

Level Two: Prepare for the assessment

This level outlines the necessary steps to define where to do the EVCA and then prepare and coordinate with the community to carry it out.

The preparation phase is a crucial one. How well you prepare will directly impact on the chances of success of the process and its outputs. Effectively engaging the community and other stakeholders and preparing the team and resources will take time. It is key that the time is taken to do these steps properly.

The activities to be carried out during this preparation phase are mainly the responsibility of the staff of the National Society that forms the national EVCA team. This includes making necessary decisions and completing activities that need to be done before the actual assessment with the community begins. Having everything in place will help minimise potential problems and unnecessary delays. Preparation takes time and requires considerable energy on the part of the EVCA leaders and staff.

Step 2. Decide where to do the EVCA

Your National Society should analyse a range of factors that will enable it to decide where best to focus its attention and resources. Secondary data (what is already known or written) is the place to start. The secondary data you compile in this step will also be useful later when you prepare for the assessment.

The following sub steps are a short version of a community selection process. However, if you have the time, we encourage you to go through the more thorough process of community selection outlined in the [Strategic Targeting Methodology](#).

2.1 Select the sub-national target area

Start by collecting information about **risks and hazards** at the sub-national level (e.g. Which parts of the country are most affected by hazards? Which hazards affect which parts of the country?). Make sure that you are not only collecting data on past or current risks but are also considering risks that may change over time. If you are in contact with the national meteorological offices or environmental departments, you might be able to use their information about historical changes (e.g. rainfall patterns) and projected climate for the coming decades (eg. increasing drought for a given country).⁶

Although projections for the future are not available at a local and community scale (downscaled models don't agree with each other) and therefore can't be used to guide site selection⁷, you can use this information at this stage to look at trends at the national and sub-national level.

The following are some links to secondary sources that document and show risk indices that can help to identify high priority risk regions within your country:

- INFORM ([Index for Risk Management](#)) Sub-national models

⁶ How can climate change be considered in VCA? 2012, p3.

⁷ Ibid.



- [510 Community Risk Dashboard](#)
- [UNISDR Country profiles](#)
- [GFDRR think hazard](#)
- [World Bank Climate Change Adaptation Profiles](#)



Once you have selected the priority sub-national areas on the basis of risks and hazards, it is useful to also consider the following information in choosing your focus areas:

- Does the RCRC have **access** to these sub-national areas?
- **Who else is active there** (currently or recently), what sectors do they cover and what are the opportunities for collaboration or risks of duplicating their work?
- **In which other areas is the National Society working** – say in health programming or in schools? It may be more effective to add to these programmes rather than starting in completely new communities.

2.2 Select target communities

Once you have narrowed the scope to the sub-national level, the next step is to select the target communities where to undertake the EVCA. It is important that this be based on clear criteria adapted to the context and that there be transparent communication around why you pick some communities and not others.

In an urban setting, identifying the community level can be challenging. In such contexts, it is recommended that National Societies/branches start first by [building local coalitions](#) and [identifying the most at-risk communities](#) in the city. The section on “Resilience For Whom” of the toolkit is designed to guide National Societies on how to identify vulnerable communities within the city from a systems analysis perspective.

1. Discuss with the branch of your National Society in the selected region(s). The discussion must assess if the branch is interested, committed and has the capacities to deliver on their role in the implementation of EVCA and community resilience. These are a few questions that can guide the discussion:

- Is the branch experienced in working with communities? Can the EVCA be linked to other RCRC activities?
- Does the branch have other “entry points” into communities through other programmes?
- Does the branch have the political will to carry out the EVCA?
- What is the branch’s capacity? Does it have enough volunteers?

Once the branch has agreed and committed to implementing the EVCA, the national EVCA team, which now must include branch staff and other interested local stakeholders, can proceed to identify specific communities. Branches know their region best and are fully aware of local risks, vulnerabilities and capacities.

2. Identify and list the distinct communities that live in the selected area

The IFRC defines a community as a group of people who often live in a defined geographical area, share a common culture, values and norms, and share the same resources. Communities are also exposed to the same threats and risks. It is important to note that a community is a group of people

who may or may not live within the same area, village or neighbourhood, and that individuals may belong to more than one community.

Tip: Depending on the context in which you are working, communities can be very different.

3. Prioritise the list of communities where you will undertake the EVCA

You will likely not be able to undertake the EVCA in all disaster-prone communities in the selected region(s). Based on the time and resources available, consider how many communities you will be able to target using the following criteria and tips:

- **Level of risk:** Which communities are particularly vulnerable? The principle of impartiality instructs us to be guided solely by needs and prioritize the most urgent cases. This information could be obtained through your previous sub-national risk analysis and maps. If details are not available at this level, discuss with the branch and key local stakeholders who would have local knowledge of past disaster events and risk. It is important to consider not only past and present disaster risk and vulnerabilities but also changing and emerging ones (due to climate change, land-use changes, population changes or other trends). If information is not clear or you have a very long list of potential high-risk communities, you might consider conducting a community selection process with the branch by conducting quick visits to each of the potential communities with a checklist to consult local leaders and verify information.
- **Clusters:** Are there several communities with similar risks because they share the same ecosystems, such as a coastal area or river basin? Working with groups of communities in so-called 'clusters' can avoid 'neighbour jealousy' and have benefits of scaling up and linking communities for joint action and involvement with local authorities.
- **Complementarity:** Are other organisations working in community or nearby? Could you work in partnership with them? Working with others is key to success.
- **Sample:** If the number of communities with whom you can work is limited, could you pick a community or group that can represent the issues of other communities? Will this "sample" help you to extend programmes over a wider geographical area?
- **Entry point or building block:** On the one hand, an EVCA can be a great entry point for the RCRC branch to reach out and engage with new communities. However, take into consideration that extra time might be needed to build trust. Another consideration might be to prioritise communities where sectoral programs have already taken place, on the basis of which a holistic community resilience approach could now build on. Fostering resilience might be easier when the community already knows and trusts us.
- **Access** might also be an issue although often the most remote communities are especially vulnerable.
- **Interest:** It is crucial for community members to want to invest their own time and efforts to improve their situation. Resilience is not a quick fix, nor can it be 'done by the RCRC'. See the next section for guidance on how to confirm commitment from the community.

4. Talk to the prioritised communities to ensure their commitment

It is vital that you take time to explain to communities, in a way that they understand, what they will commit to, why the EVCA is being proposed, what is the purpose and what are the expected results. This process requires time and should not be rushed. **Branches and communities should feel that they own the process.** After all, communities will carry out most of the work, with the support of



branch members. The selection of a community in which to do the EVCA is a critical step in the success of the EVCA process. Risk and vulnerability are prerequisites, but **factors such as interest, willingness to actively participate, and an enabling environment are as important**. Take care not to raise expectations about material or financial support.

Key message: It is important to slow down the EVCA process until the communities fully understand it and show commitment for the entire process and outputs.

You can follow these steps to gauge the community's interest:

- Step 1. **Identify the community leaders/local authorities** and explain to them the purpose of your visit, what the EVCA is for, what it involves and why you propose to conduct an EVCA. **Suggest calling a community meeting** or other event to inform the whole community, and make the invitation widely known through posters, radio, word of mouth, etc.
- Step 2. **Arrange the meeting** at a time and in a place that will be accessible to most people, and hold separate additional meetings for those who could not attend. In an urban setting, you may need to organize several meetings, and at different times of the day, for people who work shifts or outside of the community to be able to attend. **Make sure that every person** in the community irrespective of age, social status, gender and ethnicity has an **equal opportunity to participate**. This participation is crucial for risk reduction to be authentic and sustainable.
- Step 3. **Prepare an agenda and presentation** with key messages about the objectives and outputs of the EVCA and the overall goal of community resilience. Ensure that it is realistic and does not raise expectations about material or financial support. **Prepare objectives for the meeting**, to include: confirmation that the community is interested in the EVCA; a list of people who are representative of the different groups, who are willing to be involved; tentative timeline that considers community dynamics and commitments.

Remember that it is up to community members to decide whether to become involved with the EVCA process. If they decide they are not interested, or do not show a willingness to actively participate in the process, it may be better to consider another community.

Taking into account all these considerations, you should now have an agreed list of target communities that will be involved in the EVCA.

5. Document the community selection process and share the decision and rationale

It is important to ensure transparent communication around why the Red Cross / Red Crescent has decided to target some communities and not others. Write up your community selection process and share the final decision and the rationale with staff, volunteers, interested communities and other stakeholders.

Step 3. Prepare for the EVCA

3.1 Make a workplan and budget

The next step to prepare for the assessment with the community is to plan your actions and create a budget. This should be done by the national EVCA team and subsequently further refined and adapted once the members of the [local EVCA team have been selected and trained](#).



The workplan should include the key actions, resources required (materials, equipment, vehicles, human), timeframe and responsible people. The plan should also consider when to do the EVCA. It is strongly advised to do it during a period of the year when the community is less busy and could effectively contribute. For farmers, for instance, the planting or harvesting season may be a difficult time to engage in the EVCA.

An EVCA does not need to be expensive - the resources most needed are the time, energy and commitment of communities, staff and volunteers.

Good practice: To the extent possible, it is preferable to already have identified a minimum level of resources that will be available to help implement the community action plan and micro-projects before the process starts in order to avoid disappointment when the community action plan is ready. To ensure this, it is important to engage stakeholders (local, national or international) that could fund the projects from the start. See more on this in [section 3.3](#).

Your workplan and budget could be captured in the following format:

Key steps	Detailed activities	Resources required	Budget	Timeframe	Responsible person	Notes

3.2 Discuss with community leaders

Even if you have already obtained the consent of the community leaders, it is important to go back and explain the next steps of the preparation and the assessment. Informing them of the next steps will also be an opportunity to invite them to be part of the team or to get involved in other ways.

Tip! The more time you give the community to genuinely join the process, the better the results.

3.3 Engage other stakeholders at the sub-national and community-level



To increase the chances of a successful process, you should have some resources to fund micro-projects. For this, it is important that you engage stakeholders that could fund or support the projects. You might have already engaged stakeholders at the national level in Level 1, but it is now time to continue this engagement and to engage sub-national and local stakeholders as well. Consider inviting key stakeholders to the training and engaging them in the EVCA process.

This is of crucial importance especially if your National Society does not have the necessary funding to support the micro-projects that the community will ultimately identify as important during the EVCA. Later on, you should help the community to produce a proposal that can be sent to potential donors. You must help stakeholders understand the importance of going into the community with an open mind, not looking for a predefined threat or issue, or imposing a pre-packaged solution that comes from the outside. Community ownership is necessary for the EVCA to have a lasting impact. Luckily, many stakeholders and donors are increasingly on board with this and understand the need to build strong ownership from within.

The following steps and suggestions are proposed to guarantee proper stakeholder engagement:

- A. Map the different stakeholders at the sub-national and local level: think about who you can engage at this level, including from the below list. For this exercise, you can use the [venn](#)

[diagram](#) social network analysis tool. Make sure to keep this stakeholder mapping as it will be useful again later (e.g. in step 7.2.1).

- Local, municipal or regional government
 - Local civil protection bodies, firefighters or police
 - Private sector businesses in the region
 - Civil society and religious organisations
 - NGOs working in the region
 - Academic institutions and schools
 - Clinics, local healers
 - Meteorological services
 - Media
 - Others
- B. Think about how to engage the different stakeholders and what you want to achieve by engaging them. Different stakeholders may engage in different ways with the EVCA. Some stakeholders may want to get trained and participate in the whole process as part of the team. Others may be more interested in looking at the community action plans at the end of the process and offering technical or financial contributions. It is up to you and them to define the degree and type of the engagement. See some ideas in the roles section.
- C. Organise meetings and sensitise local stakeholders on the EVCA. Remember to be creative! The following questions that guided you in the earlier sensitisation process can be useful here:
- Who should be sensitised?
 - What do you want them to know?
 - Who can help to sensitise the different groups?
 - When is the best time to talk with people and/or make presentations? You may want to organise a presentation during regular activities/meetings of the board.

3.4 Select and train the local EVCA team

It is now time for the national team to select and train the local EVCA team.

Selection of team members

The composition of your local EVCA team is important. Without the right team composition, you risk not allowing people to truly tell us about their needs, priorities and capacities. You need to consider practical ways to ensure that the team is gender-balanced and, as much as possible, representative of the diversity within the community. You will also need to decide on the team's size.

To create the team, start by identifying key champions and volunteers from inside the target community. The more they are involved, the greater the chance of community ownership of the EVCA results. Complement the community volunteers with National Society volunteers, staff members and other interested local stakeholders.

Not every team member needs to have all the skills, but the team should jointly cover most of them. Alternatively, you can also train the team on any missing skills.

Criteria to select your local EVCA team members can include:

- **Mix:** include a mix of staff members, volunteers and other stakeholders.





- **Community mobilisation and facilitation skills:** such skills are important to bring people together in an inclusive way and to manage the process to gain community agreement or consensus that is mindful of the views and needs of a diverse group of people. It also includes coordination skills to connect the community effectively to decision-makers and policy-makers or other relevant actors.
- **Sectoral Skills:** have a multidisciplinary team so that members can bring their specific sectoral expertise to the EVCA process. This could be achieved by inviting staff or volunteers from sectoral programs or by inviting sectoral government workers to be part of the team.
- **Disaster risk management and climate change knowledge:** although the EVCA will cover the basic concepts of disaster risk management, it will be helpful to have at least some team members with previous experience so they can guide other members. It would also be important that at least some members like the team leader have basic knowledge of climate change and understand climate trends and projections for the country so that the team is prepared to discuss and consider changing risk patterns during the assessment.
- **Gender and diversity:** ensure as much as possible gender balance and diverse representation including people with different local language skills if applicable. This increases the quality of the assessments, captures the voice of men and women and creates ownership among all members of the community.
- **Links:** include a cross-section of volunteers who can connect with different community-based organizations or groups such as youth groups, women cooperatives or different interest groups (e.g. different livelihood groups).
- **Level of education/literacy:** decide on what level of education is most appropriate but be careful not to exclude people who could help in the process, even if they are illiterate or do not have high levels of education.
- **Analytical and Problem-solving:** analytical skills are necessary to be able to examine and present the findings as a basis for discussion and prioritisation. This analysis must be carried out both during and at the end of the assessment. Problem solving is the ability to think “out of the box”, take risks and find creative solutions to problems. It typically describes “glass-half-full” individuals who are energised by challenges.
- **Technology skills:** if you plan to use digital data collection technology for parts of the EVCA, make a list of staff or community volunteers with these skills so that they can be empowered to help others become familiar and comfortable with using them.
- **Commitment:** members must be available and committed for the whole process, which includes training, practice sessions, the actual EVCA, data analysis and project planning. They need to show that they are dynamic and enthusiastic.

Train the facilitation team

Once the team members have been selected, sufficient time must be allocated to train them on the EVCA. It is vital that the team members understand what the EVCA is, and why and how it should be done. Community work is very specialised and the staff and volunteers must be properly prepared if they are to make full use of the methods, tools and materials at their disposal. One of the key roles of the national EVCA team is to give this training to the facilitation/implementation team at the branch level. You should design and implement a training programme that will ensure that the trained staff and volunteers have the necessary knowledge and skills, feel comfortable with facilitating the different participatory EVCA tools and understand how to analyse the findings.

Some tips on how to conduct the training are provided in the [VCA Training Guide](#). The guide refers to two distinct but complementary training methodologies: classroom training and ‘learning-by-doing’.

Experience has shown that **at least three full consecutive days are needed to train the team on the EVCA.**

Traditional classroom training can be done in three days, based on an average of eight hours of intensive sessions per day. It includes practice field work but this is not considered part of the EVCA assessment phase, which is expected to take place after the training.

On the other hand, ‘learning-by-doing’ recognises that communities may have limited time to offer or that community members cannot all be available at the same time and therefore integrates both training and implementation of an EVCA at the same time. A ‘learning-by-doing’ process can be undertaken over a period of six days. The sessions are flexible and can be organized to best suit individual community needs or capacities - whether over one intensive week or at regular intervals over a longer period of time. ‘Learning-by-doing’ is only possible when well-trained EVCA practitioners understand the methodology and are able to use the EVCA toolbox in a dynamic and creative way.



Tip! To ensure the team is knowledgeable about gender and diversity concerns, it is highly recommended that all team members complete the “Different Needs - Equal Opportunities” gender and diversity online training course before conducting EVCA. In situations where this is not possible, it is important to have at least one person in the team who has an in-depth knowledge of gender and diversity.

The [ABC of VCA](#) and [The Art and Science of VCA](#) videos could also be used in the introduction of the EVCA training.



3.5 Familiarise yourself with the context and compile secondary information

Building upon what is already known is an important part of any assessment and should be done by **compiling and analysing existing relevant data from secondary sources**. In previous steps, you conducted a context analysis at the national and sub-national level, which means you already have collected some secondary information. Now, you need to build on that process with data at the community level, compiling information that specifically describes the community. The [secondary data review tool](#) of the EVCA toolbox will give you more details on how to do this. Each community has a unique context, and a good EVCA team will set out to identify precisely what it is and how it influences the community’s vulnerabilities and capacities. Assessments may already have been undertaken in the community by the RCRC (e.g. CBHFA, PASSA, PHAST) or other organisations. It is important that you consider the information from these assessments; it will avoid collecting information that is already available and may save you time during the EVCA assessment phase. Your previous visits to the community will also have provided information about the context.

Based on this information, you should **start to develop a simple ‘community factsheet’** (see [community factsheet](#) in the EVCA toolbox). Obtain a spatial map of the community (e.g. from google maps, open street map, government, etc.). It could be useful to highlight any gaps, insights reflected in the secondary sources that can help you ask the right questions during the assessments. The community factsheet will be then verified and enriched with key informant interviews and/or focus group discussions with a few community members during the assessment.

Tip! It is also a good idea to start identifying the different capacities within the community (e.g. people’s jobs and skills) to be able to leverage them when planning actions.

If you are operating in a community where there have been tensions, violence or conflict, it is very important that you do a more detailed analysis to make sure you understand the context and minimise the potential negative impacts of your actions. For this, it is essential to identify the **dividers** (elements, conditions, actions, attitudes or situations) that create tensions or conflict between groups and the **connectors** (elements, conditions, actions, attitudes or situations) that potentially promote capacities for peace. See the Connectors and Dividers tool.

Tip! Bear in mind that community tensions might not be easily visible. When in doubt, it is always better to dig deeper before starting the assessment.

3.6 Identify the assessment tools you will use

Beyond the secondary data review and community factsheet referred to above, there are number of methods and tools that can be used in a participatory EVCA. The following are the most common tools included in the [EVCA toolbox](#):

- Mapping
- Transect walk
- Seasonal calendar
- Venn diagram
- Historical profile
- Focus group discussion
- Interview
- Direct observation
- Problem tree

Many additional participatory assessment tools are available in the old VCA toolbox or sectoral assessment toolbox (see examples in section 7.1.6). In the process of selecting the relevant EVCA tools for your context, remember that there is no single EVCA tool that must be used in each and every context. The selection of tools will depend on which part of the assessment you are in (hazard and exposure assessment, or vulnerability and capacity assessment). Some tools are more appropriate for a specific stage of the assessment. There is no need to use all the tools as time will not allow for this and several tools achieve similar results.

Remember that the tools in the toolbox are “instruments” that are designed to collect and record data, for example from a formal questionnaire or a table drawn on a flipchart.

You can also develop a tool, or adapt an existing tool, to be more appropriate or relevant for a specific community. While the list of tools may appear intimidating, many will produce similar information. This means a choice must be made.

Criteria you can use to select tools for each stage of the assessment include:

- suitability of the tool to assess hazards, exposure or vulnerabilities and capacities;
- the specific context of the community (urban or rural, size, etc.);
- what is already known about the community (through secondary data, literature/studies and previous visits);
- suitability of the tool to assess the resilience characteristics/dimensions;
- the time available to conduct the EVCA;

- the number and skill sets available within the existing facilitating team;
- requirements such as budgets, technology, etc.;
- what the community feels is meaningful, can absorb and can learn from.

Note that a number of the tools can use one or more data collection methods: interviews, group discussions, surveys, observation and/or secondary data review. Some of the tools listed in the toolbox work better with a specific method while others are flexible. For example, it is very uncommon to conduct a mapping exercise with a single interviewee – they are nearly always conducted as a group discussion. Transect walks on the other hand can be conducted with an individual as a moving key informant interview or with a group of fishermen, making it more like a group discussion. Meanwhile, surveys are typically never conducted in a group, unless that group is made up of household members. The important thing to remember is that the EVCA should be as participatory as possible (as much as time & resources allow) while also using different methods to triangulate information from different sources. It is important that the EVCA team agrees which method will be used for each tool so that they can plan and implement the EVCA accordingly.

3.7 Identify the composition of community participants

For an EVCA to be balanced and representative, carefully consider who within the community needs to be engaged and how participants and informants are selected. **Participants need to be “recruited” based on a clear set of predetermined criteria.** The team can use the secondary information and their knowledge of the community to select a representative composition of community participants and include vulnerable groups. In order to be inclusive, we need to make sure that we capture voices of the most vulnerable and marginalized. The data collection will need to include a question or space to differentiate the profile (i.e. male versus female). Choose profiles that are important in your community and note profiles of the sources carefully on each instrument or sheet. This will enable disaggregation of the evidence and inclusive analysis (see below).

Some key profiles to consider are:



- Women, men and anyone who identifies with another gender or no gender
- People of different age groups including the elderly, youth and children
- People with disabilities
- People from different religious, ethnic, linguistic or migrant groups, for example regular and irregular migrant groups or stateless people⁸
- Pregnant and lactating women
- Male and female heads of households
- Organisations in the community such as local women’s groups and groups working with people with disabilities, migrant populations, non-citizens etc.

⁸ For definitions on the different categories of migrants, refer to the [migration glossary of terms](#), 2014.

Tips on facilitation and inclusion of different voices:

Different members of the community will have different memories and perceptions of events and timings, and different opinions on priorities and actions to take. For example, older members will have longer views than younger members; women will often have different perspectives to men. Facilitation of the assessment tools must be done in a way that gathers these different views.

The most vulnerable groups are often the most marginalised and least able to participate and influence community decision making. The local EVCA teams must recognize this and seek to reach out and engage with these groups, even if this might require additional resources and time.

Ensure that every member of the group is given the opportunity to share their own view while being aware that inequalities of power and social status may influence what is said. Report back your results as you go to build momentum and ownership.

Adapted from BRACED Community Resilience Assessment and Action Handbook

Once you confirm community participation and sensitivities, you can set up each specific data collection event by establishing how many events are required and which team members will lead their collection. For example, if certain ethnic groups are not comfortable speaking in front of each other, a group method such as a focus group discussion would need to be repeated for each specific ethnic group. A group method may also need to be repeated for men and women.

Tip! Be aware of sensitivities in the communities and main actors!

You can now start organising your assessment in the following format:

Step and order	Tool	Division in groups
<i>Hazard assessment</i>		
1.	<i>Mapping</i>	<i>Yes, three different groups (specify) / No division</i>

Permissions: Do not forget to obtain relevant permissions and clearances for collecting data from the authorities. This process will be different depending on the country in which you are operating. As a rule, you always need the permission of the participants to collect their data, however in some countries you will need extra permissions by the authorities to enter an area and collect the data. When collecting data, especially if it is digital, bear in mind the regulations of the country and considerations around data sensitivity.

3.8 Develop a schedule

Once you have decided which tools you will use in the different steps of the assessment, it is time to make a schedule for each activity with the community and plan out in detail how you will carry out the assessment with the community. The more time you give yourself, the more likely it is that the community will be “on board”. EVCA typically run from three days to multiple weeks. You can organise your schedule in the following format:

Date and time	Step and order	Tool/method	Community participants	Division in groups	Person in charge	Other team members
<i>Day 1 9.00</i>	<i>Introduction with community</i>	<i>Community meeting</i>	<i>All community</i>	<i>No</i>	<i>Team leader</i>	<i>All EVCA team members</i>
	<i>Hazard assessment</i>					

Day 1 11.00	1.	Mapping	Women, men, disabled people	3 groups		
	2.	Historical profile (interviews and community meeting)	Elderly, long-term residents and whole community	Individual interviews and 1 big group		

3.9 Invite the community

With a well-informed choice of tools and participants and a good schedule, you should consult the timing of the proposed schedule with the community and formally invite community members to the assessment.

Make sure that the information about the date, time, venue, purpose and persons required for each assessment activity is communicated well to all the people in the community. Make sure to also inform marginalised community members so that they know about the assessment and can join. It is also important to invite all relevant stakeholders in the area.

3.10 Prepare the logistics

Reserve the venue(s) and make the transport arrangements for the days with the communities.

Consider what means to use for data collection. You will need different things depending on the context of the communities you will be working with. Consider the technology that is most available and unifying. If every household has a cell phone, or can be provided one for the EVCA, you can organise a very simple household questionnaire using SMS responses. If the EVCA team members are comfortable with computers, consider collecting data using tablets. If you are in a rural isolated community with no electricity, stones and sheets of paper and markers work just fine.

Once you have decided what you need for data collection, make sure you have the necessary data collection equipment and other material you may need: e.g. props, flipcharts, different coloured pieces of paper, pens, maps...

Prepare the tools as much as possible before the assessment: e.g. print or prepare tables for the tools, draw up the templates for the different tools, etc.

Now that you have taken the necessary steps for the preparation of the EVCA, you are ready to start the assessment with the community.