and contributions.

**How has this practice of CRA influenced the level of organization and solidarity in the locality where it was carried out?** It reinforced the existing disaster preparedness organization.

**Less divided along class, gender, age, ethnic lines?** N.A.

**More divided along these lines?** N.A.

**Are the people living in this area more able to speak out on issues that concern them?** N.A.

**Have new civil society organizations been created directly or indirectly because of this practice of CRA?** No, but children have joined the existing community preparedness organization.

## **Lessons learned**

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1. Children play an important role before, during and after a disaster.
2. Children's needs and contribution to disaster preparedness can be incorporated by use of simple tools and participatory methods.
3. Use of these methods can simultaneously involve action planning, especially as a tool included in the step-by-step manual guides the community in making "Suggestions to those in authority" and guides the user on youth advocacy before, during and after a disaster.
4. Leadership continuity at community and local government level is critical for the sustainability and of such an initiative.

## **Keywords**

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Philippines, flood, typhoon, child safety, children's participation in action planning

## **Resource person(s)**

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## **Author of Guidance Note**

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