



## **PLANNING FOR RESILIENCE**

A PRACTITIONER'S MANUAL TO SUPPORT COMMUNITY BASED ADAPTATION TO CLIMATE CHANGE

**CARE INTERNATIONAL IN VIETNAM | 2015** 

#### **ACKNOWLEDGEMENTS**

The main author of this manual is Miguel Coulier (CARE International in Vietnam Climate Change and Disaster Risk Reduction Technical Advisor). Invaluable and decisive input has been provided by the CARE Integrated Community based Adaptation in the Mekong (ICAM) project implementation team: Nguyen Thi Thuy Linh, Tran Thi Kim Ngan, Tran Phan Thai Giang, Dang Tran Thi Trang Nha, Le Do Giang Tien, Phan Trong Luat, Tran Thanh Viet, Doan Thuy Hoang Chau and Dai Thanh Vy. Useful input has also been received by CARE colleagues Luu Thi Thu Giang, Le Xuan Hieu, Tran Manh Hung, Nguyen Thi Yen, Edward Boydell and Tracy McDiarmid. Sincere appreciation goes towards Louise Cotrel-Gibbons (CARE in Vietnam Communications Consultant) for the editing and design support and Nguyen Thi Tam (freelance translator) for translating the manual into Vietnamese.

The author would like to extend his appreciation to all the people in An Giang and Soc Trang who engaged in the CBA planning process over the last three years. A heartfelt gratitude also goes towards the dedicated and ever enthusiastic team of CBA trainers from An Giang and Soc Trang provinces. Without their commitment to the project and the communities we work with, this manual would have never been as it is today;

#### **An Giang**

Nguyễn Thị Kim Tuyến Võ Thanh Xuân Trương Thị Huệ Phạm Lê Hồng Ngọc Phạm Thị Diễm Thúy Huỳnh Thị Tuyến Đông Lê Thanh Thảo Trương Chí Thông Lê Văn Phu Nguyễn Tấn Lợi Phạm Thành Lợi Trần Thị Thùy Linh Nguyễn Thị Huyền Ngân Nguyễn Trung Hiếu Âu Đức Thọ Châu Kho Ly Hồ Sỹ Tấn Trần Thị Trúc Mai Huỳnh Văn Phi

#### Sóc Trăng

Trần Thị Thu Thảo Trần Thị Thu Thủy Trương Thị Ngọc Châu Nguyễn Thanh Nhanh Lê Thị Mười Nguyễn Hồng Tiên Danh Đà Nương Hoàng Đình Quốc Vũ Võ Thành Công

Bùi Như Ý Võ Văn Dẹn Trương Thành Thái Nguyễn Tấn Trung Lương Thị Bích Xuyên Hàng Khương Lâm Thị Vân Mai Văn Thảo

CARE in Vietnam grants permission to all not-for-profit organizations to reproduce this work, in whole or in part. The following notice shall appear with any reproduction: 'Planning for Resilience: A Practitioner's Guide to Community Based Adaptation to Climate Change, 2015. Used by permission of CARE International in Vietnam'

CARE in Vietnam would appreciate receiving details of its use or any feedback or suggestions to:

#### **CARE International in Vietnam**

P.O. Box 20 Hanoi 92 To Ngoc Van Road, Tay Ho District, Hanoi, Vietnam + (84) 4 3716 1930 VNM.info@careint.org

The production of this guide has been supported by the Australian Department for Foreign Affairs and Trade, however this does not imply endorsement by the Australian Government for any of the views expressed within.

#### Photographs:

CARE International in Vietnam: front cover, pages 11, 12-13, 18, 24, 25, 30, 32, 34, 35, 37, 39, 44, 46, 48, 51, 57,

58, 59, 63, 65, 69, 79, 81, 83, 35, 94, 99, 103, 107, 108, 113, 122, 127

Giang Pham/CARE: front cover, pages 4, 8, 41

Loes Heerink: pages 91, 93, 100, 102

Patrick Bolte: pages 38, 61 Cathrine Dolleris/CARE: pages 27 Sascha Montag/CARE: pages 133

© Copyright CARE International in Vietnam

1st Edition - June 2015

## **ACRONYMS**

WASH

KƯTTƯ	Khung Hướng dẫn Lựa chọn Ưu tiên Thích ứng Biến đổi Khí hậu			
APRF	Climate Change Adaptation Prioritization Framework			
TƯDVCĐ	Thích ứng Dựa vào Cộng đồng			
CBA	Community Based Adaptation			
ÐGRRDVCÐ	Đánh giá Rủi ro Dựa vào Cộng Đồng			
CBDRA	Community Based Disaster Risk Assessment			
QLRRTTDVCĐ	Quản lý Rủi ro Thiên tai Dựa vào Cộng đồng			
CBDRM	Community Based Disaster Risk Management			
BĐKH	Biến đổi Khí hậu			
CC	Climate Change			
TƯBĐKH	Thích ứng với Biến đổi Khí hậu			
CCA	Climate Change Adaptation			
UBPCLB	Ủy ban Phòng chống Lụt bão			
CFSC	Committee for Flood and Storm Control			
ĐGNLTTKH	Đánh giá Tình trạng dễ bị tổn thương và Năng lực thích ứng với Biến đổi khí hậu			
CVCA	Climate Vulnerability and Capacity Analysis			
ĐGTH&NC	Đánh giá Thiệt hại và Nhu cầu			
DANA	Damage and Needs Assessment			
Sở NNPTNT	Sở Nông nghiệp và Phát triển Nông thôn			
DARD	Department of Agriculture and Rural Development			
Sở TNMT	Sở Tài nguyên và Môi trường			
DONRE	Department of Natural Resources and Environment			
Sở KHĐT	Sở Kế hoạch và Đầu tư			
DPI	Department of Planning and Investment			
QLRRTT	Quản lý Rủi ro Thiên tai			
DRM	Disaster Risk Management			
GNRRTT	Giảm nhẹ Rủi ro Thiên tai			
DRR	Disaster Risk Reduction			
ICAM	Thích ứng với Biến đổi Khí hậu dựa vào Cộng đồng tại Đồng Bằng sông Cửu Long Integrated Community Based Adaptation in the Mekong			
KNK	Khí nhà kính			
GHG	Greenhouse Gases			
Bộ NNPTNT	Bộ Nông nghiệp và Phát triển Nông thôn			
MARD	Ministry of Agriculture and Rural Development			
Bộ TNMT	Bộ Tài nguyên và Môi trường			
MONRE	Ministry of Natural Resources and Environment			
Bộ KHĐT	Bộ Kế hoạch và Đầu tư			
MPI	Ministry of Planning and Investment			
KHPTKTXH	Kế hoạch Phát triển Kinh tế Xã hội			
SEDP	Socio-Economic Development Planning			
SREX	Báo cáo đặc biệt của Việt Nam về quản lý Rủi ro Thiên tai và các hiện tượng cực đoan nhằm thúc đẩy thích ứng với Biến đổi khí hậu Special Report on managing the risks of Extreme events and disasters to advance climate change adaptation			
REDD	Giảm phát thải từ mất rừng và suy thoái rừng Reducing Emissions from Deforestation and Forest Degradation			
ĐTGV	Đào tạo Giảng viên			
TOT	Training of Trainers			
NVSMT	Nước và Vệ sinh Môi trường			

Water, sanitation and hygiene





#### WHY AND WHAT?

Communities in Vietnam are already confronted with climate change and its adverse impacts on their lives and livelihoods. Autonomously and together with local authorities, they proactively deal with the challenge by taking action. It is important however that these actions are informed by the latest climate information, local adaptation knowledge and best practice. CARE's Community Based Adaptation (CBA) approach supports communities and local authorities understanding the challenges they face and taking informed and appropriate actions that result in climate resilient development.

Planning is an essential element of CBA and involves analyzing information, identifying and prioritizing action to enable managing the risks and uncertainties associated with a changing climate. A collaboration of efforts is required to ensure ongoing and complementary analysis and action at individual, household, community and societal level. CBA planning provides a forum and opportunity for multi-stakeholder learning and dialogue and building strong partnerships. It also intends to influence local development plans and aims for sustainability and replication through government ownership.

In order for the CBA planning to work and make a lasting impact it is essential to invest in strengthening the capacity of key stakeholders and ground the CBA planning methodology in local development planning processes and practice. This manual therefore builds strongly on Government of Vietnam policies and guidelines on community based disaster risk management (CBDRM), climate change and socio-economic development planning (SEDP). However, with necessary adjustment, it is applicable to other country contexts.

#### The specific objectives of this manual are:

- » To provide clear and detailed step-by-step guidance on how to undertake participatory gender responsive community based adaptation planning.

  » To provide a range of up-to-date participatory tools and resources that
- will help in conducting the CBA planning process.

The CBA planning methodology and manual aims to bring together CBA and CBDRM approaches and methodologies successfully demonstrated by CARE, other INGOs and the Government of Vietnam such as Climate Vulnerability and Capacity Analysis (CVCA); the Visioning Approach; Community Based Disaster Risk Assessment (CBDRA); Mainstreaming Climate Change Adaptation; and the Climate Change Adaptation Prioritization Framework (APRF). This manual does not intend to replace these but harmonize them in a consistent and easy-to-understand process for local authorities and practitioners to apply.

This manual was developed for the Integrated Community Based Adaptation in the Mekong (ICAM) project, implemented by CARE in Vietnam in An Giang and Soc Trang provinces and funded by the Australian Government. From July 2012 till June 2015, the methodology was designed, tested, revised and replicated by a dedicated team of trainers and facilitators from various local Government departments and CARE. This manual is the result of this extensive on-the-ground experience.





#### WHO IS THIS MANUAL FOR?

The manual is designed for use by:

- » Project managers and field staff engaged in CBA, CBDRM, livelihood and related projects.
- » Local authorities (province, district, commune) in charge of climate change adaptation, disaster risk reduction and socio-economic development planning.
- » Other INGOs, civil society organizations, research institutions, training institutes ea. working on or specialized in CBA.

#### WHAT IS NOT COVERED?

This CBA planning manual is not a training package on climate change, CBA or CBA planning. Specific training materials, lesson plans, hand-outs, facilitation notes and so on will have to be developed based on this manual and the project context. To assist with this, training materials on climate change adaptation, disaster risk reduction and gender have been referenced under the resources section.



The CBA planning manual is not meant to cover in detail how to actually implement CBA actions and M&E and learning of those, neither does it cover how to conduct advocacy on CBA. CARE and other INGO quidance on those exist already and have been included under the resources section.

Although gender has been consistently integrated into this manual, the CBA planning process does not replace a fully fledged gender analysis. As much as possible, gender analysis should be conducted at the very beginning of a new program, project or activity, during the design phase. This will enable you to ensure that CC-DRR initiatives are integrating gender throughout.

For more information on how to integrate gender into CC-DRR activities:

Making it Count. Integrating Gender into Climate Change and Disaster Risk Reduction: A practical how-to guide. CARE in Vietnam, UN women, GIZ. 2015.

#### **HOW DO I USE THIS MANUAL?**

#### FOLLOW THE STEP-BY-STEP GUIDE TO CBA PLANNING

The first section of this guide details the 10 steps to community-based adaptation planning, including the objectives, target audience, expected outputs, modality, time and materials needed, facilitators, preparation, method, and suggested tools and resources. Use this section to plan out your CBA planning process from start to finish.

#### **USE THE TOOLS LISTED IN THE STEP-BY-STEP GUIDE IN THE PROCESS**

All of the tools you will need to complete the CBA planning process can be found in the second section of the manual. Wherever you see the tools symbol, turn to the second section of the guide to locate what you need. Blank templates are included wherever possible, which can be photocopies and adapted as needed.

#### **CONSULT EXTRA RESOURCES WHERE INDICATED AND NECESSARY**

The third section of this manual includes further resources which you may find useful in implementing CBA planning, including secondary resources, useful blank formats for implementation, and a glossary.

3

#### **KEY**



Participatory tools



**Facilitator** 

Time



Resources



Equipment



Method



Preparation



Communicating Climate Change



Communicating Gender

Each step contains all of the information you need to know before you start the process.

#### ORIENTATION SESSION FOR PROVINCIAL AND DISTRICT AUTHORITIES ON COMMUNITY BASED ADAPTATION AND THE CBA PLANNING PROCESS

The East stay in the CEA planning payones is no often un targets the male processored decision makers at the provious and district level, from publical and abstract level, from publical and abstract level, from publical and abstract level, excluding profess for community based adaptation. The CSA planning access, in presented in order to make a remove understanding and advantate for the local authority caucial endousement and potential involvement, resources and technical assistance along the may It creates community and political grounding.

#### DELECTIVE

- To provide previously and district authorities with a brief introduction or climate charge, the concept of community haved adaptation and the CRA planning process.
   To ingligify the native source or gender in climate change and attent the importance of gender analysis and sound sound mentionaming into planning and implementation.
   So enters contentiment and potential involvement and missions from the local authorities for
- the CRA planning and implementation of the plans.

#### TANGET AUDIENCE

- Local authorities (charpetons and departure) with mi-on aspir-ecomonic, climate charge and disease risk reduction planning and implementation;
- Regards Committee, Department of National Resistances and Environment,
- Department of Agriculture and Rurol Development.

  Members of the Committee for Flood and Strom Control,
  Department of Flooning and Europheant.

- Department of Finance Department of Education and Training.
- Department of Health.
- Department of Construction / Guesaportati Department of Caboox, Invelop and Social Affines.

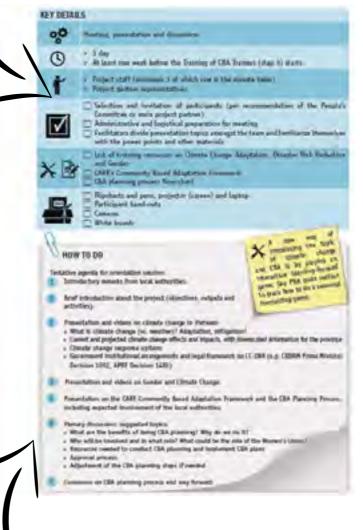
This list is tentative and should be adjusted according to the p Housever, it is important that wheren and man and representative prosps are adequately represented and women leadership is pos-

#### EXPECTED INTENTS OF RESILES

- By provincial and district authorities have a basic and Man, and what it majors for their locality, the concept of geodes Imper to climate though.
- Local authorities understand and agree on the CEA planes every step to the local content.
- Local authorities express their commitment and involves support to the implementation of the CEA plans, provided or are topportive decision.

Extra hints and tips can be found on the post-it notes.

Each section includes a detailed stepby-step method for implementation.









The CBA planning methodology builds on the following key concepts.



For more detailed explanation, see the glossary under resources.

#### ADAPTATION TO CLIMATE CHANGE

As defined by IPCC, the leading international body on climate science, adaptation is the "Adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities". Adaptation means we have to reduce vulnerability to climate change by building adaptive capacity and reducing exposure and sensitivity to climate impacts.

The terms 'adaptation' and 'coping' are sometimes used interchangeably, leading to confusion about the similarities and differences between these two important concepts. The following characteristics can describe both accurately:

Coping	Adaptation		
» Short-term and immediate	» Oriented towards longer term livelihoods security		
» Oriented towards survival	» A continuous process		
» Not continuous	» Results are sustained		
» Motivated by crisis, reactive	» Uses resources efficiently and sustainably		
» Often degrades resource base	» Involves planning		
» Prompted by a lack of alternatives	» Combines old and new strategies and knowledge		
	» Focused on finding alternatives		

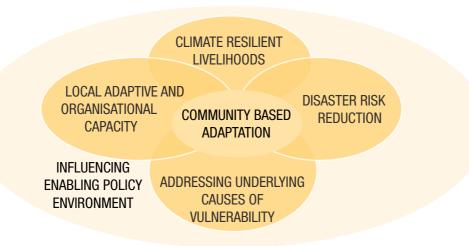
#### **COMMUNITY BASED ADAPTATION**

Community Based Adaptation (CBA) are climate change adaptation activities developed in partnership with at-risk communities, in order to promote local awareness of, and appropriate and sustainable solutions to current and future climatic conditions.

CARE's CBA framework describes a range of enabling factors that need to be in place for effective community-based adaptation to occur. These enabling factors are achieved through four interrelated strategies for adaptation to climate change:

- Promotion of climate-resilient livelihoods strategies
- Disaster risk reduction strategies to reduce the impact of hazards on vulnerable households
- Capacity development for local civil society and government institutions
- Advocacy and social mobilization to address the underlying causes of vulnerability.

These are traditionally visualized through the following 'flower' diagram:





Although community-based interventions are necessarily situated at the local level, it is crucial to recognize that CBA also demands and promotes action at all other levels to achieve systemic and long-term change. CARE's CBA framework provides a holistic analytical approach for communities to plan adaptation actions that are informed by climate science as well as by local observations of climate change. It builds the capacities of local civil society and government institutions to better support communities' adaptation efforts. It also addresses underlying causes of vulnerability, such as poor governance, gender-based inequality over resources use, or access to basic services, by influencing the policy and enabling environment.

The following table provides a detailed overview of the four interrelated strategies for adaptation:

	Climate-resilient livelhoods	Disaster risk reduction	Capacity development	Addressing underlying causes of vulnerability
National level	» Government is monitoring, analyzing and disseminating current and future climate information related to livelihoods » Climate change is integrated into relevant sectoral policies » Climate change is integrated into poverty reduction strategy and/ or other development policies	» Government is monitoring, analyzing and disseminating disaster risk information » Government is engaged in planning and implementation disaster risk management (preventional early warning systems in place » Government has capacity to respond to disasters	» Government has capacity to monitor, analyse and disseminate information on current and future climate risks » Government has mandate to integrate climate change into policies » National policies are rolled out at regional and local levels » Resources are allocated for implementation of adaptation-related policies	» Government recognizes specific vulnerability of women and marginalized groups to climate change » Policy and implementation is focused on educing these vulnerabilities » Civil society is involved in planning and implementation of adaptation activities
Local government / communnity level	» Local institutions have access to climate information » Local plans or policies support climate-resilient livelihoods » Local government and NGO extension workers understand climate risks and are promoting adaptation strategies	implemented » Functional early warning systems in place	» Local institutions have capacity to monitor, analyse and disseminate information on current and future climate risks » Local institutions have capacity and resources to plan and implement adaptation activities	» Local planning processes are participatory  » Women and marginalised groups have a voice in local planning processes  » Local policies provide access to and control over critical livelihoods resources for all
Household /individual level	<ul> <li>» People are generating and using climate information for planning</li> <li>» Households are employing climate resilient agricultural practices</li> <li>» Households have diversified livelihoods, including nonagricultural strategies</li> <li>» People are managing risks by planning for and investing in the future</li> </ul>	protected » People have access to	safety nets are available to	» Men and women are working together to address challenges » Households have critical control over livelihoods resources » Women and marginalized groups have equal access to information, skills and services » Women and marginalized groups have equal rights and access to critical livelihood resources

#### **GENDER AND COMMUNITY BASED ADAPTATION**

The impacts of climate change and natural hazards are felt across Vietnam, but the specific effects of these issues affect women and men differently. The different roles that men and women occupy in society influence the nature and capacity of their involvement in climate change adaptation (CCA) and disaster risk reduction (DRR). Neither gender equality nor effective adaptation to climate change and disasters can be achieved without considering the implications of each on the other. The CARE CBA approach promotes the equal participation of men and women in the decision-making and implementation phases of activities, and aims to create lasting transformative change in gender relations and gender equality as part of CBA.

#### COMMUNITY BASED ADAPTATION PLANNING

CBA planning is a process that involves the on-going and systematic gathering and analysis of information (climate risks and impacts, differential vulnerabilities and capacities, relevant socio-economic information), and identifying and prioritizing multi-level action to enable managing the risks and uncertainties associated with a changing climate.

#### **CLIMATE CHANGE MAINSTREAMING**

Mainstreaming of climate change refers to the integration of adaptation objectives, strategies, policies or measures such that they become part of the national and sub national development policies, processes and budgets. It describes a process of considering climate risks to development interventions, and of adjusting these to address the risks.

In relation to CBA planning, it refers to utilizing the results of the planning process (i.e. vulnerability and capacity analysis, adaptation actions) to inform and influence socio-economic and other sectoral plans. When priorities identified through CBA planning are reflected in local plans, communities gain better access to the resources and support that they need to implement the CBA plans.











Participatory analysis and planning are well-established tools applied in a wide range of development interventions, including in Vietnam. They draw upon local knowledge and opinions of a diversity of local people to inform development projects and programmes. They help to understand the complexity of issues and opportunities faced by the community. This practice has generated a lot of learning in terms of effective facilitation and engagement with communities. However, they do not specifically address climate change or allow for a systematic analysis of risk, vulnerabilities and capacities. The CBA planning process developed by CARE in Vietnam builds on successful community action planning processes, overlays it with a climate lens and harmonizes it with Government socioeconomic development planning guidelines. The CBA planning process can be broken down into ten steps, which are shown on page 15.

The following are the key components or building blocks of the CBA planning process:

#### **COMMUNITY CLIMATE RISK ANALYSIS AND PLANNING - STEP 7 AND 10**

At the centre of CBA planning is the participatory analysis of climate change hazards, impacts, vulnerabilities and capacities, followed by the identification and prioritization of local adaptation actions, by and for the community. This happens through a range of participatory exercises and focus group discussions involving representatives of different groups in the community. Depending on available resources, the community component is done once every five years extensively, with short annual update sessions in between.

#### INVESTMENT IN ON-GOING CAPACITY STRENGHTENING – STEP 3 TO 6

To encourage replication and ensure sustainability, the CBA planning heavily invests in capacity strengthening of key multi-level stakeholders throughout the entire process: local government representatives, mass organizations, local leaders, civil society organizations etc. It focuses on building knowledge and skills on technical climate-related topics as well as 'softer' skills such as analysis, facilitation, community mobilization, gender integration, problem solving etc.

#### POLITICAL BUY-IN - STEP 1, 2, 4 AND 8

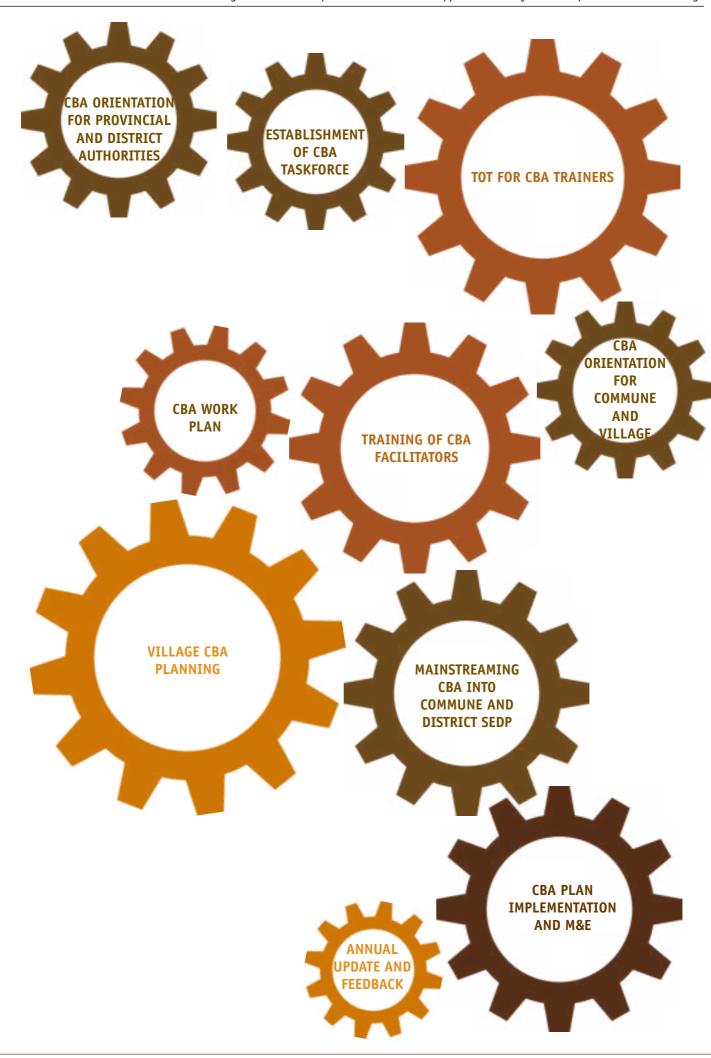
Key local authorities from adaptation relevant departments such as agriculture and rural development, natural resources and environment, planning and investment, flood and storm control etc. with decision-making power and mandates on resources allocation are informed and involved through various steps of the CBA planning process. This will ensure endorsement of the process, approval and support to implementation of plans, and access to information and technical assistance along the way.

#### MAINSTREAMING INTO GOVERNMENT PLANS – STEP 8

Various Government plans offer an entry point to integrate results from the community climate risk analysis and planning and 'climate proof' development interventions. Mainstreaming is therefore a crucial component of the CBA planning process. It will ensure that the needed resources are available to support and complement community actions.

#### **GENDER INTEGRATION – ALL STEPS**

The CBA planning is gender responsive by integrating it throughout the analysis and planning process, building capacity on gender, actively promoting equal relations between women and men and different social groups within the community, demonstrating the potential role of the Vietnam Women's Union in planning, and harnessing the potential for adaptation that leads to women's empowerment.





The following key principles underpin these components and the entire CBA planning process:

#### **BOTTOM-UP AND PARTICIPATORY**

Encouraging various groups in the community to play a major part in the analysis, identification and prioritization of adaptation actions promotes local ownership, inclusive decision-making and sustained outcomes.

#### **BUILDING ON LOCAL RESOURCES AND ACTION**

Rather than focusing too much on gaps or limitations, considering existing strengths as the primary building block for adaptation – without ignoring complementary outside support – will better leverage community strengths and adaptation potentials.

#### **COMBINE DIFFERENT KNOWLEDGE**

Integrating local and scientific knowledge along information and knowledge from other sources ensures that decisions about adaptation strategies and plans are robust, locally relevant and responsive to climate change impacts.

#### **EMBEDDED IN GOVERNMENT PLANNING SYSTEMS**

Linking and harmonizing the CBA planning methodology to the local government planning systems and institutions rather than creating parallel processes enhances its sustainability and potential for replication.

#### **COLLABORATIVE DIALOGUE AND LEARNING**

CBA planning creates spaces for dialogue and two-way learning between communities, local authorities and others. It is a good opportunity for enabling co-generation of new insights and knowledge among multiple stakeholders and encourages collaborative action on adaptation.

#### FLEXIBLE AND CONTEXT-SPECIFIC

The CBA planning process is most useful and meaningful when it is tailored to reflect local realities. It can easily be adjusted to align with specific objectives, a preferred sectoral focus and available resources to carry out the process.

#### **BALANCING RESEARCHY**

Bearing in mind the core principles of participatory development, as well as participatory action research, those applying CBA planning must be cautious of being 'extractive'. It is important to remain a facilitator, encourage more engaged listening and value dialogue, perspectives, opinions and learning. CBA planning is an opportunity to gather valuable information, but it is equally an opportunity to enable multi-stakeholder learning.

#### DOCUMENT, COMMUNICATE AND SHARE WIDELY

Documentation is a key part of the CBA planning process. It helps to inform project decisions, can serve as a baseline or feed into evaluation, can be a starting point for awareness raising and behavior change activities etc. Most importantly, documenting the experience, best practice and recommendations can inform application of the process by others.

In addition to writing documentation, it is also helpful to share the experience widely through workshops, videos, photos, social media etc. This will increase the impact of the CBA planning.

## **BEFORE YOU START...**

#### **ASK THESE IMPORTANT QUESTIONS:**

WHY DO WE DO IT?  What is the purpose of the CBA planning process in your project: awareness raising, informing project
activities, providing voice, advocacy, capacity strengthening, women's empowerment?  What type of information or knowledge do we seek with the CBA planning process?  What information do we have already (from baseline surveys, gender and power analyses etc.)?  Do we have any sectoral focus (livelihoods, natural resources, disaster risk reduction, health, etc.)?
<ul> <li>WHO ARE WE WORKING WITH?</li> <li>What do we mean by 'community'? Which groups within the community are we working with?</li> <li>Who within the household and community has a stronger voice or has the most influence over certain decisions, e.g. on participation in activities? How do engage with these more 'powerful'?</li> <li>Who are the key CBA decision-makers in the locality? Who makes decisions about allocating resources for climate change adaptation?</li> <li>What's the role of the Women's Union in planning and climate change adaptation? How can we involve them?</li> </ul>
<ul> <li>WHEN AND WHERE DO WE CARRY OUT CBA PLANNING?</li> <li>□ Do I know the best time of the year/week/day to do the planning exercises with the community? How long do the exercises take? Do we spread the exercises over separate days?</li> <li>□ What's the frequency of the CBA planning process: do we do it once, annually, or every two years?</li> <li>□ At which administrative level do we work: village, commune, district and/or province? Or do we work at the ecosystem/agro-ecological level?</li> <li>□ How do we select the villages, communes or districts we work in?</li> </ul>
HOW ARE WE DOING IT?  Is the methodology suitable for the project context? How do we adjust it?  Which project and other resources do we have for the CBA planning: human resources, time, and money? Do we need to seek external technical support for the first time we do it?  How do we ensure CBA plans are endorsed by local authorities? Do we understand the approval procedures?  Did we think about sustainability from the beginning? Will the Government have resources to do the process themselves once the project finishes?  Is there project, Government or other funding available for implementation of the plans?

#### ASSEMBLE THE LEAD FACILITATION TEAM

When conducting CBA planning, it is important to choose a strong facilitation team that will lead all the steps of the process. The team should include people with decision-making mandates as well as technical experience. They should be familiar with the area and ideally have worked with the communities and local authorities before.

The team should appoint a team leader who will coordinate the activities and assign responsibilities to the different team members. S/He should be a motivator but also be able to make decisions so results are achieved as planned. Ideally, this person speaks the local language, has a strong local network and is familiar with Government procedures and processes.



## KEY SKILLS AND EXPERIENCE THAT WOULD BE HELPFUL TO HAVE ON A CBA PLANNING LEAD FACILITATION TEAM:

- » Knowledge of climate change and community based adaptation
- » Technical knowledge of key impacted sectors such as water, agriculture, natural resources, etc.
- » Analysis and research skills
- » Experience with using participatory tools and facilitating focus group discussions
- » Experience working with ethnic minorities, people with disabilities, elderly, youth etc.
- » Community engagement and social learning skills
- » Problem solving and consensus building
- » Awareness of gender and experience with gender analysis
- » Writing and reporting
- » Visualization and creative thinking



# **CBA PLANNING:** STEP BY STEP

This chapter elaborates on the 10 steps to effectively carry out the CBA planning process. Each step is described in detail in terms of its objectives, activities, expected result, target audience, tools, time and preparation required. The planning process is very flexible so in practice steps can be combined or shifted due to time and other considerations. It is up to the reader to adjust it to the local context.



A useful CBA planning process flowchart of each step, its activities and results, is also provided under the resources section.



# ORIENTATION SESSION FOR PROVINCIAL AND DISTRICT AUTHORITIES ON COMMUNITY BASED ADAPTATION AND THE CBA PLANNING PROCESS

The first step in the CBA planning process is an often underestimated but very important step. It targets the main government decision makers at the provincial and district level, from political and administrative bodies and mass organizations. It provides them with an introduction to climate change, including gender, and community based adaptation. The CBA planning process is presented in order to reach a common understanding and advocate for the local authorities' crucial endorsement and potential involvement, resources and technical assistance along the way. It creates ownership and political grounding.

#### **OBJECTIVE**

- » To provide provincial and district authorities with a brief introduction on climate change, the concept of community based adaptation and the CBA planning process.
- » To highlight the main issues on gender in climate change and stress the importance of gender analysis and mainstreaming into planning and implementation.
- » To ensure commitment and potential involvement and resources from the local authorities for the CBA planning and implementation of the plans.

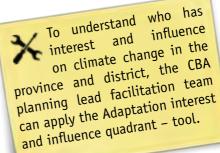
#### TARGET AUDIENCE

- » Local authorities (chairpersons and deputies) with mandates on socio-economic, climate change and disaster risk reduction planning and implementation;
- » People's Committee,
- » Department of Natural Resources and Environment,
- » Department of Agriculture and Rural Development,
- » Members of the Committee for Flood and Storm Control,
- » Department of Planning and Investment,
- » Department of Finance,
- » Department of Education and Training,
- » Department of Health,
- » Department of Construction / Transportation
- » Department of Labour, Invalids and Social Affairs,
- » Viet Nam Women's Union, Viet Nam Red Cross, Farmer's Union etc.

This list is tentative and should be adjusted according to the province and project context. However, it is important that women and men and representatives from particular vulnerable groups are adequately represented and women leadership is promoted.

#### **EXPECTED OUTPUTS OR RESULTS**

- » Key provincial and district authorities have a basic understanding of climate change in Viet Nam and what it means for their locality, the concept of community based adaptation and gender issues in climate change.
- » Local authorities understand and agree on the CBA planning process and have customized every step to the local context.
- » Local authorities express their commitment and involvement to the CBA planning and potential support to the implementation of the CBA plans, recorded through the minutes of the meeting or any supportive decision.



STEP 1: ORIENTATION FOR PROVINCIAL AND DISTRICT

STEP 2: ESTABLISHING A

**STEP 3: TRAINING OF** 

STEP 4: ORIENTATION FOR COMMUNE AND VILLAGE

CBA TASKFORCE

#### **KEY DETAILS** Meeting, presentation and discussion » 1 day At least one week before the Training of CBA Trainers (step 3) starts Project staff (minimum 3 of which one is the minute taker) Project partner representatives Selection and invitation of participants (per recommendation of the People's Committee or main project partner) Administrative and logistical preparation for meeting Facilitators divide presentation topics amongst the team and familiarize themselves with the power points and other materials List of training resources on Climate Change Adaptation, Disaster Risk Reduction and Gender CARE's Community Based Adaptation Framework CBA planning process flow-chart Flipcharts and pens, projector (screen) and laptop Participant hand-outs Cameras

#### HOW TO DO

Tentative agenda for orientation session:

Introductory remarks from local authorities.

White boards

- Brief introduction about the project (objectives, outputs and activities).
- Presentation and videos on climate change in Vietnam:
  - » What is climate change (vs. weather)? Adaptation, mitigation?
  - » Current and projected climate change effects and impacts, with downscaled information for the province
  - » Climate change response options
  - » Government institutional arrangements and legal framework on CC-DRR (e.g. CBDRM Prime Minister Decision 1002, APRF Decision 1485)
- Presentation and videos on Gender and Climate Change.
- Presentation on the CARE Community Based Adaptation Framework and the CBA Planning Process, including expected involvement of the local authorities.
- Plenary discussion; suggested topics:
  - » What are the benefits of doing CBA planning? Why do we do it?
  - » Who will be involved and in what role? What could be the role of the Women's Union?
  - » Resources needed to conduct CBA planning and implement CBA plans
  - » Approval process
  - » Adjustment of the CBA planning steps if needed
- Consensus on CBA planning process and way forward.



way the topic introducing change climate and CBA is by playing an interactive learning-focused game. See participatory tools section to learn how to do a seasonal forecasting game.



| 21

# 2 ESTABLISHMENT OF A COMMUNITY BASED ADAPTATION TASKFORCE

During the second step in the CBA planning a core group or 'taskforce' will be set up. Members will be Government staff with an existing mandate to coordinate or implement all types of climate change and disaster risk reduction activities in the locality. Although not directly involved in all the CBA planning steps, this group will be available to provide guidance on technical issues and Government priorities, assist with the approval of plans and mainstreaming of CBA actions, help selecting CBA trainers and mobilizing resources for the planning as well as implementation of the CBA plans. They serve as a bridge between the key decision-makers in the province, e.g. the People's Committee, departmental chairpersons and deputies, and the CBA planning implementers (trainers and facilitators). Their involvement increases political buy-in as well as replication and sustainability of the planning process.

#### **OBJECTIVE**

- » To officially establish a taskforce or core group of people from province and district level that will be informed and available throughout the CBA planning process to provide technical and political support to the CBA implementation teams at lower levels.
- » To select a number of potential CBA trainers from provincial, district and commune level that will facilitate the CBA planning process in different parts of the province (with support of facilitators that will be selected later).

#### TARGET AUDIENCE

The taskforce will be comprised of local authorities responsible for socio-economic, climate change and disaster risk reduction planning and implementation of programs and activities. They can be chairpersons

or deputies, but will likely be sub-departmental heads, tentatively from the following agencies at province and district level;

- » People's Committee,
- » Department of Natural Resources and Environment (hydro-meteorology,
- » Department of Agriculture and Rural Development (extension, crop production, dyke management and irrigation, forestry),
- » Department of Planning and Investment,
- » Department of Education and Training,
- » Department of Science and Technology,
- » Department of Construction / Transportation,
- » Viet Nam Women's Union, Viet Nam Red Cross, Farmer's Union etc.

This list is tentative and should be adjusted according to the province and project context. However, it is important that women and men and representatives from particular vulnerable groups are adequately represented and women leadership is promoted. To keep it workable and effective, it is suggested to have around 10 to 15 members in the task force;

- » 4 to 5 members coming from provincial authorities responsible for the approval of adaptation plans, with significant technical expertise or being the main project partner at the provincial level
- y 4 to 6 members coming from district authorities with approval mandates and expertise in CC-relevant sectors (potentially aligned to project focus)
- » 2 to 4 members representing the CBA trainers; they can also be the note takers for the taskforce

Membership of the task force can be expanded or changed over the project timeframe depending on the activity or specific roles of the task force at that moment, e.g. when a project supports CC mainstreaming it is important to have the main departments that are influential on CC planning (Agriculture, Natural Resources and Environment, Planning and Investment) in the taskforce. During village planning exercises, it can be useful to have the leaders of the mass organizations involved.

#### **EXPECTED OUTPUTS OR RESULTS**

- » Agreement on the role and composition of the CBA taskforce.
- » Official documents establishing the CBA taskforce in the province.
- » A detailed list of potential CBA trainers, gender balanced, representing vulnerable groups and in line with the CBA trainer profile.

The project should identify female and male CC champions within the local authorities that have shown interest and commitment before and can drive CBA planning, implementation of plans, advocacy on CBA planning etc.

\_ANNING: STEP BY STEI

The majority of provinces in Vietnam

have already established a Climate

Change Coordinating Office. This

office should then be selected as the CBA taskforce to avoid creating parallel structures. Each province also has a Central Committee

for Flood and Storm Control, but

#### **KEY DETAILS**



Plenary meeting and one-to-one (formal and informal) follow-up meetings



- 1/2 day or less for the introduction and explanation of the taskforce concept and CBA trainers' profile
- 1 to 2 weeks for the approval or endorsement of the task force and the confirmation of the list of **CBA** trainers
- At least one to two weeks before the CBA trainers ToT (step 3) starts

The explanation of the taskforce concept can be combined with the meetings in step one. However, the decision-making process and the actual official establishment of the group and list of trainers will likely take a week or longer.



- Project staff (minimum 3 of which one is the minute taker), including the Project Manager or any influential staff member
- Project partner representatives



- Selection and invitation of participants (per recommendation of the People's Committee or main project partner)
- Administrative and logistical preparation for meeting
- Facilitators familiarize themselves with the CBA taskforce profile and other materials, and with Government plans, procedures and approval requirements





Profile of CBA Taskforce, CBA Trainers and CBA Facilitators



Flipcharts and pens, projector (screen) and laptop Participant hand-outs

White boards



#### HOW TO DO:



The CBA taskforce and CBA trainers will be selected by the target audience themselves. To help with this process, a terms of reference or profile of a CBA taskforce and CBA trainers is included under the resources section. Tentative agenda for the main meeting:

they often only focus on disaster preparedness and response.

- 1 Introductory remarks from local authorities that have attended the previous orientation.
- Refresher on the CBA planning process and on gender and climate change (if this step is not combined with step 1).
- Presentation of CBA Taskforce profile.
- Presentation of CBA Trainers profile.
- Plenary discussion and adjustment of profiles if needed:
  - What is the role of the taskforce and the trainers? How will the taskforce be involved in the next CBA planning steps?
  - Is there an existing Government body or structure that fits the profile?
  - What is expected from the taskforce members and trainers in terms of commitment?
  - How do we keep the taskforce sustained?
  - How do we promote women leadership?
- **6** Drafting of list of potential taskforce members and CBA trainers.

After this meeting, a range of follow-up meetings (face to face, phone, email etc.) will need to be organized by the project manager with the local authorities and/or project partner responsible for the establishment of the CBA taskforce and the selection of CBA trainers. The project manager should keep stressing adequate representation of women and men and women.

The CBA taskforce as well as the list of trainers will be officially confirmed via a Government authorized letter or other communication. Once that has been done, it should be communicated to all project stakeholders.



# TRAINING OF TRAINERS FOR COMMUNITY BASED ADAPTATION TRAINERS FROM PROVINCE AND DISTRICT LEVEL



After setting up some of the core CBA planning structures and gaining support from decision-makers, potential trainers that have been selected in step 2 will benefit from a professional and interactive Training of Trainers (TOT) package that will provide them with technical and practical knowledge and skills required to be a CBA trainer. Participants that successfully completed the training will then lead the next steps in the CBA planning process, in particular the village CBA planning. At a later stage, this group will continue to receive further specialized and refresher training. Government and other partners will also be encouraged to train and actively utilize this core CBA trainers group for various types of CBA or CC-related initiatives in the locality.

#### **OBJECTIVE**

- » To set up a core group of professional local trainers equipped with the minimum knowledge and skills on climate change, gender, participatory tools, training and communication and relevant other topics, that will enable them to act as the lead trainers and mentors for the CBA planning in their province. They provide the main technical expertise to the CBA planning and complement the political support provided through the taskforce.
- » To build strong local capacity from the start to enable future replication and sustainability of the CBA planning process.

#### **TARGET AUDIENCE**

Group of female and male CBA trainers selected as part of step 2.

#### **EXPECTED OUTPUTS OR RESULTS**

- » A detailed list of core CBA trainers from provincial, district and commune level that successfully completed all the TOT training modules and that are available to facilitate the next steps of the CBA planning process.
- » Interactive TOT sessions conducted on technical (CC, DRR, gender, CBA planning) as well as non-technical topics (facilitation, participatory tools, research and analysis, reporting).
- » A set of up-to-date, customized and tested training materials, training hand-outs and lessons plans to conduct similar TOT.

#### **KEY DETAILS**



Lecture, participatory exercises, games, field testing or practice, classroom presentation exercise.



- » 12 days over 2 to 3 weeks, divided into three training sessions or modules.
- » At least one week after the establishment of the CBA taskforce and selection of the CBA trainers (step 2).
- » A team of 'master trainers', representing women and men and various socio-economic groups in society.

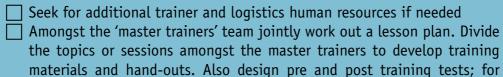


This 'master trainer' team includes project staff and potential external (consultancy) support from a training institute, representatives from Government technical departments (DONRE, DARD, etc.), universities, ea. depending on the training topic and existing capacities and resources within the project, Government and partners. For more information on available trainers, see the list of training resources on Climate Change Adaptation, Disaster Risk Reduction and Gender under the resources section.

Before they do the CBA Trainers TOT, the master trainers will receive an in-depth orientation on the CBA planning process. If time allows, a brief orientation on gender and climate change should also be conducted to ensure gender responsive facilitation and training content.



Recruit the 'master trainers' and provide them with an in-depth orientation on the CBA planning process. Provide an orientation on gender and climate change if time allows.





guidance on how to conduct pre and post training tests, see resources.

If time allows, do a test-run of the training sessions

Administrative and logistical preparation

Invitation of participants from the list of potential CBA trainers (see step 2)

List of training resources on CC and DRR (e.g. MARD Climate Change Adaptation and Disaster Risk Reduction training resources)



Pre and post training tests guidance

CARE's Community Based Adaptation Framework

CBA planning process flow-chart

Profile of CBA Taskforce, CBA Trainers and CBA Facilitators



Flip charts and pens, color cards, markers, white boards, other stationery

Projector (screen) and laptops. Cameras

Trainer and trainees hand-outs

Game material









#### HOW TO DO

The TOT will be comprised of three modules or training sessions, and will combine technical sessions with practical testing of tools in the communities (see step 7) and learning how to prepare lesson plans and training materials (for step 5: training of CBA facilitators).

Each module also ends with a reflection session to enable the learning process of trainees as well as trainers and revise the training materials if needed. Verbal or written trainee evaluations can also be part of these reflection sessions.

The training modules will tentatively be comprised of the following topics (to be adjusted according to the project and available resources):

It's good to be clear from the beginning what will be the expected training output.
Therefore, develop a list of anticipated knowledge and skills or learning points for each of the training modules.

#### 1 CLIMATE CHANGE AND DRR (utilizing a lot of local examples)

- » What is climate change? What are the causes, effects and impacts in Viet Nam, in the Mekong, in the respective province?
- » What is climate change adaptation? Mitigation?
- » What is a hazard, a disaster? Disaster risk reduction?
- » Gender in climate change adaptation and disaster risk reduction
- » Institutional set-up and legal framework in Vietnam on CC and DRR
- » The importance of CC and DRR mainstreaming into SEDP

#### 2 THE CBA PLANNING PROCESS AND TOOLS

- » The CARE Community Based Adaptation framework
- » The CBA planning process step-by-step
- » Village CBA planning, including participatory tools and reporting
- » Testing of CBA planning tools in one village

As the village testing is part of the trainers' learning process (which should be clearly communicated to the village members), the results might not necessarily be useful. It is up to the communities to decide if these results can be considered as their successful CBA plan.

#### 3 TRAINING AND COMMUNITY FACILITATION SKILLS

- » Creative training methods
- » Gender responsive and inclusive facilitation
- » How to develop a lesson plan, training hand-outs, other materials?
- » Drafting a lesson plan for the training of CBA facilitators
- » Classroom exercise bringing all three modules together

After completing the training package CBA trainers will need further on-the-job-coaching, refresher training and additional technical trainings. Continuous support is required to limit turn over.

Other potential topics to integrate in this first TOT or follow-up trainings are: climate resilient livelihoods, natural resources management, socio-economic development planning, climate change games, planning and organizing, problem solving and consensus building, social learning, and behavior change communication.

# **CBA PLANNING: STEP BY STEP**

STEP 2: ESTABLISHING A **CBA TASKFORCE** 

STEP 3: TRAINING OF TRAINERS

STEP 4: ORIENTATION FOR COMMUNE AND VILLAGE

STEP 5: TRAINING CBA

STEP 6: DEVELOPING A WORKPLAN

STEP 7: CBA PLANNING AT THE VILLAGE LEVEL

STEP 8: MAINSTREAMING **CBA PLANS INTO OTHERS** 

**FACILITATORS** 

PARTICIPATORY TOOLS



**RESOURCES** 

Ų,

STEP 9: IMPLEMENTATION AND M&E OF CBA PLANS

STEP 10: ANNUAL UPDATE AND FEEDBACK



# ORIENTATION SESSION FOR COMMUNE AND VILLAGE AUTHORITIES ON COMMUNITY BASED ADAPTATION AND THE CBA PLANNING PROCESS

Step 4 brings the CBA planning to the commune and village authorities. It targets the main decision makers at the commune and village level with an interest or influence on climate change adaptation by providing them with an introductory background on community based adaptation and a step-by-step explanation of the CBA planning process. It is similar to the higher level orientation meeting in step 1 but customized for this audience. This vital step will ensure endorsement, commitment and potential resources from authorities closest to the communities. It lays the foundation for a successful organization of the village CBA planning and mainstreaming into SEDP.

#### **OBJECTIVE**

- » To provide commune and village authorities a brief introduction on climate change, the concept of community based adaptation and the CBA planning process.
- » To highlight why it is important to integrate gender into climate change and CBA planning.
- » To select a number of potential CBA facilitators from commune and village level that will support CBA trainers in conducting village CBA planning.
- » To ensure commitment and potential involvement and resources from the local authorities for the CBA planning.

#### **TARGET AUDIENCE**

Commune and village authorities and mass organizations involved in climate change and disaster risk reduction activities;

- » People's Committee,
- » Village leaders,
- » Department of Natural Resources and Environment,
- » Department of Agriculture and Rural Development,
- » Department of Planning and Investment,
- » Committee for Flood and Storm Control,
- » Vietnam Women's Union, Viet Nam Red Cross, Farmer's Union etc.,
- » Other relevant departments.

#### **EXPECTED OUTPUTS OR RESULTS**

- » Commune and village authorities have a basic understanding of climate change, what it means for their locality, the concept of community based adaptation and the importance of gender integration.
- » Commune and village authorities understand the CBA planning process and their role in it.
- » A detailed list of nominated commune and village facilitators.
- » Commune and village authorities express their commitment and potential involvement in the CBA planning process and support to the implementation of the CBA plans, recorded through the minutes of the meeting.

STEP 1: ORIENTATION FOR PROVINCIAL AND DISTRICT

STEP 2: ESTABLISHING A CBA TASKFORCE

STEP 3: TRAINING OF

STEP 4: ORIENTATION FOR COMMUNE AND VILLAGE

#### **KEY DETAILS**



Meeting, presentation and discussion



- » ½ day to 1 day depending on the time and the chosen topics
- » Minimum 1 week for the confirmation of CBA facilitator nominations
- » At least a week before the village CBA planning starts



- » CBA trainers (of which one is the minute taker)
- » CBA taskforce members (if available)
- » Project partner representatives
- » Mentoring support from project staff

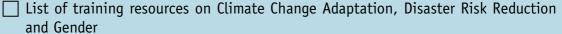


Selection and invitation of participants (per recommendation of the CBA taskforce)

Administrative and logistical preparation for the meeting

CBA trainers divide presentation topics amongst the team and familiarize themselves with the power points and other materials





CARE's Community Based Adaptation Framework

CBA planning process flow-chart Profile of CBA Taskforce, CBA Trainers and CBA Facilitators



Flipcharts and pens, projector (screen) and laptop

Participant hand-outs

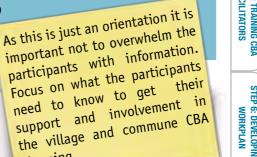
Cameras



#### HOW TO DO

Tentative agenda for the orientation session:

- Introductory remarks from local authorities.
- Brief introduction about the project (objectives, outputs and activities).
- Brief presentation or video on climate change in Viet Nam (including gender) with a focus on CC scenarios for that particular province:
  - » What is climate change (vs. weather)?
  - » Current and projected climate change effects and impacts for the locality, for women and for men, and for specific vulnerable groups.
  - » Potential adaptation options for the locality.
- Presentation on the CARE Community Based Adaptation Framework and the CBA Planning Process, including expected involvement of the local authorities.
- Discussion and selection of commune and village CBA facilitators; suggested topics:
  - » What are the benefits of doing CBA planning? Why do we do it?
  - » What is the role of the CBA facilitators, the village leader?
  - » How do we promote women leadership?
  - » Resources needed to conduct CBA planning and implement CBA plans.
- Drafting of list of potential CBA facilitators.
- CBA planning next steps.



planning.

STEP 8: MAINSTREAMING CBA PLANS INTO OTHERS

STEP 9: IMPLEMENTATION AND M&E OF GBA PLANS

AND FEEDBACK

# TRAINING OF COMMUNE AND VILLAGE CBA FACILITATORS



At this stage the main decision-makers at all administrative levels have endorsed the CBA planning process and a group of core CBA trainers have been selected and trained. A last crucial investment in capacity strengthening before the actual planning can start will now focus on the commune and village level group of facilitators. In step 5 the CBA facilitators will receive an in-depth training on CBA planning, in particular on the participatory tools, and facilitation skills required to co-facilitate with the CBA trainers the CBA planning in step 7.

#### **OBJECTIVE**

- » To set up a group of commune and village CBA facilitators equipped with the necessary knowledge and skills on community based adaptation, the gender responsive CBA planning process and tools, facilitation skills and relevant other topics, that will enable them to effectively organize the village CBA planning jointly with the CBA trainers.
- » To promote the important role of the village leader in the facilitation team and coordinating the CBA planning at village level.

#### **TARGET AUDIENCE**

Group of female and male commune and village CBA facilitators selected as part of step 4.

#### **EXPECTED OUTPUTS OR RESULTS**

- » A detailed list of qualified commune and village CBA facilitators that successfully completed the training and that are available to implement the CBA planning at the village level, with technical support from the CBA trainers.
- » Interactive training sessions conducted on technical (CC, DRR, gender, CBA planning) as well as non-technical topics (facilitation, participatory tools, research and analysis, reporting).

STEP 1: ORIENTATION FOR PROVINCIAL AND DISTRICT

STEP 2: ESTABLISHING A

STEP 3: TRAINING OF

CBA TASKFORCE

#### **KEY DETAILS**



Lecture, participatory exercises, games, field testing of tools and field practice



- 5 days over a period of 1,5 weeks (can be combined with step 4 at the beginning of the training and/or step 6 - at the end of the training)
- At least one week after the facilitators have been selected and one week before the actual village CBA planning starts
- Depending on time and resources, this step can be combined with the next step. Step 6 can be a small working session at the end of the training.



- Project staff and project partners, providing technical back up and mentoring support to the CBA trainers



Amongst the team of CBA trainers jointly develop a lesson plan. Divide the topics or sessions amongst the trainers to develop participants' hand-outs. Also design pre and post training tests; for quidance on how to conduct pre and post training tests, see resources.

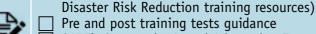


If time allows, do a test-run of the training sessions

- Administrative and logistical preparation
- Invitation of participants from the list of potential CBA facilitators (see step 4)

List of training resources on CC and DRR (e.g. MARD Climate Change Adaptation and





- CARE's Community Based Adaptation Framework
- CBA planning process flow-chart
- Profile of CBA Taskforce, CBA Trainers and CBA Facilitators



Flip charts and pens, color cards, markers, white boards, other stationery Projector (screen) and laptops. Cameras

Trainer and trainees hand-outs

# **HOW TO DO**

The training will be comprised of two modules and a field testing component. Each module will allow space for crucial reflection and learning by the trainers and trainees.

After each module a selection process takes place in order to come up with a ranking and at the end of the training a group of qualified facilitators, based on a number of selection criteria, pre and post training tests and the trainees' performance.

The village leader as one of the CBA facilitators will play an important role in reporting so it is worth providing him/her with a specific orientation on the topic in addition to the facilitator's training.

The following training topics are suggested (to be adjusted according to the project and available resources):

#### **COMMUNITY BASED ADAPTATION PLANNING**

- » Brief introduction on climate change (3 causes, 3 effects, differential impact, vulnerability and capacity of women and men) utilizing a lot of local examples.
- » Brief introduction on community based adaptation (what, why, who).
- » The CBA planning process step-by-step. How do we integrate gender?
- » Village CBA planning, including participatory tools and reporting.

#### **COMMUNITY FACILITATION SKILLS**

- » Gender responsive and inclusive facilitation.
- » Behavior change communication.

#### FIELD TESTING of CBA PLANNING TOOLS in one village

After completing the training package CBA facilitators will need further onthe-job-coaching and refresher training. Continuous support is required to limit turn over.



# DEVELOPMENT OF WORK PLAN FOR THE VILLAGE CBA PLANNING



To ensure well-organized planning sessions and at the same time build capacities or skills in planning and organizing, in step 6 CBA trainers together with CBA facilitators will develop a detailed work plan for step 7; the coordinated implementation of the CBA planning in the villages. Efficiency is promoted by encouraging joint responsibility and team work among various local authorities.

#### **OBJECTIVE**

- » To jointly develop among CBA trainers and CBA facilitators a customized work plan, including time frame, per commune and/or per village.
- » To promote horizontal (within one administrative level, but different departments) and vertical (between different administrative level) collaboration via the trainers and facilitators.
- » To inform the CBA taskforce about the CBA planning progress and way forward.

#### **TARGET AUDIENCE**

- » CBA trainers
- » Commune and village CBA facilitators

#### **EXPECTED OUTPUTS OR RESULTS**

- » A detailed work plan listing a clear order of activities with time frame, person(s) responsible, resources required, expected output, etc. per commune and/or village.
- » The work plan is shared with the CBA taskforce members.
- » Demonstrated collaboration and coordination among local authorities and mass organizations.

STEP 1: ORIENTATION FOR PROVINCIAL AND DISTRICT

STEP 2: ESTABLISHING A CBA TASKFORCE

STEP 3: TRAINING OF

STEP 4: ORIENTATION FOR COMMUNE AND VILLAGE

#### **KEY DETAILS**



Workshop, group work



- »  $\frac{1}{2}$  to 1 day to draft the work plan. A couple of days to 1 week to agree and finalize the work plan
- » At least one week before the actual village CBA planning starts



» CBA trainers - with coaching from project staff



CBA trainers familiarize themselves with the work plan format and prepare accordingly. They collect a list of villages and communes, maps, available resources, etc.

Administrative and logistical preparation





Format village CBA planning (update) report
Participatory tool: Daily Activity Clock



Flipchart, pens, color cards, other stationery

Cameras



#### HOW TO DO

The work plan can be developed per commune or per district depending on the available resources and project objectives.

Tentative agenda for the workshop:

- (energizer)
- Refresher of the village CBA planning process.
- Present work plan format (see resources).



- 3 List all necessary activities.
- Group work (or in plenary if the group is small): work out details per activity: what, who, when, how etc.
- Present and discuss group work or plenary results.
- 6 Agreement on the final work plan. If the work plan could not be finished, agree on next steps to get it done on time.

The CBA trainers and facilitators need to make sure they know the best time of the year/week/day to do the planning exercises with the community, so it does not interfere with community members' other responsibilities. If it's not clear, a quick daily activity clock exercise can be done (see tools.)



Collaborative learning is vital, so during the work planning, it is critical that project staff acts as a facilitator and lets the CBA trainers and facilitators jointly develop 'their' own work plan. This to increase ownership and more effective capacity building.



# COMMUNITY BASED ADAPTATION PLANNING AT THE VILLAGE LEVEL



After all the structures have been set up, Government support has been obtained and the human resources are ready and equipped with the necessary knowledge and skills it is time to initiate the CBA planning process at the village level. A collaborative and participatory process with the community members in the driving seat will at the end of this step result in gender responsive village CBA plans. These plans will then in a next step feed into the discussions at the commune and district level. Implementation of the plans is described in step 9.

#### **OBJECTIVE**

» Through a range of participatory exercises and discussions that involves selected socioeconomic and vulnerable groups in the village, the village members collectively develop a gender responsive village CBA plan. The plan is informed by an assessment of differential climate change impacts, vulnerability, and existing and future adaptive capacity.

#### TARGET AUDIENCE

Village leader and gender balanced representatives from all socio-economic and vulnerable groups in the village. The exact composition of the village participants depends on the purpose and focus of the planning (ask yourself who's plan is it?).

The opinions, ideas and aspirations of women and men and particular vulnerable groups like the poor, land less, ethnic minorities, people with disabilities, etc. should be reflected maximally by asking targeted questions and doing separate participatory exercises per group. They should also be reflected in the final CBA plan and prioritized CBA actions.

In the CARE ICAM project, 3 groups were assembled per village; one female, one male and a 'village authorities'-group. The last group was created to access their wealth of local knowledge, gain their ongoing support, but also to reduce potential influence on the other two groups.

#### **EXPECTED OUTPUTS OR RESULTS**

- » Increased awareness among participants about climate risks and impacts, differential vulnerability and possible adaptation options.
- » One CBA report per village; including socio-economic background information, a brief analysis of climate risk and impacts and a CBA plan indicating prioritized CBA actions for women and men.

#### **KEY DETAILS**

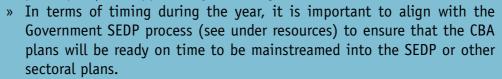


Village workshops with participatory exercises, focus group discussions, plenary discussion

» 1 to 2 days over a period of 1 week, depending on the availability of communities (see under tools on how to do a daily activity clock exercise). Day 2 does not necessarily have to be done immediately after day 1. A break will give the facilitators team time to process and analyse the information of day 1 and can make them better prepared for day 2.



- » 1 week for documentation and reporting.
- » 1 to 2 weeks for further consultation (e.g. with people who could not participate) and approval by the village leader.

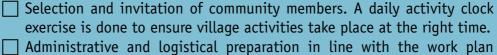




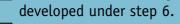
If resources do not allow it, several villages can be combined into one 'village planning workshop'. Often when Government partners who only have limited resources want to replicate the process, they prefer to combine villages into a workshop at commune level, but doing the same exercises. However, if a project wants to invest in CBA planning to raise awareness, village level sessions are a worthy investment.

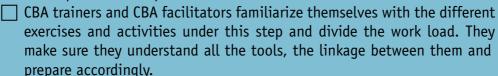


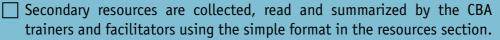
- » CBA trainers and CBA facilitators, including village leader
- » (coaching and technical support from project staff)



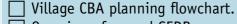




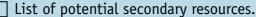








Overview of annual SEDP process.



Climate change impacts and options checklist.

Facilitation tips, including for focus group discussions.

Participatory tools: Daily activity clock, Climate change games; Historical and future timeline; Seasonal calendar; Resource and hazard mapping; Climate change impacts and adaptation tree; Visioning for a future with climate Change; Community Based Action Plan; Adaptation options comparison table (and other suggested tools).

Format village CBA planning (update) report.



Flip charts, pens, pencils, color cards, pictures, other stationery.

Stones, beans and other material (for the 'voting' and prioritization).

Cameras. Remember to ask permission from communities to take pictures, and if the pictures are used in documentation, ask for (written) consent.

Refreshments.







#### **HOW TO DO**

The below village CBA planning is flexible and should be done according to available human, time and other resources. If carried out as described here it should result in inclusive gender responsive CBA plans. At the end of each exercise facilitators should allow time for reflection and feedback to discuss the results and the process amongst the facilitators' team and prepare for the next steps. This will also allow time to analyze all the information gathered.

For CBA trainers and facilitators, it's important not to influence but guide the exercises the communities are going through. S/he has to limit his/her bias and not try to achieve pre-defined results, but facilitate and provide helpful information. For useful tips on effective facilitation, see under resources. What is also useful to avoid influencing is to have facilitators work in communes they do not originate from (except for the village leader who has to be present in his/her village).



Recommended steps for village CBA planning (see resources for a useful flowchart):





#### **COLLECTION OF SECONDARY DATA**

1 or 2 weeks before community planning sessions

Downscaled climate change scenarios, gender disaggregated socio-economic data, government plans and strategies, information on land and natural resources use, etc. is collected by the CBA trainers and facilitators. Through a simple format (see resources), the most important information is summarized so it can be used in the next steps to verify the information gathered from the village discussions and ask the right questions during the exercises.





#### ANALYSIS OF CLIMATE RISK, IMPACT AND CAPACITY

1 day per village

The village CBA planning starts with a number of participatory exercises that will assess climate hazards and risks, their differential impact on men and women, what existing adaptation and coping strategies people use and how they see they would like to adapt in the short and medium future. The results of the exercises are carefully documented through a simple CBA planning report format.

The exercises can be done in any order but the below sequence is suggested - see the tools section of this manual on how to do these (and other potential) exercises in detail.



- 1. Climate Change Game
- 2. Historical and Future Timeline
- 3. Seasonal calendar
- 4. Resource and hazard mapping
- 5. Climate change impacts and adaptation tree



#### PLANNING FOR A FUTURE WITH CLIMATE CHANGE

0.5 to 1 day per village

Based on the information collected on day one participants are encouraged to think in the long term, take into account potential CC scenarios and develop a vision for a (10 to 20 years) future with climate change (comparing different climate scenarios).

Looking back from the future, all possible and needed short, medium and long term adaptation options per sector (agriculture, livelihoods, water, health, education, infrastructure etc.) are listed by men and women (see resources for a helpful impacts and adaptation options checklist). After a prioritization exercise comparing the options the village collectively develops the village CBA plan.



**CBA PLANNING: STEP BY STEP** 

The CBA plan shows specific actions in response to climate risks and impacts and differential vulnerability and capacity. The actions are prioritized in time and for different vulnerable groups.

- 1. Recap of the day 1 analysis results
- 2. Visioning for a future with climate change
- 3. Formulating and prioritizing adaptation options
- 4. Development of a village CBA plan

See the tools section of this manual on how to do the visioning, prioritization and planning with the community, and resources for a suggested format of the CBA planning report.



If time and resources allow, the draft village CBA plan can be presented in a larger village meeting (or via notice boards) to get feedback from other village members who could not participate. The plan is adjusted or further detailed if needed, eventually endorsed by the entire village and approved by village authorities i.e. the village leader.



#### **DOCUMENTATION AND SHARING**

1 to 2 weeks after community exercises

The results of all the exercises are carefully documented by the village leader (with support from the CBA trainers and facilitators) in a simple user-friendly village CBA plan report (see resources). This report will be used in the next step to present the findings at the commune and district level.

notice boards, community meetings and face-to-face.



Taking pictures of all

process

different exercises will help

a lot in the documentation

potentially useful for future and

project and other activities for example on awareness raising and M&E. Make sure you get (written) consent. The village leader is responsible to share the findings and especially the plan among the village members, through





37

# MAINSTREAMING OF CBA INTO COMMUNE AND DISTRICT SOCIO-ECONOMIC DEVELOPMENT AND OTHER PLANS



At this stage gender responsive CBA plans are available from the villages; they have been documented and shared with community members and other stakeholders. In step 8 the village analysis of climate risk, impact and capacity and the CBA plans will be presented in commune and district forums. The aim is to utilize these results from the village to inform and influence commune and district socio-economic and other sectoral plans. When village CBA priorities are reflected in local plans, communities gain better access to the resources and support that they need to implement the CBA plans (step 9).

#### **OBJECTIVE**

- » To create a dialogue between the CBA taskforce and commune, village and other representatives about the results of the village CBA planning.
- » To advocate for the inclusion of gender responsive village adaptation actions into the commune and district SEDP and other plans, and for resources to support the implementation.
- » To provide capacity building on climate change mainstreaming and gender integration, and encourage replication of the CBA planning in other communes and districts.

#### **TARGETED AUDIENCE**

- » CBA taskforce, in particular female and male members with planning and mainstreaming roles and responsibilities, approval mandates and influence over resources allocation.
- » As often planning and mainstreaming is very male dominated in Vietnam, women participation and leadership should be promoted during this workshop.

#### **EXPECTED OUTPUTS AND RESULTS**

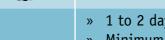
- » Commune and district SEDPs or sectoral plans are informed by, adjusted and integrate the village climate risk analysis and planning results. The revised plans are shared and communicated broadly, in particular to the village participants.
- » Village CBA priorities are included in the SEDP action plan, and are properly resourced or supported.
- » CBA taskforce members and others have an improved understanding of climate change mainstreaming and gender integration into SEDP, and express interest in replicating the process.
- » Demonstrated collaboration and coordination among local authorities and mass organizations.

STEP 1: ORIENTATION FOR PROVINCIAL AND DISTRICT

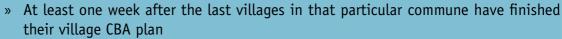
#### **KEY DETAILS**



Workshops, presentation, group work, one-to-one (formal and informal) follow-up meetings



- » 1 to 2 days for the mainstreaming workshop
- » Minimum 2 weeks for the approval of the revised SEDPs

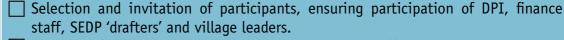


In terms of timing during the year, it is crucial to align with the Government SEDP process (see under resources) to not create parallel processes.

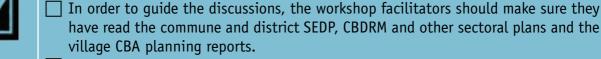




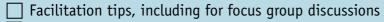
- » CBA trainers
- » Commune and village facilitators, in particular the village leader
- » CBA taskforce members
- » (with coaching from project staff)



Workshop facilitators remind themselves about the different sessions under this step and divide the work load. They familiarize themselves with the tools, (APRF) criteria, scoring system and formats and prepare accordingly.



- Facilitators can also meet with DPI (and other CBA taskforce members) before to present the workshop sessions and collect their input.
- Administrative and logistical preparation.



Format village CBA planning (update) report

Overview of annual SEDP process

☐ Mainstreaming CBA into SEDP flowchart

Format commune CBA plan

Government criteria and scoring sheet for screening CBA actions



Flip charts, pens, color cards, other stationery

Projector (screen) and laptop

☐ Cameras





| 39





#### **HOW TO DO**

The following steps have been tried and tested in the ICAM project and achieved a high and sustainable level of mainstreaming CBA into SEDP - see resources for a useful flowchart:



Before the plans are presented, it can be useful for CBA trainers to provide a brief overview of the CBA planning process and update the participants about the progress. It is also important to explain the concept of mainstreaming, benefits of CBA mainstreaming and highlight the importance (referencing official Government guidelines such as the APRF Decision 1485).

So called CBA 'quick wins' that have community and political support already can be supported by the project. This will show outputs and keep the interest of the communities and local authorities in the entire CBA planning process.

#### 1

#### PRESENTATION OF VILLAGE CBA ANALYSIS AND PLANS

The village-focused analysis of climate risk, impact and capacity and the resulting CBA plans are presented by the village leaders first. A Q&A session - in plenary or in panels of commune and village stakeholders - allows participants to ask for more details.

#### 2 APPLY A 'CLIMATE LENS' TO THE CBA PLANS and COMPILE INTO ONE COMMUNE CBA PLAN

To ensure that all prioritized community CBA actions are linked to climate risks and impacts, a 'climate lens' is applied to the existing CBA plans. All the CBA actions that passed this brief filtering are merged into one commune CBA plan, grouping them under several SEDP sectors and using a very similar format to the village plans. If some of the village results are unclear, the village leaders are available to explain why certain CBA actions are adaptive and should be included.

#### 3

#### ADAPT AND APPLY THE GOVERNMENT CLIMATE CHANGE ADAPTATION PRIORITIZATION FRAMEWORK

At this stage existing commune and district SEDPs and relevant sectoral plans (e.g. agriculture, natural resources management, CBDRM, health, education, gender action plans) are presented briefly to ensure participants know the latest version(s). If needed, provide a more in-depth overview to ensure participants understand the Government SEDP planning procedures, policies and regulations.

Criteria and formats from the Ministry of Planning and Investment's (MPI) Climate Change Adaptation Prioritization Framework (APRF) (or others from MARD or MONRE) are introduced by the CBA taskforce members or CBA trainers and adapted to fit the local context and project objectives. Once agreed and clear, the criteria are then applied to the commune CBA plan. The actions that pass this more extensive filtering are scored and ranked and participants identify where they should be integrated into; commune, district (or provincial) SEDPs and other sectoral plans.

Include gender criteria: e.g. does it impact on allocation of time between women and men unpaid caretaking tasks and productive activities; does it transfer responsibility and resources from men to women and women to men; how does it contribute to stronger voice and influence of women in the public space and at home; etc. Ensure these criteria have a considerable weight in the total score.

Although the APRF criteria and guidelines are complex and the scoring and ranking-process may take a while, it does build crucial local authorities' ownership and builds skills that are useful for other planning processes. You can also create a sort of healthy competition between the different communes present to increase motivation.

Rather than introducing project-specific criteria or scoring systems, in Vietnam applying Government guidelines immediately increases motivation and commitment.

**LANNING: STEP BY STEP** 



#### 'CLIMATE PROOF' EXISTING SEDPs and INTEGRATE CBA ACTIONS

Using the results of the previous steps and the actual village CBA reports, the existing commune and/or district SEDP are analyzed, reviewed and updated (or 'climate proofed'). CBA actions prioritized in 8.3 are added as an annex to the SEDP.

It might be difficult to influence SEDPs and sectoral plans at a higher level, such as province SEDP. This session can therefore formulate recommendations for 'climate proofing' and integration. Lobbying for approval is then especially important to ensure they become more than recommendations.

#### DOCUMENTATION, SHARING and FEEDBACK

The workshop proceedings and results, including the commune CBA plan and recommendations for climate proofed SEDPs, are carefully documented and shared with the participants. Village leaders communicate progress back to the communities, once approval has been obtained and resources for implementation mobilized.

#### LOBBY CBA TASKFORCE FOR APPROVAL, BUDGETING AND IMPLEMENTATION

At the end of the workshop clear follow-up actions and corresponding roles and responsibilities of all the actors involved are formulated to ensure action is taken. CBA taskforce members, CBA trainers and the project lead facilitation team have frequent follow-up meetings to obtain approvals and continue advocate for resources mobilization and implementation of CBA actions (step 9).

National government agencies are very interested in seeing and learning how guidelines lessons applied, learned and recommendations should also be communicated to national level.





## IMPLEMENTATION AND MONITORING AND EVALUATION OF COMMUNITY BASED ADAPTATION PLANS

After the gender-responsive CBA plans have been produced and as much of the analysis and actions have been integrated into SEDP and other sectoral plans, it is time to start implementing identified adaptation actions, by the communities themselves, by the local authorities, mass organizations, civil society organizations and others. Building on existing community assets and strengths as the primary blocks for adaptation, a collaborative effort with multi-level actions should be promoted.

Consider short- and long-term benefits of CBA actions. Short-term actions don't always provide long-term protection against climate change impacts, and long-term actions might not produce immediate benefits. Opt for a good mix of both.

In terms of what a project can support or what others should, based on a number of agreed criteria a negotiation process will commence to see what will be implemented from the community CBA plans, when, where, by whom and why. Resources will be identified and roles and responsibilities agreed.

Tentative criteria to compare CBA plan actions and help identifying support are, in no particular order:

- » ENVIRONMENTAL SUSTAINABILITY: activities use resources that are unlikely to be significantly impacted by climate change, are informed by ecosystem dynamics or do not put pressure on existing ecosystems
- » NO REGRET OPTIONS: the activities contribute to development no matter if and how climate change impacts on the communities.
- » NO MALADAPTATION: the activities do not increase the vulnerability of people to climate changes in the short, medium as well as the long term
- » POTENTIAL FOR MITIGATION: to an extent possible adaptation activities with mitigation potential reducing greenhouse gas emissions should be explored and fully supported
- » ADDRESSES ALL COMPONENTS OF THE CARE CBA FRAMEWORK: the project will aim to provide a 'package of support' on CBA, focusing on climate resilient livelihoods, disaster risk reduction, building local adaptive capacity and tackling underlying causes of vulnerability
- TARGET THE MOST VULNERABLE: activities specifically build the adaptive capacity of the most vulnerable groups as identified in the project design
- » GENDER TRANSFORMATIVE: activities actively seek to build equitable social norms and structures in addition to individual gender-equitable behavior
- » BUILD ON EXISTING LOCAL KNOWLEDGE, RESOURCES AND CAPACITIES AND APPROPRIATE TO THE LOCAL CONTEXT: with the communities in the driving seat, the activities should be based on or strengthen existing knowledge, resources and capacities to a maximum to increase acceptance, ownership and sustainability. However, this should not rule out new approaches or activities.
- » **PARTNERSHIP:** activities promote unique cross-sectoral partnerships between the communities, local authorities, scientists, civil society organizations and other relevant stakeholders
- » POLITICAL FEASIBILITY AND ACCEPTANCE: the project activities align with the local policies and programs and/or aim to provide evidence for an adjustment of existing policies and programs or the development of new ones. However, it should not rule out the implementation of innovative approaches or models.
- » LONG TERM COST EFFECTIVENESS: the activities are the less costly solutions and a good value for money. Finance, skills and resources are available to set up, run and sustain the activities.
- » LONG LASTING AND BROAD IMPACT: the project activity is effective and helps many people in addressing climate change impacts in the short, medium and long term and beyond the project target area.

#### MORE DETAILED INFORMATION ON THE IMPLEMENTATION OF CBA INTERVENTIONS:



Community-Based Adaptation Toolkit. CARE, IISD. 2010

The CBA Toolkit offers a practical how-to guide for project teams in completing the project cycle for CBA projects. It includes step-by-step guidance and recommended tools for all stages of the project cycle, along with links to useful resources and checklists for key project documents. It also includes CBA Project Standards to help ensure high quality analysis, design, implementation and information & knowledge management (including monitoring & evaluation) in your CBA project.

#### **ONGOING ACCESS TO CLIMATE INFORMATION:**

In acting on the CBA plans, communities and local authorities are in an ongoing process of decision-making about how and when to invest their resources in different adaptation strategies. In this process, people need to have the information they need to make decisions in an informed and forward-looking way. In the case of CBA, this particularly means access to, interpretation and use of climate information. Climate information is information about past, present and future climate conditions from both local and scientific sources, and what it means for people's livelihoods and the environment.

For more information on the generation and use of climate information for CBA:



Facing uncertainty: the value of climate information for adaptation, risk reduction and resilience in Africa. CARE Adaptation Learning Programme for Africa. 2015

This document explains why and how climate information is a valuable resource for rural communities and those working with them in confronting climate variability and change. It is based on lessons from the Adaptation Learning Programme, implemented by CARE together with the national meteorological services in Ghana, Kenya and Niger.

#### **MONITORING, EVALUATION AND LEARNING:**

During the implementation it is important to organize regular learning, monitoring and evaluation. Plans and activities should be adjusted based on new information, experiences and changes in context, as well as climate information such as short range and seasonal forecasts and climate projections. Ask questions such as:

- » What is working well? What is not working well?
- » Do we need to do anything to adjust our plans in light of changing contexts?
- » How can we improve our practices to adjust to changing circumstances and contexts?
- » What needs to change?

As much as possible involve the communities and local authorities in the M&E and learning of project supported CBA actions.

For more in-depth guidance and tools on participatory M&E for CBA:



Participatory Monitoring, Evaluation, Reflection and Learning (PMERL) in Community-Based Adaptation. A Manual for Practitioners. CARE. 2014

The PMERL Manual helps practitioners to measure, monitor and evaluate changes in local adaptive capacity, for better decision-making in Community-based Adaptation activities. The approach provides a platform for local stakeholders to articulate their own needs and preferences and advance monitoring, evaluation and learning of complex climate processes.

### ANNUAL UPDATE AND FEEDBACK



CBA planning is not a one-off activity. While implementing the plans, it is important that communities and local authorities annually or more regularly reflect on progress and adjust plans based on new information, experiences of interventions, and changes in context, including climate events or newly arisen socio-economic challenges and opportunities. This adaptive management approach enables communities and local authorities to anticipate and flexibly respond to risks and changes over time. Step 10 focuses therefore on regular update of the CBA plans as well as feedback mechanisms.

#### **OBJECTIVE**

- » Through a brief session review and adjust the CBA plans, taking into account new information, including recent climate events or updated climate projections
- » To create an opportunity for local authorities to provide community members with feedback about the CBA plan implementation, which actions were integrated into SEDPs and other plans, what resources are allocated to implement CBA actions, Government programs and plans that can support CBA etc.

#### **TARGET AUDIENCE**

Village leader and gender balanced representatives from all socioeconomic and vulnerable groups in the village. Not everyone needs to have attended last year's village CBA planning, but it is recommended that at least half of the participants did. Several villages can be combined into one meeting to maximize resources, but also encourage exchange of learning and information between the villages.

#### **EXPECTED OUTPUTS AND RESULTS**

- » One updated CBA report per village, with re-prioritised gender responsive CBA actions
- » Communities and local authorities have received the most updated climate information and are aware of the CBA plan implementation progress and challenges

STEP 1: ORIENTATION FOR PROVINCIAL AND DISTRICT

STEP 2: ESTABLISHING A CBA TASKFORCE

STEP 3: TRAINING OF

STEP 4: ORIENTATION FOR COMMUNE AND VILLAGE

**FACILITATORS** 

#### **KEY DETAILS**



Village meeting with participatory exercises, focus group discussions, and plenary discussion



» 0.5 to 1 day depending on the availability of communities (see under resources on how to do a daily activity clock exercise) and local authorities



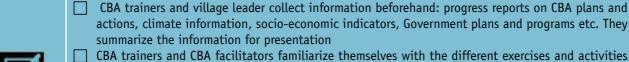
» One year after the development of the first village CBA plan

In terms of timing during the year, it is crucial to align with the Government SEDP process (see under resources) to not create parallel processes.





- » CBA trainers and CBA facilitators, including village leader
- » (with coaching from project staff for the first time)





CBA trainers and CBA facilitators familiarize themselves with the different exercises and activities under this step and divide the work load. They make sure they understand all the tools, the linkage between them and prepare accordingly

Selection and invitation of community members. A daily activity clock exercise is done to ensure village activities take place at the right time.

Administrative and logistical preparation





Facilitation tips, including for focus group discussions

Participatory tools: Daily activity clock, Climate change games; Climate change impacts and adaptation tree

Climate change impacts and options checklist

Format village CBA planning (update) report



Flip charts, pens, pencils, color cards, pictures, other stationery,

Stones, beans and other material (for the 'voting' and prioritization)

Cameras. Remember to ask permission from communities to take pictures, and if the pictures are used in documentation, ask for (written) consent

Refreshments



#### HOW TO DO

Tentative agenda for the village meeting (a combination of focus group discussions and plenary sessions):

- (energizer or climate change game)
- Introduce purpose of the meeting.
- Refresher on the village CBA plan.
- Update and Q&A on SEDP, CBA mainstreaming into SEDP and sectoral plans, and implementation of the CBA plans (progress and challenges) by the village leader, with support from the CBA trainers.
- 4 Climate change impacts and adaptation tree-exercise: update on climate hazards and risks, their differential impact on men and women, what existing adaptation and coping strategies people use or want to do.
- 5 Revision of the village CBA plan.
- 6 Formulating a way forward.

After the plan has been revised, the village leader and communities share new information and revised plan among the village members, through notice boards, community meetings and face-to-face. The CBA trainers will inform the CBA taskforce and other relevant stakeholders.











# **PARTICIPATORY** TOOLS





	CONTENTS
T00L	OBJECTIVES
1. Facilitation tips	<ul><li>» To guide planning and preparation for community visits.</li><li>» To provide general guidance on effective facilitation.</li></ul>
2. Daily activity clock	<ul> <li>To visualize what different groups in the community do on an average day in terms of work, household and other responsibilities.</li> <li>To help you find out the right time to carry out certain project activities so it does not interfere with community members' other responsibilities.</li> </ul>
3. Seasonal forecasting game	» To introduce the topic of climate change in a fun and engaging way and spark immediate interest among participants.
4. Historical and future timeline	<ul> <li>To get an insight into past events and major hazards, changes in their nature, intensity and behavior.</li> <li>To make people aware of patterns, trends and changes over time.</li> <li>To provide people with simple information about possible future climate change scenarios, projections or forecasts in their locality.</li> </ul>
5. Seasonal calendar	<ul> <li>To understand the annual seasonal cycles of the main livelihood activities in the community.</li> <li>To identify seasonality of hazards, weather stresses, diseases, debt, social and religious activities, etc. and link it with livelihood activities.</li> <li>To identify and analyze past medium and long term changes to livelihood activities, and the impact of weather and climate change on livelihood strategies.</li> </ul>
6. Resource and hazard mapping	<ul> <li>To become familiar with the community and to see how the place is perceived by different groups within the community.</li> <li>To identify important livelihood and other resources in the community.</li> <li>To identify areas, people, assets and resources at risk from or impacted by climate hazards.</li> </ul>
7. Climate change impact and adaptation tree	<ul> <li>To visualize all the different impacts of the main climate change effects or hazards in the community on men and women and other vulnerable groups.</li> <li>To identify solutions for the impacts: what people already do (existing capacity and coping mechanisms) and plan to do in response to the identified climate change effects and impacts (adaptation actions).</li> </ul>
8. Visioning for a future with climate change	<ul> <li>To bring together different people in the community to positively think about an ideal future in 5/10/20 years, in the context of a changing climate.</li> <li>To improve understanding on how people's expectations of the future within one community can be different.</li> <li>To come to a consensus about a common or shared vision in the context of climate change.</li> </ul>
9. Community based adaptation action plan	<ul> <li>To merge all results from previous tools in a detailed village action plan showing clear community-driven adaptation actions in response to identified climate change effects and impacts.</li> <li>To provide a way forward on who will be targeted, who will implement the actions, when these will be implemented and what resources are needed.</li> </ul>
10. Access to and control of resources	» To examine the differences between men and women in terms of their access to and control over important livelihood and other resources.
11. Mapping of ecosystem services	» To visually explain the concept of ecosystem services, and map the most important services in the community, including for women and men.
12. Gendered vulnerability and capacity matrix	<ul> <li>To collectively identify adaptation options for the community to address existing and future climate vulnerabilities.</li> <li>To compare them using a list of criteria and do a prioritization.</li> </ul>
13. Adaptation options comparison table	<ul> <li>To collectively identify adaptation options for the community to address existing and future climate vulnerabilities.</li> <li>To compare them using a list of criteria and do a prioritization.</li> </ul>
14. Adaptation interest and influence quadrant	» To understand for different stakeholders engaged in climate change adaptation actions, what interest they have in that particular action, and what influence they have on making that action successful.

#### FACILITATION TIPS, INCLUDING FOR FOCUS **GROUP DISCUSSIONS**

Adapted from: Climate Vulnerability and Capacity Analysis Handbook, CARE International. 2009; Report CARE Vietnam ICAM Project CBA planning sharing and learning event. 2014

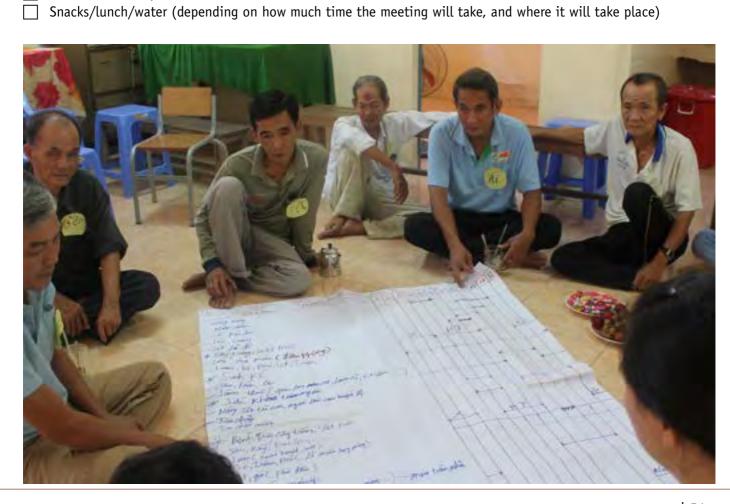
#### **BEFORE GOING TO THE COMMUNITY**

PLA	AN CAREFULLY
	Acquire background information before going to the field. Be aware of the community or group history, past or present significant events and power dynamics which may be important in selecting focus groups or in facilitating dialogue. When acquiring background information, also consult available resources on gender dynamics amongst your target groups.
	Prepare the agenda for the community visits. The agenda should be flexible to ensure that participants are able to move at their own pace, but that the required work will be covered in the available time
Ш	Find out about literacy levels in advance if possible to ensure that you plan exercises accordingly. Prepare visual tools and translators if needed.
	Don't forget to allow time for clarification, questions and answers, discussion and 'learning moments'. Keep in mind that community members are very busy, so visits and focus group discussions should be kept short and be spaced out over time as much as possible so as not to take too much time away from their regular activities. In terms of timing of the visits, consider what you know about people's time use throughout the day,
	the year: at what time of the day will you be able to speak with youth, adult and elderly men and women? Plan to provide refreshments when appropriate. If mothers are amongst the participants be prepared to deal with
	the children they can bring with them.  Based on your objectives select the appropriate (number of) participatory exercises.
Ħ	Decide on focus groups and when it is appropriate to have separate men and women's groups.
Ш	Ensure that facilitators are both men and women that are functional in local dialects or languages. If not, try to use visual tools.
GET	SUPPORT FROM COMMUNITY LEADERS AND LOCAL AUTHORITIES
	Explain the purpose of the fieldwork and get permission to work in the community.
	It may be helpful to have a preparatory meeting bringing together local stakeholders, including community leaders, local government representatives, mass organizations, women leaders, CBOs, and other local organizations to explain the approach and its benefits and to plan the timing of the community visits. Stress the importance of
	gender sensitive assessment and planning during these meetings.  Review the agenda with stakeholders to clarify objectives, how much time will be needed, and where the
	discussions will take place (ensure that this is an appropriate venue which is accessible and comfortable for women or other less mobile community members).
	Agree on focus groups. If enough facilitators are available, it may be helpful to have concurrent sessions in the same community to allow participants in different groups to speak freely without being concerned about being
	heard by other groups.  Decide how information on focus group discussions will be communicated to participants.  Agree who will introduce the facilitators to the communities.
BE	PREPARED
	Ensure the objectives of community visits are agreed among all members of the facilitation team.  All facilitators must have a good understanding on the tools and analytical methodology. It may be helpful to

If you are working as a facilitator team, decide who will actively facilitate which parts of the agenda, and who will take notes. Ensure a correct gender balance.

The facilitation team should include both men and women, and should be trained in gender-sensitive facilitation. In some contexts it is very important to have female facilitators work with women's groups without men present to increase comfort and confidentiality. For men/women focus group discussions, the facilitator should be of the

	realiting for residence, a practioner's manual to support community based adaptation to climate change
	same sex. Dual facilitation is recommended for plenary discussions.  Agree with co-facilitators on how concepts such as hazard, disaster, risk, climate change, livelihood resources etc. will be described in local languages. Note that the concept of climate change may be difficult to explain
	Community members may be more comfortable talking about seasons, weather, disasters, the environment, etc. Team-work is a key for successful facilitation: a good facilitator is able to work effectively with their team and with local authorities: coordinate and clearly divide roles and responsibilities of team members, flexibly support each other in village meetings, effective communication and good coordination with local authorities to ensure effectiveness of the planning.
RF	READY TO HANDLE DISAGREEMENT
	The community exercises, particularly focus group discussions, can draw out issues of inequality and othe sensitive issues that need to be addressed in order to reduce vulnerability. With these issues, facilitators must work carefully, respect community dynamics and facilitate a dialogue focusing on solutions and not on the problem or disagreement. Special attention need to be paid to ensure women and marginalized groups' concerns needs and aspirations are brought forward properly.
	Having a grasp on conflict resolution techniques will help facilitators manage the process should any disagreement arise.
	Engaging a wide range of stakeholders in the gathering and analysis of information can assist in mitigating disagreement.
	Ask the village leader or other leaders present for help if needed.
	SURE YOU HAVE THE MATERIALS YOU NEED
The	se may include:
$\mathbb{H}$	Flipchart paper and colored paper Thick timed markers in a variety of colors
H	Thick-tipped markers in a variety of colors  Masking tape
H	Local materials such as stones, sticks, seeds, etc.
$\exists$	Recording device
	Camera to document the process (ensure that this is culturally appropriate and the community provides consent Notebook and clipboard





DIIRING	THE	FUCIL	CROUD	<b>DISCUSSIONS</b>	
DUNINU	INC	LULUO	unuur	DIOCUOSIUNS	

<b>MA</b>	NAGE EXPECTATIONS  It is important to manage expectations during the fieldwork. Communities have been involved in "assessments" many times for different projects, and may have expectations that the fieldwork will lead to a project or program. Continuous assessment can also cause what is called 'assessment fatigue' amongst communities.  Facilitators should be aware of this, both because it may influence the issues that are raised in the discussions, and to ensure that expectations are not being raised for follow-up projects.  Village and other leaders can help facilitate this communication.
	Allow a trusted community member or local representative to introduce the team.  Allow everyone to introduce themselves. To encourage their participation, give a proper introduction at the first meeting, e.g. asking about their life, family, about simple topics concerning their lives to make them feel at home and comfortable to speak out, without going into too much details or risking privacy. Explain the value of "community based planning", how it is different from other meetings and how people can contribute and benefit from this type of planning.
	Be gracious and welcoming.  Ask permission to take photographs or video, and refrain if participants are uncomfortable with it.  Ask the right questions to obtain the most useful information.  Value male and female participants' knowledge and experience.  Interrupt any "attacks" or "accusations", focus on a positive constructive dialogue. Be pro-active.  Admit to and correct your errors.  Be impartial or neutral and open to new ideas you don't necessarily agree with.  Allow time for participants to ask questions.
	In plenary discussions allow women to raise their ideas first, if appropriate.
ANI	MATE AND BALANCE PARTICIPATION
	Use plenty of ice-breakers to create an enjoyable environment. Some ice-breakers can raise climate change and gender issues in a fun way.
	Ensure that the venue is conducive to participation, e.g. a classroom setting creates a wrong lecture type of discussion and does not invite to collectively discuss issues and raise questions and concerns. Make sure women (and if they bring their children) are seated in a comfortable "safe" space.
	Develop ground rules with the participants.  Explain the process and ensure that all understand instructions and questions. Speak clearly and slowly and "talk like people do", in their language. Repeat many times and check if people understand everything before continuing the

exercise - don't assume people understand everything without checking or verifying the information.

Give practical and local examples on how climate change impacts people's lives, health, livelihood and what they can do together with the whole community and the Government to adapt, even those members that are poor or disadvantaged. Support those that are shy and gently silence those that take the floor too much, dominate the conversation or consider

themselves "experts". Give "dominating people" a chance to present their opinion or idea and quickly give them a task to do. Accept people who come late, quickly brief them so they can follow and remind them about the meeting time.

Find ways so that people take lead e.g. building a map themselves, marking symbols on the matrix, writing and presenting,

Allow participants to raise issues but keep the process on track. Ensure that you are moving quickly enough to cover what you wanted in the time allocated. Keep the original objectives in mind.

Encourage for more information if the discussion is slowing or diverting too much, but try not to lead participants. You remain a facilitator and an observer.

If he/she is present at the meetings, ask the village leader or government representative to give some feedback on people's questions when appropriate. That way you use the meetings as an opportunity for useful dialogue and discussion between community members and their Government representative.

#### **FINISH GRACEFULLY**

Explain what the next steps are.

Schedule a time to return to validate the analysis or provide feedback about what has happened with their plans.

Thank the group for their participation, and give an opportunity to ask questions.

If the participants would like to keep the products of the focus group discussions (e.g. hazard maps), make a copy and leave the original behind.





### 2 DAILY ACTIVITY CLOCK

Adapted from: Participatory survey methods for gathering information. FAO. 2004.

#### **OBJECTIVE**

- » To visualize what different groups in the community do on an average day in terms of work, household and other responsibilities.
- » To see the relative work-loads between activities and between different groups (men, women, elderly, youth ea.). Comparisons between clocks show who works the longest hours, who concentrates on a few activities and who does a number of tasks in a day, and who has the most leisure time and sleep.
- » To help you find out the right time to carry out certain project activities so it does not interfere with community members' other responsibilities.

#### **HOW TO FACILITATE**

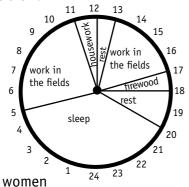


The activity takes usually 1 hour and can be done with female and male focus groups or other socio-economic groups in the community you're working with.

- 1. Explain that you would like to learn about what they do on a typical day in terms of work, household chores, spare time, eating, leisure activities etc.
- 2. As notions of time can be different according to culture, socio-economic background, religion, etc. first discuss with the groups how they want to visualize the start of the day, middle and end of a day use pictures, drawings etc.
- 3. Ask the groups of men and women to prepare their clocks. You can start by asking them what they did yesterday and how they generally pass their day this time of the year. It's easy to start the clocks by asking them what time they usually get up. You can also start with an example by drawing a picture of how you spent your day yesterday.
- 4. Build up a picture of all the activities they carried out the day before, and how long they took. Plot each activity on a circle which represents a clock. Activities that are carried out at the same time (such as child care and cooking) can be noted in the same spaces. Be sure to draw a picture of the clocks on paper. Also write the name of the group/person on the clocks.
- 5. When the clocks are done, ask questions about the activities shown so everyone understands the activities as well as agrees on the time division.
- 6. Write down if the clocks are in the present season (for example raining season, dry season). If there is time, ask the participants to produce new clocks to represent a typical day in the other season.
- 7. Compare the clocks. Use the key questions below to guide a discussion about people's activities and workloads.

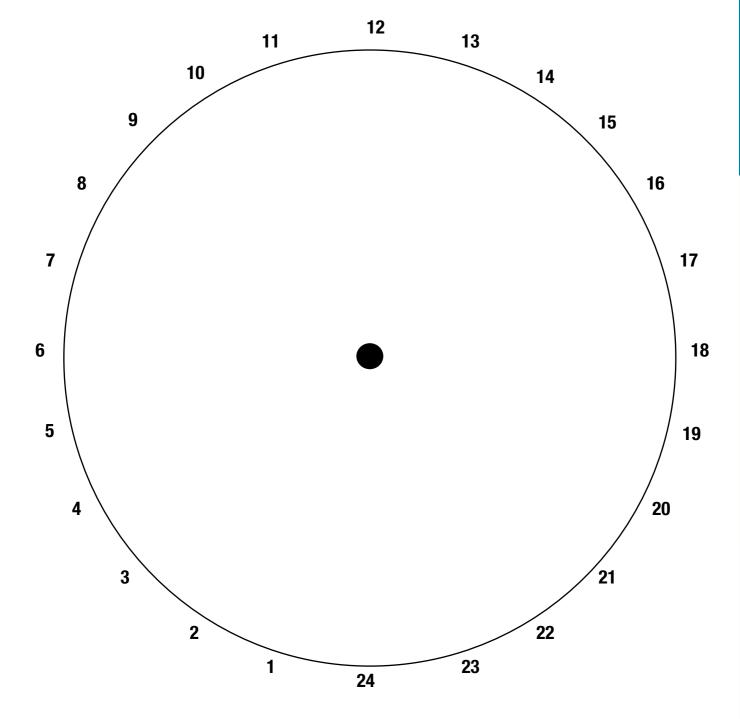
#### **KEY QUESTIONS**

- 1. For each person, how is his or her time divided? Is there a difference between seasons or different times of the year, between weekdays and weekends?
- 2. What is the difference between the women's and the men's clocks?
- 3. Who has the heaviest workload? Who has time for rest and leisure?
- 4. If the project organizes certain activities (community meetings, trainings etc.) when would be the best time to organize them?



Examples of daily activity clocks from CARE Zimbabwe, for the summer wet season







### 3 SEASONAL FORECASTING GAME

Adapted from: Disaster and Climate Games. Red Cross Red Crescent Climate Centre. 2014.

#### **OBJECTIVE**

To introduce the topic of climate change in a fun and engaging way and spark immediate interest among participants.

#### **HOW TO FACILITATE**



This game takes at least 60 to 90 minutes, but can be played in different stages. It is recommended that the facilitators try out the game before actually doing it with participants. 2 to 3 gender-balanced facilitators are recommended; 1 main facilitator and 2 assistants.

grow RICE ers grow BEANS

MATERIAL NEEDED FOR THE GAME: to be adjusted based on locally available and appropriate materials

☐ A r	rope or string representing a river that runs through the room or space where you do the game
☐ An	umbrella – on one side of the village - which represents the area in the village where farmers
	bucket  - on the other side of the village - which represents the area in the village where farme
☐ Bea	ans, stones, etc. representing money, payment or investment for growing crops
☐ 1 s	six-sided dice
Cap	ps, necklaces, bracelets for at least half of the participants
☐ Car	rds with RICE and BEANS on it (written and picture) representing an 'agro-advisory'
□ Λ ×	roward for the winning team

INTRODUCTION: describe the situation and rules of the game

- » Participant play the role of farmers. They are grouped in two villages with the same amount of farmers; the 2 villages live on a different side of a wide river (rope) and cannot cross the river as it's too dangerous. All farmers in the village are growing rice, beans or maize.
- » One end of the village ('the umbrella') is the RICE growing area, a crop resilient to floods
- » The other end of the village ('the bucket') is the BEAN growing area, a crop resilient to drought
- » In the middle, everyone grows MAIZE, a crop fine with normal weather conditions but always affected by flood as well as drought
- » Every round represents a planting season, and before the season farmers will have to decide what they will grow that season. Every round or season, farmers make a new crop decision
- » Farmers receive 'money' (beans, stones etc.) as resources to invest in climate-resilient crops.
  - » At the start, every farmer has 10 stones to invest -> each participants receives 3 stones
  - » If you decide to grow rice this season, you invest '1 stone' and walk to the rice area of the village -> participants give 1 bean to the assistants
  - » If you decide to grow beans, you also invest '1 stone' and walk to the other side. Rice and beans are climate resilient -> participants give 1 stone to the assistants
  - » For maize, which is growing under normal conditions but is not doing well under flood or drought conditions, you do not need to hand over stones, you can grow it without investment, and you stand in the middle
- » Every season, after your crop decision has been made, the dice will be thrown representing the seasonal rainfall; a number on the dice will decide what happens that season in terms of weather; 1 means drought/beans, 6 means flood/rice, and 2, 3, 4 or 5 means normal rainfall so nothing is affected, everything is growing well.
  - When a disaster (drought/flood 1/6) happens: Farmers growing a crop resilient to that disaster, e.g. rice and floods, receive 2 beans, ALL other farmers loose 4 beans
  - » When no disaster happens, 2 to 5: everyone wins 2 beans

- When you cannot pay (4 beans) anymore, you have to go out for one round or season: you're going to a vocational training or extension service centre to receive climate change training. When you come back you decide to go to the village on the other side of the river to have better chances of good harvest.
- » Repeat some basic rules:
  - » Confusion or 'dealing with risk and uncertainty' is normal! Unexpected things will happen during the game as during real life
  - » The game is a simplified version of reality reality is more complex!
  - » Decision making in the village can be collective or individual, but should be quick and resources or beans cannot be shared



#### FIRST AND SECOND ROUND: 'test' round - Keep asking all the time if people have questions

- » Show the dice, explain 1; 6 and 2-5
- » Remind people about the crops and the investment required for resilient crops
- » Ask to make a decision... guick... start countdown
- » Collect stones as 'investment payment' from the rice and bean growers
- » Throw the dice representing the rainfall
- » Give and take harvest payments:

» Drought (1): +2 for bean growers, -4 for all others
 » Flood (6): +2 for rice growers, -4 for all others

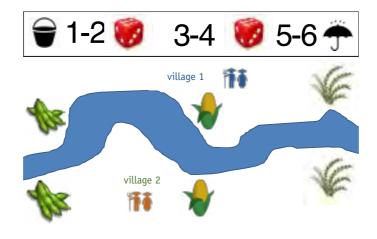
» Normal rainfall (2-5): +2 for everyone

#### THIRD ROUND - INTRODUCE CLIMATE CHANGE

Explain that because of climate change there is a higher chance of unseasonal rainfall or drought. This means the dice numbers mean something else now: 1 and 2 means drought (beans); 3 and 4 means normal rainfall (all crops); and 5 and 6 means flood (rice). Play the game as in the morning but with these different 'probabilities':

» Drought (1 and 2): +2 for bean growers, -4 for all others
 » Flood (5 and 6): +2 for rice growers, -4 for all others

» Normal rainfall (3 and 4): +2 for everyone



Finish this part of game, giving the winning village a prize and discuss! Ask people for some reflections.

#### ADDITIONAL LAYER - INTRODUCE SOCIAL DIFFERENTIATON: (gender, ethnic minorities, poverty, etc.)

Explain that you will play the same game again with the same rules, but introduce some differences among farmers as we all know that not all farmers are the same!

- » Set-up the village members (different groups than day 1). Half of the people in each village will receive a 'cap'. Half of the people per village will receive a 'bracelet/necklace'. You can give some farmers both (but be careful not to confuse people).
- » Explain that the ones wearing a bracelet/necklace are the women in the village: they have less access to resources such as agricultural input, training, credit, labourers etc. and have a lot of other responsibilities during harvesting season so they farm under different conditions:
  - » They start with 2 stone less than the men, so all men receive 10 stones, women 8
  - When they planted a crop, and they get a good harvest, they will receive only 1 stone, while the men get 2 stones.
- » Play one or two rounds with the women/men-difference: play under climate change conditions.
- » Add more information: Explain that the ones wearing a cap are the ethnic minorities in the village: they do not speak the common language meaning Vietnamese;
- » Hand-over a card to all the farmers not wearing a cap. This is an 'agro-advisory' which tells you what we can expect in terms of rainfall. It's only written in Vietnamese so the 'ethnic minority' farmers cannot understand and have a disadvantage. The farmers who receive the card also have some more time to make a decision about which crop they want to grow pre-season
  - » Hand-over the card to the people with no cap. Tell them to read carefully and wait
  - » Ask the others to make a decision first about which crop they are going to grow under climate change condition – they have to decide very quick
  - » After that, ask the others to now make a decision
  - » Pretend to throw a dice... but do not actually throw it. Tell everyone in the room what was on the agroadvisory card
  - » Do the round again but with other cards.

Finish the game, giving the winning village a prize and discuss! Ask people for some reflections.









Adapted from: Climate Vulnerability and Capacity Analysis Handbook, CARE International. 2009.

Participatory Capacity and Vulnerability Analysis, a Practitioner's Guide, Oxfam. 2012.

#### **OBJECTIVES**

- » To get an insight into past events and major hazards, changes in their nature, intensity and behavior.
- » To make people aware of patterns, trends and changes over time.
- » To provide people with simple information about possible future climate change scenarios, projections or forecasts in their locality.



#### COMMUNICATING CLIMATE CHANGE



Discussing past trends, patterns or changes in the frequency of events is an excellent opportunity to identify 'past and future change' and to validate community observations with existing climate data. It also presents an opening to explain the concept of 'climate change', main causes and effects of climate change and communicate simple information on projected future climate change scenarios relevant for the locality. Focusing on the future frames all the coming discussions and can help encourage communities to think about and plan for a future with climate change.

#### **COMMUNICATING GENDER**



The historical and future timeline is a great tool to discuss different perceptions of men and women and changes in gender roles and relations over time. It looks at important hazard and socio-economic events and trends which are usually quite different for men and women and other vulnerable groups in terms of importance and impact on their lives: e.g. building of schools and health centers, human and animal diseases, significant out-migration of female garment workers or male youth, drought and famine, etc. It can be visualized through using different colors and symbols on the timeline,

doing the exercise in separate men and women groups and through asking the right questions.

#### **HOW TO FACILITATE**



This activity should take approximately 1 hour and 15 minutes including discussion: 45 minutes for the timeline, and 30 minutes for the discussion.

It is suggested to do this exercise in separate focus groups, one exclusively with men and one with women. Other focus groups for particular vulnerable groups can also be selected. Make sure each group has representatives from all age groups, especially the elderly. This exercise can also be done as a group.

#### **GOING THROUGH THE PAST**

- 1. Draw a horizontal graphical line clearly indicating on the timeline where we are now.
- 2. Start the past timeline from the establishment of the village or a major socio-political event in the past everyone recalls. Aim for 30 years in the past. Draw the maximum on the outer left side of the timeline. The space between the now and 30 years ago is the historical or past timeline.
- 3. Ask people if they can recall major good or bad events in the community, as far as they can remember, such as:
  - Major disasters and their impact, including past human and animal disease outbreaks
  - » Changes in land use (crops, forest cover, houses, resettlement, etc.)
  - Changes in land tenure

- » Changes in food security and nutrition
- » Major climate related infrastructure works e.g. a bridge, irrigation infrastructure, a dyke, etc.
- » Changes in administration and organization
- » Major social, religious and political events

Help people recalling things by asking them what happened in the community at the time of important personal milestones like a first child, a wedding, schooling, a first house, etc.

- 4. The facilitator can write the stories down on a blackboard or large sheets of paper in chronological order, starting from the most recent. They can also be written immediately on the timeline.
- 5. Periodically run back through the events already reported to recall and help the informant to fill in gaps. Just concentrate on key events. Note that some events are more significant for women than men, or for specific groups in the community e.g. farmers versus fishermen. Therefore it is useful to make different timelines, use different colors or symbols for men and women (e.g. square vs. triangle) or add more columns for specific groups such as people with disabilities.

NOTE: keep in mind that there may be a bias in the timeline as events in recent memory are more likely to be noted. Make sure that people from all age groups as well as women and men are represented. If needed, for analysis purpose, triangulate the information in the timeline with secondary information you have collected in previous steps.

#### **LEARNING AND DISCUSSION**

When the past timeline is complete, ask the group members the following questions:

- When comparing different time frames (every 5/10/etc. years), can we identify certain patterns or trends in hazard frequency? How did it affect households in the community, men and women, boys and girls, people with disabilities?
- What was done in response to major disasters in the past, by men and women? Was this effective as preparedness or mitigation for more recent disasters?
- ☐ Is there a significant difference between the timelines of women and men? Why?
- Based on your secondary data research, ask why certain events were not included in the timeline?

The note taker should carefully transcribe the key points of the discussion.

During the discussion, there is an opportunity to briefly communicate the concept of climate change and major causes and effects of climate change. This should be done through using pictures, drawings or other visuals and focusing on communicating in simple language the 3 major causes and 3 major effects.

#### WHAT IS CLIMATE CHANGE?

A change in the climate that persists for decades or longer arising from human activity. This human activity warms up the earth and alters the composition of the atmosphere (i.e. greenhouse gas emissions).

#### WHAT IS CLIMATE VARIABILITY?

Natural variations in the climate that are not caused by greenhouse gas emissions (e.g. it rains more in some years and less in others).

#### WHAT IS CLIMATE?

The average weather conditions prevailing in an area over a long period of time.



#### **3 CAUSES AND 3 EFFECTS OF CLIMATE CHANGE**

#### Main manmade causes of climate change:

The climate has always been changing but in the last decades humans have contributed largely to it and disrupted the natural change. Humans have caused this through increased use of coal and other fossil fuels, cutting down forests, heavy industries, modernized large scale farming, etc. The earth's air, land and oceans are warming due to a number of gases in the air forming a 'gas blanket' wrapped around the planet. Heath from the sun that reaches the planet cannot escape back into space and stays trapped in the blanket, continuing to warm up the earth's air, land and oceans (=global warming). This warming causes serious disruption or change in the natural climate cycle or changes to rainfall, temperature, weather events, etc. (=climate change).

Global warming caused by increase in greenhouse gases (GHG) such as carbon dioxide (CO2), methane (CH4), nitrous oxide (N2O), ozone, etc. from:

- » Industries, transport, energy consumption
- » Agriculture (rice and livestock)
- » Deforestation and land use change

## Main effects of a changing climate:

The main change is that the weather can become more extreme. When it is raining the rains may be heavier. When it is dry the drought may last longer. Ice is melting and oceans are warming up causes rising sea levels. Storms and typhoons may be stronger and go to unusual places, and more rain may fall out of them. Also the seasons may change. The rainy and/or dry season may begin earlier or later.

#### Main effects:

- » Higher maximum temperatures and more hot days.
- » More and longer heatwaves
- » Changing seasons: early start or delayed start of rainfall and dry seasons, with impact on seasonal (river) flooding
- » Extreme rainfall leading to rain and river floods, flash floods and landslides
- » Drought and forest fires
- » Increased intensity of storms and typhoons
- » Sea level rise and increased salinity of water and soil

#### **GOING THROUGH POSSIBLE FUTURES:**



After discussing the historical or past timeline, there is an opportunity to use the tool to communicate to participants possible future climate scenarios or forecasts, in terms of rainfall, temperature, hazards, etc. Make sure the facilitators team has collected this information in advance, understands it thoroughly and is able to translate it into simple language (see list of potential secondary resources on page 112).

- 6. Start discussing the future by drawing a dotted or striped line for 10 to 20 years in the future (or longer if possible) on the right side of the timeline.
- 7. Ask people what could happen in the future, in 5/10/20 years time, based on what we learned from the past. There is no wrong answer.
- 8. After this, verify the community perceptions with actual climate information using your secondary data about climate change scenarios or projections. Communicate in simple language to participants potential scenarios or forecasts for all hazards or climate change effects identified already on the past timeline. Draw them on the future timeline.
- 9. Your past and future timeline is now complete for further discussion.

#### **LEARNING AND DISCUSSION**

When the past and future timeline is complete, ask the group members the following questions:
How do you feel about this potential future? What do men think, what do women think, others?
How will it likely impact the village, different people in the villages, men and women?
What did we learn from the past that can help us in the future? What can still be done for future events, now and in the medium term, by men and women and other socio-economic groups? Give a few practical examples on how



this could impact on people's lives, economic activities, natural resources, etc. making a link to the next tools on identifying climate change impacts (seasonal calendar, mapping, etc.)

The note taker should carefully transcribe the key points of the discussion. The following format can be used by the facilitator or note taker to capture the community observations of the past and descriptions of potential future changes:

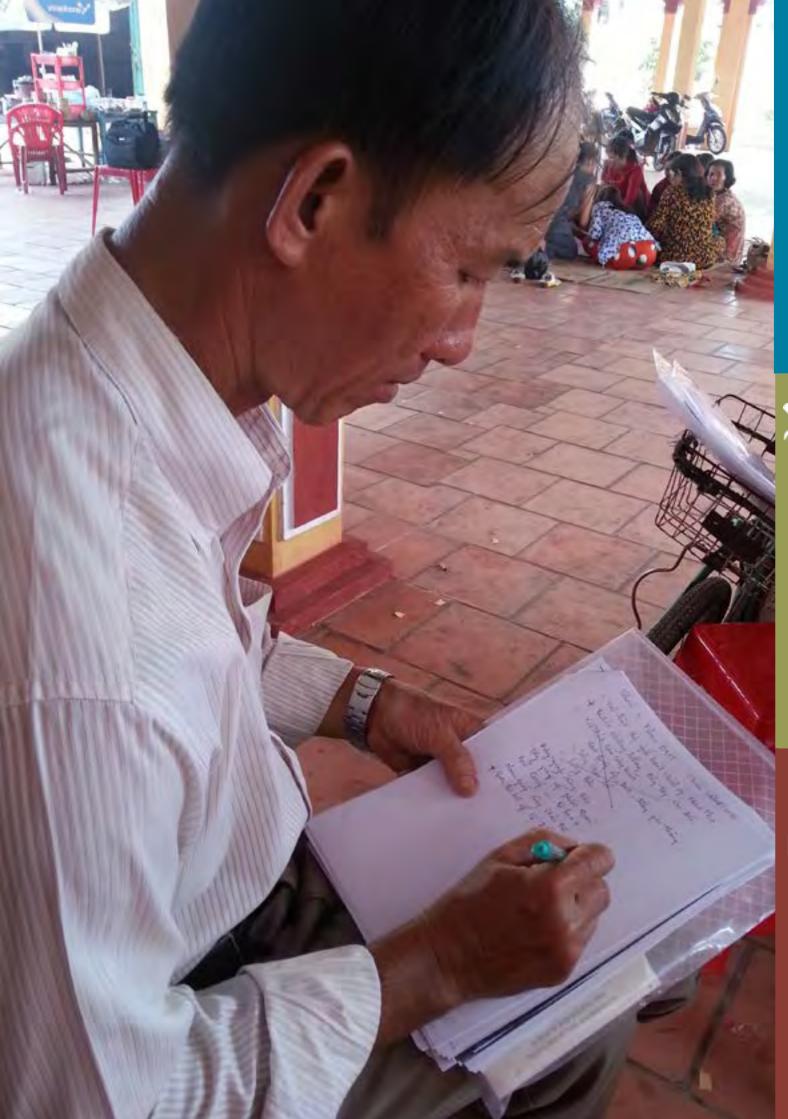
TIME	PAST		FUTURE	
Climate change effect:	Changes in hazard pattern or trend over the last 10/20/30 years	Possible change in the future: in 5 years time	In 10 years time	In 20 years time
Late rains	This has happened a few times.	The information provided suggests this may continue to happen from time to time.	Possibility of a permanent shift to a shorter, later rainy season, starting in May instead of April.	There may be a permanent shift to a shorter, more intense, and mroe unpredictable rainy season, possibly starting in May or June instead of April.
Floods	Flooding has become more erratic and irregular in the past 5 years.	Likely to be equally frequent and intense, but irregular.	Flooding may become more frequent and erratic due to deforestation, uncontrolled upstream and downstream infrastructure development.	Flooding will be more frequent, severe and flood seasons might have shifted permanently.







Climate change or trend over the last the future 10/20/30 years time	PA	PAST	FUTURE		
		tern	ble changes in uture: in 5 years	In 10 year's time	In 20 year's time





### **SEASONAL CALENDAR**

Adapted from: Climate Vulnerability and Capacity Analysis Handbook, CARE International. 2009. Participatory Capacity and Vulnerability Analysis, a Practitioner's Guide, Oxfam. 2012

#### **OBJECTIVES**

- » To understand the annual seasonal cycles of the main livelihood activities in the community.
- » To identify seasonality of hazards, weather stresses, diseases, debt, social and religious activities, etc. and link it with livelihood activities.
- » To identify and analyze past medium and long term changes to livelihood activities, and the impact of weather and climate change on livelihood strategies.



#### COMMUNICATING CLIMATE CHANGE



The seasonal calendar is very useful to identify the impact of climate change and weather on livelihoods. When discussing livelihood strategies and changes over the last decades, you can examine whether existing strategies are suitable with local climate change effects identified during the previous exercise. You can find out what changes people made to their livelihoods in response to weather or climate change in the past and present. There is also an opportunity to discuss where people get information on changing weather patterns and successful livelihood options and techniques. The tool provides an opening to discuss the need for flexible livelihood planning and management in the context of climate change.

#### **COMMUNICATING GENDER**



When done in separate groups or by using symbols, the seasonal calendar can help identifying the roles of men and women in key economic and social activities. It gives a good overview of the labour division and use of time between men and women. When discussing the impact of climate change, you can stress the differential impact of climate change on men and women's livelihood activities. Through asking the right questions, you can also identify how the seasonal calendars of men and women have changed in the past in response to weather and climate change and other socio-

economic changes, and examine the impact of the change on the socio-economic status of men and women in the households and communities. During the discussion, you can identify differential access to climate information and resources required for the livelihoods; understand the reasons why, it's potential impact and start discussion solutions.

#### **HOW TO FACILITATE**



This activity should take approximately 1 hour and 15 minutes including discussion: 30 minutes for the calendar, and 45 minutes for the discussion.

This exercise can be done as a group but also in specific focus groups (men, women, farmers, businessmen, etc.) after which the resulting seasonal calendars are presented and discussed in plenary.

- 1. Use the ground or large sheets of paper. Draw a chart with 13 columns (one for the list of activities and one for each month of the year). Then ask participants to label the columns accordingly, starting with the month that they consider to be the beginning of the year or productive cycle. Decide whether to use lunar or solar calendar months.
- 2. Explain to the participants that you would like to develop a calendar to show key weather and climate events and socio-economic activities that occur during the year.
- 3. Ask people to list their main livelihoods activities and other things like weather seasons, events, school holidays,

recurring diseases, social and religious events, etc., and arrange these in the first column on the left. Make two categories: 1/ socio-economic activities; and 2/ weather and hazards. The list should include:

- » Planting and harvesting seasons
- » Periods of food scarcity or availability
- » Times of migration
- » Holidays and (religious) festivals and school and other holidays, etc.
- » Timing of hazards/disasters such as typhoons, droughts and floods
- » Weather patterns; rainy season, high temperatures, dry periods
- » When common seasonal illnesses or diseases occur
- 4. When the key events have been listed, put their timing in the respective months they are occurring. The note taker should also write down any events for which the group has difficulty deciding on timing.
- 5. Note that some activities or events are more significant for women than men, or for specific groups in the community, e.g. ethnic minorities and people with disabilities. Therefore it is useful to make different seasonal calendars for specific groups of people or use symbols or colors to indicate this difference.

#### **LEARNING AND DISCUSSION**

When the calendar is complete, ask the group members the following questions:

between men and women?
Are there any differences in the timing of weather seasons and events as compared to 10/20/30 years ago? How
would a seasonal calendar look like 10/20/30 years ago?
How are weather and climate change impacting livelihood and other activities of men and women?
What are past and current strategies to cope during the difficult times, to deal with the impact of climate
change on livelihoods? What are men and women doing? Other groups such as people with disabilities? Are these
strategies working? Why or why not?
Have livelihood strategies changed based on the changing seasons or events? What has changed for men, for
women?
How are decisions made on timing of livelihoods strategies? Do men and women have equal access to weather
information and information on successful climate resilient livelihood options and techniques? What's the impact

What are the most important livelihoods strategies employed at different points of the year? What's the difference

The note taker should carefully transcribe the key points of the discussion.

on the socio-economic status of men and women of this access to information?

Gendered example from CARE Zimbabwe:







,		7	V			
		7	<b>T T</b>			
		7	7	 		 
			7			
		0	0			
		7	<b> </b>			
		V	0			
		Ц	ດ			
		~	<b>7</b>			
HLNC		C	<u> </u>			
		C	7			
M		7	-			
	) H	2				
		EVENTS				
		u				
Boys	Girls	Women	Men			





### 6 RESOURCE AND HAZARD MAPPING

Adapted from: Climate Vulnerability and Capacity Analysis Handbook, CARE International. 2009.

#### **OBJECTIVES:**

- » To become familiar with the community and to see how the place is perceived by different groups within the community.
- » To identify important livelihood and other resources in the community.
- » To identify areas, people, assets and resources at risk from or impacted by climate hazards.

#### **COMMUNICATING CLIMATE CHANGE**

The mapping tool will show a clear picture on exposure and sensitivity to climate hazards of various areas, resources and groups in the community. Exposure means geography or which area is most affected by climate hazards. Sensitivity is the degree to which the community is affected by climate stresses through identifying the assets, resources and groups of people at risk of climate hazards.

This tool allows you to communicate the close linkages between biophysical, human and socio-economic factors in the community that impact levels of vulnerability to climate change. Through a discussion on the link between hazards and livelihood resources for the entire community, it is obvious that climate change in the future will also interact with socio-economic developments or changes. It is therefore very important that we 'climate proof' this socio-economic development or adjust our plans to projected climate changes.

#### **COMMUNICATING GENDER**



Men and women (and other vulnerable groups such as people with disabilities) are not equally spread geographically among the community, for their social and economic activities, household responsibilities etc. Mapping provides an opportunity to visually present the different vulnerable areas for men and women (and other groups) in terms of exposure and sensitivity. Some areas in the village are more frequented by women and children e.g. health centers, schools, water collection points. garment factories, vegetable farms, etc. while others

more by men such as shrimp farms, mangroves, etc. This very much depends on who has access to and control over certain assets and resources in the community.

#### **HOW TO FACILITATE**



This activity should take approximately 1 hour and 30 minutes, 45 minutes for the development of the map, 45 minutes for discussion

This exercise should be done collectively with a gender balanced representation from all socio-economic groups in the village (farmers, fishermen, religious leaders, village leaders, businessmen, ethnic minorities, people with disabilities, elders, youth, children, teachers, etc.). Keep the group limited to 10-15 participants or split the group up if needed.

- 1. Explain to the participants that you would like to build or draw a map of their community. It should not be a very accurate map but reflect how the participants see their community.
- 2. Choose a suitable place (ground, floor, paper) and medium (sticks, stones, seeds, pencils, chalk) for the map. If the map is made on the ground or floor, the note taker will then have to copy the map on a flipchart or in his/her notebook. A photo can also be helpful.
- 3. First, draw the community map. Ask the community members to identify a landmark in the community like the communal house, a religious building, a Government building, etc.
- 4. Put a mark or a stone to stand for the landmark. NOTE: The facilitator should help the participants get started but let them

draw the map by themselves. Encourage the participants to be creative in the mapping exercise. Maps can be redrawn many times so it requires time and patience to come up with the final map.

- Ask the community members to draw the boundaries of the community.
- Ask community members to draw the location of residential areas, critical facilities and resources in the community. This should include houses (the map doesn't need to show every house, but the general area where houses are located), facilities such as churches/temples/pagodas, health clinics, schools, government buildings and resources such as forested areas, mangroves, farming and aquaculture land, groups of livestock and water bodies (rivers, lakes, sea, etc.). Make a legend in the corner of the map or at the bottom to clarify what all the symbols and colors mean.
- 7. To add a gender lens, indicate on the map through using different symbols, shapes (e.g. triangle or circles) or colors for each group which areas, assets or resources are most used, accessed or frequented by women, men, people with disabilities, ethnic minorities, etc. More symbols in one place or larger symbols in one place means these areas or resources are more important for them.
- 8. When the community members have agreed that the map is representative of their community, begin the second step: identifying the main climate hazards affecting the community. Start with the definition of 'natural hazard' - A natural phenomenon or process 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 - and give a few examples from other communities.
- 9. Ask the community members to identify the areas at risk from different types of climate hazards (floods, drought, storms, salinization, sea level rise, forest fires, etc.). Use different colors or symbols per hazard and make diagonal stripes or lines to mark the impact area.
- 10. Ask the community if there are places in the community safe from the hazards or places that are used as shelter or to stock food. Try to mark this 'safe area' on the map too. Remember, try to encourage creativity in drawing up the map.

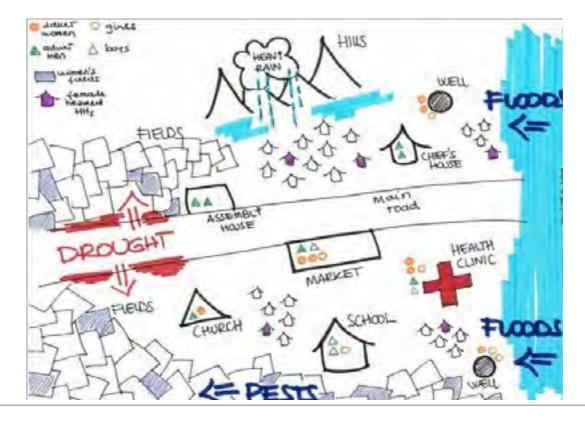
#### **LEARNING AND DISCUSSION**

When the map is complete, ask the group members the following questions:

What are the impacts of the hazards identified? How does it impact on the different resources drawn on the map? Which
places and resources are unsafe from climate hazards?
Are the hazards different now than they were 10/20/30 years ago (depending on age of participants)? How? What has
changed in the community since then?
What does the map say about who is affected by certain hazards? Who are the community members who are most at risk from
the different hazards? Why? How are they impacted? Does it represent reality?
What are the most important resources affected by climate hazards? Does it affect men and women differently? Who has
 control over these resources?

The note taker should carefully transcribe the key points of the discussion.

Example from CARE Zimbabwe:





### **CLIMATE CHANGE IMPACT AND ADAPTATION TREE**

Adapted from: Hazard and Climate Planning Guide, CARE Papua New Guinea. 2013.

#### **OBJECTIVES**

- » To visualize all the different impacts of the main climate change effects or hazards in the community on men and women and other vulnerable groups;
- » To identify solutions for the impacts: what people already do (existing capacity and coping mechanisms) and plan to do in response to the identified climate change effects and impacts (adaptation actions).



#### **COMMUNICATING CLIMATE CHANGE**



For a long time already, communities have been adapting to weather variability or making changes to their lives and livelihoods in response to weather change. For successful adaptation now and in the future it is important to build on these existing capacities and strengths of communities and incorporate local knowledge and experience. This tool allows communicating the importance of adaptation that is based on people's existing strengths and capacities ('asset based community development' or ABCD). It also helps the communities to make the link between the climate change effect, its impact and which action is helping to reduce the negative impact.



#### COMMUNICATING GENDER

As was clear in previous tools, men and women (and other social groups) have different resources, capacities and vulnerabilities in light of climate change. The treetool builds on this information to identify different successful adaptation strategies already applied and others needed to help all groups in the community adapt to climate change. It is a good opportunity to explain the importance of gender aspects and integration in climate change adaptation work.

#### **HOW TO FACILITATE**



This activity should take approximately 1 hour and 30 minutes, 45 minutes for the development of the trees, 45 minutes for discussion Facilitators can already draw the empty trees (make them large!) on big papers or the wall to save time. In addition, to save more time, climate change effects and impacts identified with previous tools can already be filled in so we don't duplicate efforts from previous tools.

This exercise can be done as a group but also in specific focus groups (men, women, farmers, businessmen, etc.) after which the resulting trees are presented and discussed in plenary.

- 1. Start by selecting the climate change effect or climate hazard identified in previous tools that most impacts on the community. We will use this one to test the tool so everyone get's familiar with it. Explain that the:
  - » trunk = climate change effect (one tree per effect from previous tools)
  - » leaves = negative impacts (from previous tools)
  - » fruits = actions to address identified negative impacts (you can use different colors or shapes to make the difference between what people already do or what they plan to do)
- 2. Write the climate change **effect** or hazard on the 'trunk'. We will now look into the impacts identified during previous tools and add more impacts or more details if needed.
- 3. Ask the participants to write all **impacts** of that particular climate hazard with one impact per 'leave'. Encourage them to think about impact on agricultural and non-agricultural livelihoods, health, natural resources, food supply, infrastructure, family and community. Now is the time to be very detailed! Ask for specific information instead of just saying that livestock dies, ask them which type of livestock dies? Instead of saying that people get sick ask them what type of illness (for example, skin diseases, malaria, diarrhea, fainting, coughs, malnutrition)?

- Ask more information on how it impacts the crops?
- 4. Ideally the exercise is done in different men and women's groups, so ask more questions about the specific impact on men and women (and other groups) from each climate change effect. If the impact is larger, draw the leaves bigger or write the impact in bigger letters be creative and encourage ideas from everyone in the group!
- 5. When finished, look at the tree and repeat what is on the trunk and leaves to make sure the facilitator and participants understand and agree on all the impacts.
- 6. Now we move into existing coping strategies or **current adaptation actions**; ask participants to look at the climate change impacts and share what they already do in response to these impacts. These will be the 'fruits' in the trees. Write them on the cards and hang them next to the leave with the climate change impact on it. In case there are things suggested by people that don't work very well, you can always put those fruits next to the trunk on the ground (see example below) these are not working well, so should not be hanging in the tree, but are definitely worth mentioning for the discussion to learn from what doesn't work well.
- 7. If all the fruits are hung up, we can add **planned adaptation actions**: go through the same process as above. You can use different colors or shapes to make the difference between what people already do or what they plan to do.
- 8. To add a gender lens, you should try to use different colors or symbols for the adaptation actions by men and women to show the different actions done or planned by men versus women
- 9. Do the same process for the other climate change effects and hazards. You can also do all the effects and impacts first for all the trees and do the actions all at once. Up to the facilitators to experiment what works best.

### **LEARNING AND DISCUSSION**

When the trees are complete, ask the group members the following questions:

Are the impacts and responses to the impact – the adaptation actions - providing a complete picture of the reality
in the community? What are the biggest differences between men and women in terms of adaptation actions?
Are the trees different now than they were 10/20/30 years ago (depending on age of participants)? How? What
has changed in the community since then?
Is it clear what has been done in the past or what we are doing now? What are examples of good coping strategies,
men and women? What has not worked in terms of coping? What can we learn?
What are the challenges to carry out adaptation actions?
What are the resources needed to do all the adaptation actions? Do men and women have equal access to these
resources? Who decides in the household or community what to do?

The note taker should carefully transcribe the key points of the discussion.







## 8 VISIONING FOR A FUTURE WITH CLIMATE CHANGE

Adapted from: Field Guide to the Future: Four Ways for Communities to Think Ahead, CGIAR. 2006.

The Visioning Approach in Community Watershed Management Planning, CARE International in Vietnam. 2011.

### **OBJECTIVES**

- » To bring together different people in the community to positively think about an ideal future in 5/10/20 years, in the context of a changing climate.
- » To improve understanding on how people's expectations of the future within one community can be different.
- » To come to a consensus about a common or shared vision in the context of climate change.



### COMMUNICATING CLIMATE CHANGE



Similar to future socio-economic developments in the community and beyond, future climate change comes with a level of uncertainty. However, enough scientific information is available to communicate different plausible climate scenarios or trends that cannot be ignored when planning for adaptation. Uncertainty becomes a stimulus or encouragement for flexible forward looking planning and being prepared as much as possible, similar to how we plan socio-economic development.

During this tool, different climate scenarios in terms of rainfall, temperature, hazards, etc should be communicated (or repeated from the historical and future timeline) to participants so their dreams or aspirations for the short, medium and long term future take into account these various scenarios to make the vision become 'climate proofed'.

### **COMMUNICATING GENDER**



Men and women (and other socio-economic groups) have different needs and aspirations for the short, medium and long term future, e.g.: men seem to dream about crop yield improvement or better infrastructure, while women dream more about healthy communities, small businesses and being able to take better care for the family. However, often the ones with the most influence in the community – usually men – dominate the community vision so this should be avoided. It is important to value everyone's hopes and dreams equally and stress the complementary diversity in the community.

### **HOW TO FACILITATE**



This activity should take approximately 2 hours including discussions: 1 hour to imagine and draw the visions and 1 hour to discuss and develop a shared vision.

The visioning should first be done in separate men and women groups and discussed afterwards in plenary to come up with a shared vision reflecting all hopes and dreams of men and women.

- 1. Explain the idea of 'visioning' and how the exercise will guide the community to a shared vision or dream for the future.
- 2. Decide with the participants on the timeframe of the visioning; 5/10/20 years. For example, if the government planning process is done every five years, 5 or 10 years might be the option. Encourage the communities to think in the long term.
- 3. Reflect back on the previous exercises by summarizing some of the findings or discussion points. Show the

products of the CVCA exercises e.g. map, historical timeline, seasonal calendar, impacts and adaptation trees, etc. so the community has a good fresh idea of the past and current situation of the community. NOTE: looking at the past first is important to provide a realistic perspective for people and encourage them to reflect on their past dreams, visions and aspirations compared to what actually happened.

- 4. Remind people about the potential future climate change scenarios for the community (source: historical and future timeline, list of secondary resources). Give a few examples on how these can impact the potential dreams of people.
- 5. Request that participants relax, close their eyes and clear their minds. The facilitator starts them on an imaginary trip into the future. You can elaborate as much as possible to try to pull the participants into an imaginary state. Have fun but be careful. Do not attempt to tell them what they see in the future, that's their job. Some guiding questions can be:
  - » What do you want to see in your community in twenty years?
  - » What does the village look like?
  - » What are the houses like?
  - » What are people doing? What are people doing for a living? Is there a difference between men and women?
  - » What are the families, the children, the animals like?
  - » What does the land around the community look like? How about the natural environment, the forests, the rivers, the sea?
  - » How has the community changed: the houses, roads, water, school and infrastructure?
  - » What has not changed?
  - » Remind people about potential climate change in the future. How does it impact the village? How can the village change to better adapt to these climate changes?
- 6. After a few minutes of imagining, the participants can open their eyes. Ask them to draw or share anything they like from the dreaming exercise. Give people enough individual time at least 30 minutes to draw and express themselves. As a facilitator do not interfere or ask questions.
- 7. Tape all of the visions on the wall and give the opportunity to volunteers to present their vision. Make sure everyone has a chance to talk and all vulnerable groups and men as well as women are heard. Drawing is encouraged as it helps people who are shy or illiterate to participate better.
- 8. You can choose now to have a discussion in the separate focus groups or already join the groups in a plenary session. Be flexible.
- 9. Ask the group to discuss and compare the visions. During this process, a note taker writes out a list of the ideas presented on a flipchart. Some guiding questions can be;
  - » What are the most important issues? What do the visions have in common?
  - » What are the differences? Are there any significant differences between men and women?
  - » What is most surprising to you?
  - » Is there something missing?
  - » Do the visions take into account climate changes that will happen in the community?

During the discussion, the facilitator tries to group the visions together per sector: agricultural (including fisheries) and non-agricultural livelihoods, education, health, nutrition and well-being, water and sanitation, infrastructure, natural resources, social issues, industries, etc. The community – through discussion and/or a voting system – tries to take out the most important issues per sector. These will then become the main elements of the common vision. Ensure men and women's vision is equally reflected as well as ideas from more vulnerable groups such as people with disabilities, ethnic minorities, etc.

- 10. Take a 20-30 minute break. During the break the participants can reflect back on the discussion while the facilitator's team will put together a **draft vision statement.**
- 11. After the break the facilitator presents the draft vision statement by reading it out loud to the entire group. Ask the participants to provide further comments using the previous questions under step 7. Together reach a consensus on the final common vision. Ask again; is it a 'climate proofed' vision?

The note taker should carefully transcribe the key points of the discussion.



### COMMUNITY BASED ADAPTATION ACTION PLAN

Adapted from: Report from CARE International in Vietnam ICAM Project CBA planning sharing and learning event. 2014.

### **OBJECTIVES**

- » To merge all results from previous tools in a detailed village action plan showing clear community-driven adaptation actions in response to identified climate change effects and impacts;
- » To provide a way forward on who will be targeted, who will implement the actions, when these will be implemented and what resources are needed.



### **COMMUNICATING CLIMATE CHANGE**



This tool allows promoting a comprehensive package of integrated adaptation actions needed in response to the main climate change effects and impacts. Infrastructure will never be enough and is very costly and needs to be combined with education and awareness raising, natural resources management, disaster preparedness, use of agro-climate information, promoting small businesses, access to flexible credit, capacity building, good governance, promoting farmer learning networks, etc.

An ideal adaptation plan is a combination of existing and new actions, based on available capacities, resources, strategies and strengths, building on local knowledge and aspirations and informed by climate information and analysis.

### **COMMUNICATING GENDER**



Men and women (and other socio-economic groups) have different needs and aspirations for the short, medium and long term future, and have different access to and control over resources to contribute. It is important in the CBA action plan to reflect this and try to address resources inequality, e.g. access to agro-climate information or agricultural extension services, role of women in decision making on climate change at different levels, access to agricultural

inputs, including credit and loan mechanisms, equal participation in farmer interest groups, livelihood options that do not add additional burdens to men and women but bring equal benefits, protection issues during disasters, etc.

### **HOW TO FACILITATE**



This activity should take approximately 1 hour and 30 minutes, 60 minutes for the development of the plan, 30 minutes for discussion

The first part of the exercise should be done in separate men and women's groups (and other socio-economic groups if possible) to ensure both have a chance to provide equal input without influence. After group action plans have been roughly developed they can be merged and further detailed in plenary.

1. The format suggested for the CBA action plan is as follows, summarizing all information from previous tools and leaving more space to add details during this action planning tool: feel free to adjust the blank version on page 78 to your needs.

Village vision					Visioning tool				
					Who wi	ll impleme	nt?		
Climate change effect or hazard	Impacts (M/F)*	Adapt. Actions (M/F)*	SEDP Sector	Target group (M/F)*	Community	Govt.	Others	When?	How? Resources needed
Historical and future timeline	Seasonal calendar mapping							Activity clock	
		Impac Adaptati				CBA Act	on Plan		
* = add other	vulnerable	socio-econo	mic groups	such as n	eople with disa	abilities, n	oor ethni	minoritie	s. etc.

- add other vulnerable socio-economic groups such as people with disabilities, poor
- 2. Present the format to the participants, explaining how everything links to each other and how the information from previous tools is integrated into this format. To save time, facilitators can already fill in the first four columns and the vision. This will be helpful in the explanation. Stress again that we want everyone's opinion to be reflected; men, women, people with disabilities, ethnic minorities, etc.
- 3. Go through column 5 to 8 for each action explaining first what each column means:
  - Column 5 'target group': who in the community is targeted for the action make a difference between men and women and other groups
  - Column 6 'who will implement': build on existing community resources to identify what the community can do themselves, but also add where Govt. and other stakeholders (private sector, NGOs, etc.) can support
  - Column 7 'when': is the action implemented immediately or in the medium or long term? Try to be specific by adding a year, but be realistic, not everything can be implemented immediately as resources and time are limited.
  - Column 8 'how': what funds, input or other resources are needed to implement this action? Usually there is more needed than money, e.g. trainings, in-kind support, etc.

Ask participants to write themselves to make it more interactive but make sure the entire group agrees. If there is not enough time, split the group into smaller 2 to 3 person groups and give them each one climate change effect or hazard to work on. Giving examples is fine, but do not make too many suggestions yourself as a facilitator.

- When each group has developed their plan, ask the participants; out of all the actions in the plan, what are the priority actions? Mark them with a star or circle them. You can do this through a voting system the community is most familiar with, e.g. raising hands, individual voting using little stones, pebbles, etc., marking crosses on a paper, etc. Be creative to ensure shy and illiterate people have their say too!
- 5. Once the men and women's group have agreed on their separate action plans, bring the groups together to merge the plans and reach agreement on one CBA action plan. Men and women groups can work with one color each to easily show the different actions between the two groups when bringing it together.
- 6. Do the same prioritization exercise with the whole group.

### **LEARNING AND DISCUSSION**

When the CBA action plan is complete, ask the group members the following questions:

Are you satisfied with the results of the analysis and planning exercises we have done? Is there something crucial
missing? Are we realistic in our planning?
What have you learned about climate change? What have men learned about women and what have women
learned about men?
What should happen novt?

What should happen next?

The note taker should carefully transcribe the key points of the discussion.



Village vision:									
		Adant			Who w	Who will implement?	int?		Hows
Climate change effect or hazard	Impacts (M/F)*	actions (M/F)*	SEDP sector	Target group (M/F)*	Community	Govt.	Others	When?	Resources needed



## 10

### **ACCESS TO AND CONTROL OVER RESOURCES TABLE**

Adapted from: A Manual for Gender Focused Field Diagnostic Studies, IFAD. 2009.

### **OBJECTIVE**

» To examine the differences between men and women in terms of their access to and control over important livelihood and other resources.



### **COMMUNICATING CLIMATE CHANGE**

Adaptive capacity of individuals, households and communities is shaped by their access to and control over natural, human, social, physical and financial resources. It is influenced by external factors such as policies, institutions and power structures. Adaptive capacity can vary over time based on changing conditions, changing resources and changing climate hazards.

This tool allows you to discuss the most crucial resources needed to apply a range of coping and adaptation strategies; who controls them, who uses them, now but also in the past and potential futures (based on current trends). It will help you to address underlying drivers of vulnerability as part of the overall CBA action plan.

### **COMMUNICATING GENDER**



Men and women (and other socio-economic groups) have different access to services or resources crucial to adapt to climate change. Groups of women are often particularly vulnerable to the impacts of climate change due to their responsibilities in the home and their unequal access to information, resources and services. This tool allows you to show the most relevant resources and services for both women and men (and other groups), but also indicate whether they can

freely use these, and who actually controls them or has the decision-making power. It will help you to design better informed gender responsive or transformative actions and address underlying drivers of vulnerability as part of the overall CBA action plan.

### **HOW TO FACILITATE**



This activity should take approximately 1 hour including discussion: 30 minutes for the table, and 30 minutes for the discussion.

It is suggested to do this exercise in separate focus groups, one exclusively with men and one with women. Other focus groups for particular vulnerable groups can also be selected.

- 1. Draw up a matrix with six columns; one for the livelihood resources, and the other for access to and control over resources, for men and women respectively and for an 'others' category. See below for a format.
- 2. With the group, make a list of all livelihood resources available to people in the village. Ask 'what resources do you need in your daily livelihood activities to provide food and income for you and your family?' These are resources required for farm or off-farm work like agricultural inputs, natural resources like water and forest products, infrastructure like roads, shelter, bridges, schools but also finance, training, weather forecasts and information, etc. There are different categories of resources human, social, physical, natural and financial. The list doesn't need to be complete but it should include items the most important and relevant to people's livelihoods.

- 3. Record the list in the left-hand column of the matrix.
- 4. Explain to the participants the difference between access and control:
  - » Access represents the opportunity to use a resource (such as a motorbike, to work on land, to get money for buying food in the market) without having the authority to make decisions about its use.
  - » Control represents the full authority to make decisions about the use of a resource.
- 5. For each resource ask people to draw one cross or put one stone or other object in the column of men and women for who has access to a resource and who has control over it. For example men and women can have equal access to water for irrigation, but men control it. Another example is that men have access to money and control the use of it while women have no access or control over it. Try out a few easy examples first and go through the most important resources one by one. Take your time per resource and complete the table.
- 6. In some cases, control of a resource may lie outside the household. For instance an institution determines who receives credit or attends a training course. Such situations are indicated by the term 'others' in the column on the right. It is worth going deeper into this to determine who these 'others' are.

RESOURCE	ACCESS		CONTROL		
	Men	Women	Men	Women	Others
Water					
Land					
Boat					
Irrigation infrastructure					
Seeds/seedlings					
Saving and credit groups					
Medicine					
Agricultural extension workers					
etc.					

### **LEARNING AND DISCUSSION**

When the table is complete, ask the group members the following questions:

What are the five most important resources for the community as a whole? Who has access over it? Who com	trols
it? How does it affect livelihoods of men and women?	

- What are women's and men's different productive and reproductive roles and opportunities in households, communities, at work and in decision-making processes and institutions?
- What can be done to ensure equitable access to and control over resources for men and women? Which short, medium and long term actions are needed?







	ACCESS		CONTROL		
RESOURCES	Men	Women	Men	Women	Others





## 11

### **MAPPING OF ECOSYSTEM SERVICES**

Adapted from: Vulnerability Assessment and Adaptation Planning. Training of Trainers Manual. Hariyo Ban Program. USAID, WWF, CARE. 2014.

### **OBJECTIVES**

- » To visually explain the concept of ecosystem services, and map the most important services in the community, including for women and men.
- » To understand how men and women use and benefit differently from various ecosystem services.



### **COMMUNICATING CLIMATE CHANGE**



It's beyond clear that humans and nature interact (positively and negatively) and depend on each other. Ecosystems deliver services on which people depend and therefore ecosystem management has an essential role to play in successful people-centered adaptation. Climate change impacts heavily on natural resources, species and ecosystems reducing options for local and national development, and increasing the pressure on nature.

This tool allows you to discuss different types of 'services' nature provides to humans and to map out their local importance. It is an opportunity to stress their relevance and the inter-dependent relations of humans and ecosystems. It helps you to stress the importance of sound environmental management and community based adaptation solutions that enhance the adaptive capacity of ecosystems on which people depend, and provide security in the longer term to both people and ecosystems.

### **COMMUNICATING GENDER**



Both men and women equally benefit from and depend on a wide range of ecosystem services available in the locality. Women play an important role in various aspects of environmental management beyond traditional roles such as gathering resources for household consumption. However, they are often not sufficiently participating in monitoring of natural resources and related decision-making processes.

Through this tool you will be able to visually map out in detail the different services used by men and women, and understand how men and women use and benefit differently.

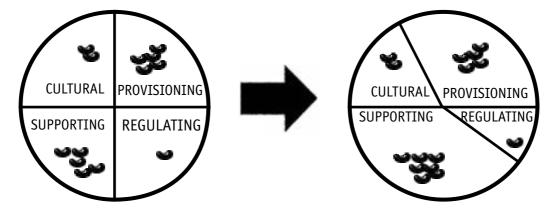
### **HOW TO FACILITATE**



This activity should take approximately 1 hour including discussion: 30 minutes for the circles, and 30 minutes for the discussion. This exercise can be done as a group but also in specific focus groups (men, women, farmers, businessmen, etc.) after which the resulting circles are presented and discussed in plenary:

- 1. Draw a large circle on a flip chart. Split the circles into 4 parts by drawing a cross (see figure below). These will represent the four types of ecosystem services.
- 2. Explain carefully by using many different and localized examples and showing pictures the four types of ecosystem services:
  - » Provisioning: products obtained by the ecosystems e.g. food, fresh and clean water, fuel wood, fiber, biofertilizer etc.
  - » **Regulating:** benefits obtained from the regulation of ecosystem services e.g. climate/disease/water regulation, water purification, pollination, carbon storage.
  - » Cultural: non-material benefits obtained from ecosystems: spiritual and religious, tourism, educational, recreation.

- » **Supporting:** services necessary for the production of all other ecosystem services: soil formation, nutrient cycling, biodiversity, photosynthesis.
- 3. Ask the participants to give relevant examples of the different four categories for their community. Write these one by one in the circle. Again, use pictures to make it easier for all participants.
- 4. Give the participants each an equal amount of stones, sticks, beans or any other locally available material. Ask them to lay out the stones on each of the four parts in the circle according to their importance: what do they use the most, what do they benefit the most from?
- 5. Re-draw the circle on a different flipchart. Divide the circle according to their importance for the community.



6. Bring the groups together and compare the circles of each of the different groups. Discuss using the questions below.

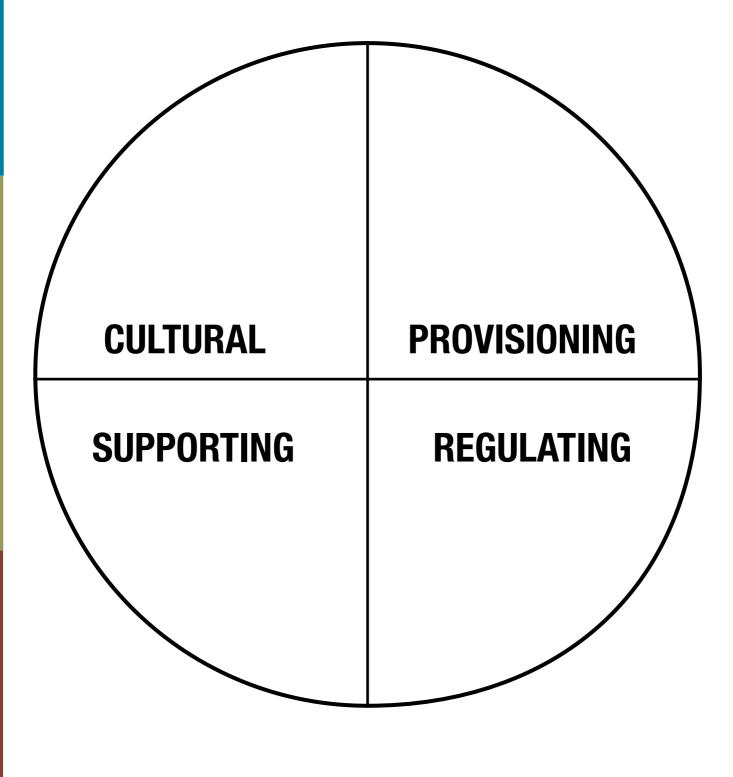
### **LEARNING AND DISCUSSION**

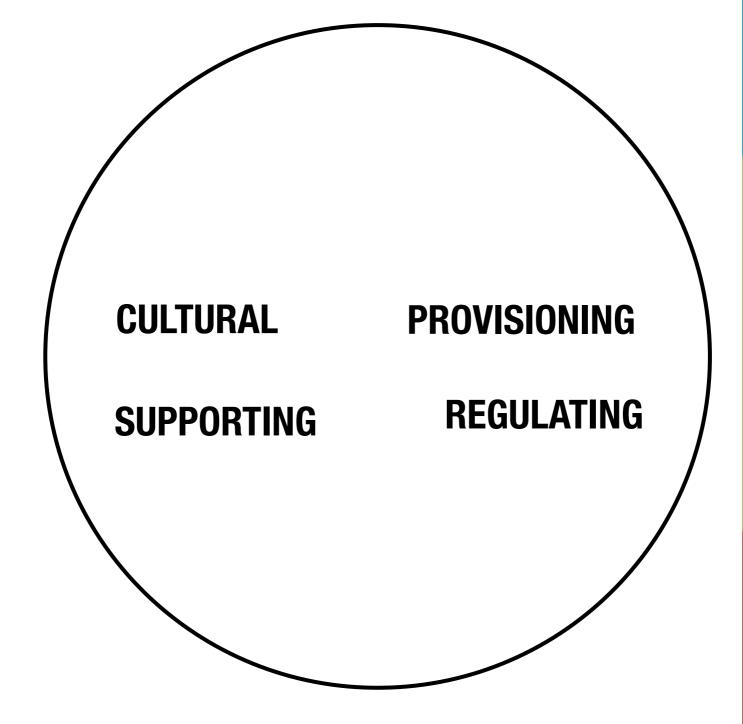
When the circles are complete, ask the group members the following questions:

- What are the most important ecosystem services for the community? What's the difference between men and women?
- Were there any changes over the last years? What happened?
- How does climate change impact on the sustainability of these services? What can we do about it?
- Who's engaged in monitoring and management of these services? What's the role of men and women? What actions can we take to change traditional roles?









# 12 GENDERED VULNERABILITY AND CAPACITY MATRIX

Adapted from: Climate Vulnerability and Capacity Analysis Handbook, CARE International. 2009.

Technical Material on Disaster Risk Reduction and Climate Change Adaptation Training, MARD, UNDP. 2012.

### **OBJECTIVES**

- » To determine the main climate change vulnerabilities currently existing in the community.
- » To identify existing and potential capacities amongst men, women and others (e.g. ethnic minorities, people with disabilities, etc.) that address these vulnerabilities.



### COMMUNICATING CLIMATE CHANGE



Vulnerability is not just about living in hazard prone areas. It is a result of the likelihood of being exposed to a climate risk, the potential to be adversely affected, and the capacity to avoid, cope with and recover from these effects. There are many aspects of vulnerability, arising from various physical, social, economic, and environmental factors. Examples of factors may include: location of settlements in hazard-prone sites, poor design and construction of buildings, inadequate protection of assets, lack of public information and awareness, and weak

environmental management.

While recognizing the dynamics of vulnerability is crucial, it is equally important to look at capacities of individuals, households and communities. People have been adapting to weather changes already and have existing resources, strengths and ideas to nurture, for immediate and future adaptation to climate change. This tool allows discussing vulnerability and capacity together in a holistic manner.

### **COMMUNICATING GENDER**



Vulnerability and capacity of individuals and social groups varies significantly within a community and over time. It often varies according to ethnicity, gender, age, disability, income and education. It relates to access to knowledge and resources and to the ability to make and influence decisions. The gendered matrix tool allows visualizing and discussing differential vulnerability and capacity and making informed decisions about adaptation actions beneficial to the

entire community and specific responsive or transformative actions that reduce gender inequalities.

### **HOW TO FACILITATE**



This activity should take approximately 1 hour and 30 minutes including discussions: 45 minutes for the matrix, and 45 minutes for the discussion.

The exercise should be done in separate focus groups with men and women, and representatives from specific vulnerable groups. The results of these focus groups can be brought together and discussed in a plenary session.

- 1. Prepare a matrix in advance (see format below). This can be one on the ground or on a flip chart paper. The matrix format as indicated below can be split up into different matrixes for men, women and other specific vulnerable groups, but also per climate change element or natural hazard.
- 2. In the most left column list down the most prevalent climate change effects and hazards that have been identified by the community in previous CVCA exercises.



VULNERABILITY	CAPACITY
The characteristics and circumstances of a community,	The combination of all the strengths, attributes and
system or asset that makes it susceptible to the damaging	J. J.
effects of climate change and hazards.	organization that can be used to achieve agreed goals
	that will reduce vulnerability.
These are the physical, geographical, economic, social,	
political and psychological factors that cause some people	People's access to and control of resources and
or communities to be more vulnerable than others.	capabilities to avoid, cope with, recover and adapt to
	the impacts of climate change and natural hazards.

- 4. Recognize that communities are not homogenous so particular households or individuals within the community may have different degrees of vulnerability and capacity, for example men and women, people with disabilities, land less people, ethnic minorities, etc.
- 5. Ask the group to identify specific vulnerabilities and capacities per hazard or climate change effect and for men, women and certain vulnerable groups separately. Fill them in the table, see format below. Give people time and encourage them to think out-of-the-box. For this exercise you can split up the group in smaller groups of 3-4 people and let each group work on one hazard or climate change effect. The group work can then be presented and discussed in the plenary.
- 6. Ask the group to identify the four or five vulnerabilities that have the most impact on the livelihoods and well-being of women, of men and of other groups respectively. Color them differently in the table, put a colored circle around them or put a star in a different color in the respective box.
- 7. Ask the group to do the same for capacities (including resources); which ones are the most important and available at the moment for men, for women and for other groups.

	VULNERABIL	ITIES		CAPACITIES,	INCLUDING RE	SOURCES
CLIMATE CHANGE EFFECT OR	WOMEN	MEN	OTHERS*	WOMEN	MEN	OTHERS*
NATURAL HAZARD		people with ties, landless p	disabilities, people, etc.		MEN OTHERS* people with disabilities rities, landless people, etc.	
Higher temperatures						
Unseasonal drought						
Storms, salinization,						
increased floods, erratic						
rainfall, etc.						

### **LEARNING AND DISCUSSION**

Wh	en the matrix is complete, ask the group members the following questions:
	Is there a difference in vulnerability and capacity between men and women, with specific vulnerable groups? Why?
	Is there a difference between various hazards and climate change effects?
	Which adaptation strategies are people using out to deal with the most important vulnerabilities? Are the existing
	capacities and strategies identified sufficient? What more is needed?
	What are the challenges in adopting new strategies and building better capacity? Are there differences between
	men and women?



	VULNERABILITIES	TIES		CAPACITIES, 1	CAPACITIES, INCLUDING RESOURCES	OURCES
CLIMATE CHANGE EFFECT OR NATURAL WOMEN		MEN	OTHER*	WOMEN	MEN	OTHER*
HAZARD	*meaning: people with disabilities, ethnic	ple with disabil	ities, ethnic	:s	people with disabilities, ethnic	bilities, ethnic
	minorities, landless people etc.	dless people et	ï.	minorities, lar	minorities, landless people etc.	.c.
Higher temperatures						
Unseasonal drought						
Storms, salinization, increased floods, erratic rainfall, etc.						

## 3 ADAPTATION OPTIONS COMPARISON TABLE

Adapted from: Climate Change and Environmental Degradation Risk and Adaptation Assessment, Tearfund. 2012

### **OBJECTIVES**

- » To collectively identify adaptation options for the community to address existing and future climate vulnerabilities.
- » To compare them using a list of criteria and do a prioritization.



### COMMUNICATING CLIMATE CHANGE



Adaptation to climate change requires collective actions by various stakeholders, at individual, household, community and societal level. It also requires a mix of short and long-term actions to deal with current and future climate change, forward-looking thinking and delivering sustainable socio-economic development benefits. However, not everything can be done due to limited resources (available now and in the future).

This tool helps you to deal with competing priorities, compare and rank them in terms of impact, relevance, adaptation potential, cost-effectiveness, risk of maladaptation, environmental sustainability etc. It should result in an agreed mix of short and long term actions that benefit the communities' socio-economic development as well as limits the impact of climate change.

### COMMUNICATING GENDER



Adaptation actions need to benefit men and women equally, empower women and deal with existing inequalities. Addressing and transforming gender inequalities through climate change and disaster risk reduction initiatives allows you to promote the equal rights of women but also enhance the sustainable impact of climate-related activities.

As part of the prioritization, gender and empowerment-specific criteria can be added: e.g. benefit women as well as men; positive impact on women's workload; contribute to stronger voice and influence of women in the public space and at home; ensure equal access and control over resources etc.

### **HOW TO FACILITATE**



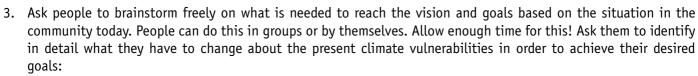
This activity should take approximately 2 hours including discussions: 1 hour to come up with the different adaptation options based on the vision and 1 hour to do the prioritization and have further discussion.

1. Before this exercise can begin, the team of facilitators should consult other documentation (see List of Secondary Resources on page 112) to identify a list of potential adaptation options per sector. The Impacts and Options Checklist on page 114 can help with that.



NOTE: The community is in the driving seat. They will first identify themselves what they feel are the most relevant and appropriate adaptation options for specific climate vulnerabilities. After that, the facilitators can suggest other options based on the review of secondary resources, discussions with local authorities, climate scientists, other development practitioners in the region, etc.

2. Remind people about the vision statement developed under a previous step by reading it out loud. Breakdown the vision into different goals or sectors.



- » How is the present reality different from the future goals or vision?
- » What are we lacking? What can we improve?
- » How do we achieve our goal?
- » What are solutions or strategies to reduce vulnerability in the short, medium and long term?
- 4. List all possible measures on the left hand column of a table next to the corresponding goal (see format below). Ask the participants to be detailed. Ask further questions to make sure everybody is clear on the measures. Make sure women as men as well as representatives from vulnerable groups have a voice.
- 5. The facilitator can now mention other options that were not listed before (see step 1) and let the community decide if they want to add these new options to the left column or not.
- 6. Explain to the participants that we will now try to prioritize the different measures or options on the left side of the table to come up with the most important climate change adaptation measures for their community. We will evaluate each option based on a list of criteria.

NOTE: If the CVCA and Visioning exercises have been done effectively, people will automatically come up with adaption options in response to existing and future climate and disaster risks and vulnerabilities.

- 7. Ask people what is important for the community to consider in prioritizing climate change adaptation options; based on the exercises done before, how do they know something is helping them to adapt to climate risks and hazards and appropriate for their community? Focus on the definition of climate change adaptive capacity and come up with 5 to 6 criteria. Make sure everybody agrees on the interpretation or meaning of the criteria! The facilitator can help the process by giving one or two examples. Criteria can be;
  - » Addressing existing and/or future climate and disaster risks
  - » Based on locally available resource
  - » Not exploiting climate sensitive natural resources
  - » Long term benefits for the climate
  - » Benefiting women as well as men, and the most vulnerable
  - » Be gender responsive or transformative
  - » Building on existing livelihood adaptation strategies
  - » Government approval or within government plans
  - » Cost effective
  - » Potential for community contribution
  - » Improved sustainable income
- 8. Now the prioritization can begin: based on the selected 5 or 6 criteria, go through each adaptation option and ask the participants to put a number of crosses for each criteria per option depending how much the criteria applies to that option; 1 cross = low; 2 crosses = medium and 3 crosses = high. Go option by option through the whole table. You can do this part through group work to speed up the process.
- 9. After the table has been completed, count the crosses per option and put the total in the most right column of the table. The options with the most crosses should be the priority options.



## 

### **ADAPTATION OPTIONS COMPARISON TABLE**

		CRITERIA	FOR E	VALUATION				
GOALS	ADAPTATION OPTIONS	Using locally available resources	Benefiting women as well as men	Not exploiting climate sensitive natural resources	Addressing specific climate and disaster risks	Long term benefits for the climate	Government approval	Total
'Better education'	Vocational training institute		XX	XXX			Х	6
	Teaching in local language	Χ	XX	XXX				6
'A large and protected forest'	Community management of forests	XXX	XXX	XX	XXX	XXX	Х	15
	Planting more mangroves	XX	XX	XXX	XXX	XXX	XX	15
'Higher and sustainable	More diversified crops	XX	XX	XX	XXX	XX	Χ	12
income from farming'	Expansion into 3 rice crops per year	Х	Х				XXX	5
	Organic shrimp raising	Χ	Χ	Χ	XX	XXX	Χ	9
'Improved infrastruture'	Freshwater storage facilities	Χ	XX			Χ	Χ	5
	Higher bridges and roads	Χ	XXX	Х	XX		XX	9
	Shelter or evacuation center	Χ	XXX	XX	XXX		XXX	12
'No animal diseases'	Early animal vaccination	Χ	XX	XX	XX	Χ	XX	10
	Introduction of new cow variety		XX	XX	XXX	Х		8
	Disease early warning	Х	XX	XXX	XX	XX	XX	12
Etc.	Etc.							

### **LEARNING AND DISCUSSION**

After the table has been completed, ask the participants the following questions:

- Do you agree with the results?
- Do men and women have different priorities? What about different socio-economic groups and other vulnerable groups in the community?
- In the context of climate change, is one criteria more important than the other? Why? Does this affect the prioritization?
- Which options are possible in the short term, medium term and long term?



		CRITERIA F	CRITERIA FOR EVALUATION	ION		
GOALS	ADAPTATION OPTIONS					



## 14

### **ADAPTATION INTEREST AND INFLUENCE QUADRANT**

Adapted from: Mendelow's Power-Interest Grid. 1991

### **OBJECTIVE**

To understand for different stakeholders engaged in climate change adaptation actions, what interest they have in that particular action, and what influence they have on making that action successful.



### COMMUNICATING CLIMATE CHANGE



Climate change adaptation requires collective action, and involves a different range of actors: agricultural planners, extension service providers, private sector, health staff, communicators, politicians, financial service providers, climate scientists, mass organizations, development practitioners, different community groups etc. with their own particular interest and influence in making adaptation actions happen.

This tool encourages participants to map out and discuss these different actors for various adaptation interventions. It helps to see who are the crucial players that will need to be involved, but also who might be able to obstruct certain measures. It showcases the importance of climate governance by different government and non-government actors.

### **COMMUNICATING GENDER**



Perceptions and realities on power dynamics and influence in a household, community or society differ between women and men, due to unequal access to information, training, finance, resources etc. Adaptation action can only truly work and be effective if men and women are equally involved and influencing decision-making and action on climate change.

This tool helps you to see where perceptions and realities vary and discuss how we can encourage women leadership and improve equal opportunities for men and women.

### **HOW TO FACILITATE**



This activity should take approximately 1 hour including discussion: 30 minutes for the quadrant, and 30 minutes for the discussion. This exercise can be done as a group but also in specific focus groups (men, women, farmers, businessmen, authorities, etc.) after which the resulting quadrants are presented and discussed in plenary:

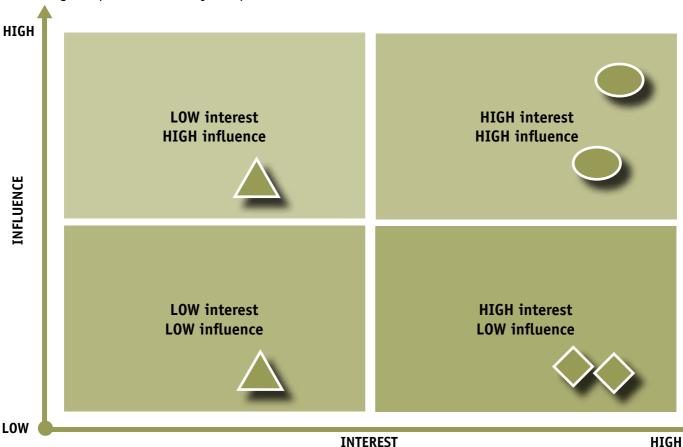
- 1. Explain to participants that we will look at all the different actors that are involved in climate change adaptation efforts in some way or another. Ask them to list them all out and write each one of them on a separate paper or color card (or symbols). If needed group them but without losing the specifics.
- 2. Take a big white paper and draw two axis or arrows on them; the horizontal one is for 'interest', the vertical one is for 'influence'. Divide the axis in four boxes so you have a quadrant with the following combinations (see the picture below):
  - » Low interest, low influence
  - » High interest, low influence
  - » Low interest, high influence
  - » High interest, high influence

- 3. Explain carefully the meaning of interest and influence: both are crucial for effective action:
  - » Interest: these actors are interested in being involved in this adaptation action. They usually directly benefit from it.
  - » Influence: these actors have power, make decisions about this adaptation action.
- 4. List a number of climate change adaptation actions that the community agreed on in previous tools, e.g. mangrove restoration, building a bridge, garment making vocational training, disease early warning, introduce new crops, evacuation centre, etc.
- 5. Start with priority number one (see adaptation options comparison table): take the color cards with the different actors, and for that particular adaptation action, put them down into the quadrant: who has interest, who has influence?
- 6. Do the exercise for different actions, with different groups. Use the questions below to create discussion.
- 7. Tip: you can also do the quadrant exercise with different actions or measures that will improve gender equality in the community, and see who has an interest and influence on those actions. These can then be integrated with the adaptation actions to tackle both gender inequality and adaptation.
- 8. Tip: note that over the project timeframe, interest and influence can change, so this quadrant is also a useful monitoring and evaluation tool.

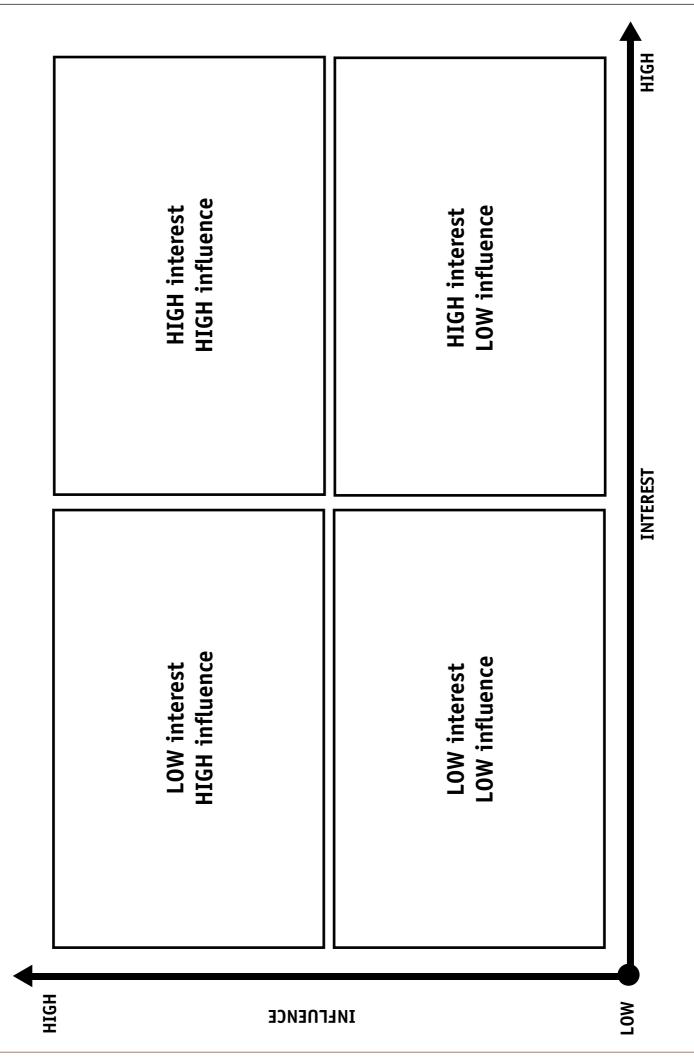
### **LEARNING AND DISCUSSION**

When the quadrant is complete, ask the group members the following questions:

Which actions are stakeholders most interested in? Who has the most influence or power on making that action happen, who are the key players?
How do we engage with those stakeholders, through which consultation mechanisms?
Which adaptation actions receive a high interest, but has no stakeholders with influence on it (low influence)? Why do you think is that? How can we make these things happen if they are so important?
What are similarities but also differences between how men and women see interest and influence in climate change adaptation? How do you explain the differences?











RESOURCES







# **RESOURCES**







CONTENTS		
1	Profiles of CBA Taskforce, CBA Trainers and CBA Facilitators	
2	Guidance for Pre- and Post-training Tests	
3	Work plan format to prepare for village CBA planning	
4	List of potential secondary resources	
5	Climate Change Impacts and Options Checklist	
6	Format for village CBA planning (update) report	
7	Ten step CBA planning process flowchart	
8	Village CBA planning flowchart	
9	Overview of annual SEDP process	
10	Mainstreaming CBA into SEDP flowchart	
11	Format of commune CBA plan	
12	CBA mainstreaming into SEDP - criteria explanation CBA mainstreaming ito SEDP - scoring sheet	
13	List of training resources on Climate Change Adaptation, Disaster Risk Reduction and Gender	
14	Other guidelines and manuals on CBA	
15	Glossary	





# PROFILE OF CBA TASKFORCE, CBA TRAINERS AND CBA FACILITATORS

These tentative profiles have been applied in the CARE ICAM project (2012-2014) but should be adjusted to the local context and project objectives:



### **CBA TASKFORCE**

#### **PURPOSE OR OBJECTIVE**

A core group or 'taskforce' of Government decision-makers who are involved in and coordinating all types of climate change adaptation and disaster risk reduction activities in the locality will be in charge for providing technical guidance, assist with approvals and mobilization of resources, for the entire CBA planning process. They will receive an orientation and be continuously informed along the way. Due to their role and influence in the local Government, in particular at provincial and district level, they are expected to help mobilizing resources for conducting the planning as well as supporting the implementation of the plans. Their involvement increases political buy-in as well as replication and sustainability of the planning process.

#### **TASKS**

- » Participate in orientation (and training) sessions relating to climate change, gender and climate change, CBA planning etc. provided by the project.
- » Provide technical and implementation guidance to CBA planning process at village and commune levels (in line with official mandates).
- » Select and help obtaining official approval of the CBA trainers list, ensuring gender and social group representation.
- » Gain approval of the village and commune CBA plans (in line with official mandates).
- » Guide the integration of village and commune CBA analysis and actions into annual and five year district and province Socio-Economic Development Plans (SEDP) and other relevant sectoral plans.
- » Actively mobilize resources (time, human, finance) from Government and non-Government sources for CBA plans implementation, and for replication and sustainability of the CBA planning process.
- » Share results of the CBA planning process at national and subnational meetings, workshops etc. for promotion of community-based adaptation and CBA planning.

#### MEMBERS

The taskforce will be comprised of 10 to 15 people from two sub-groups: 1/ CBA decision-makers: a group of people responsible for approval of plans and related implementation documents and the actual implementation of CBA actions; and 2/ representatives of the CBA trainers, with the strongest technical expertise on climate change. Members who involve in this taskforce can be provincial and district chairpersons or deputies, but will likely be sub-departmental heads of relevant agencies and departments to be proposed as follows:

- » People's Committee
- » Department of Natural Resources and Environment (hydro-meteorology)
- » Department of Agriculture and Rural Development (extension, crop production, dyke management and irrigation, forestry)
- » Department of Planning and Investment
- » Department of Education and Training
- » Department of Science and Technology
- » Department of Construction / Transportation
- » Viet Nam Women's Union, Viet Nam Red Cross, Farmer's Union etc.
- » Other related agencies if relevant and possible (Department of Finance, Construction, Health, Education, Labour Invalids and Social Affairs)

Note: CARE in Viet Nam advocates strongly for women's participation and women empowerment. Therefore, the CBA taskforce needs to ensure gender representation (male and female) in leadership and membership, in CBA planning, implementation and decision-making processes.

### **SKILLS AND EXPERTISE**

- » Basic knowledge of climate change and community based adaptation
- » Understanding of community development and bottom-up participatory planning
- » Very detailed comprehension of Government institutional framework, regulations, planning systems and approval procedures
- » Influential or decision making authority (in line with mandates)
- » Having a strong extensive local network
- » Commitment to gender equality and women's empowerment
- » Management skills
- » Problem solving and consensus building



### **CBA TRAINERS**

### **PURPOSE OR OBJECTIVE**

A team of professional trainers with in-depth knowledge and skills on climate change, community based adaptation, CBA planning, disaster risk reduction, gender and climate change, training, communication, community mobilization, analysis skills etc. will lead the implementation of the CBA planning process in multiple locations (with support from facilitators). They will lead the training of the CBA facilitators and also be involved in the implementation of CBA actions or project-specific activities.

### **TASKS**

- » Participate in training sessions relating to climate change, gender and climate change, CBA planning tools and process etc. provided by the project.
- » Assist with selecting and training commune and village CBA facilitators, including providing technical, mentoring and on-the-job training support.
- » Lead and coordinate the annual CBA planning and updating process in their respective district or commune, and mobilize CBA facilitators for support.
- » Contribute to adequate documentation and communication of the CBA planning results, including report and action plan, to the CBA taskforce and other actors.
- » Represent the CBA trainers and facilitators in the CBA taskforce and timely and adequately provide feedback and technical input into the taskforce discussions.
- » Contribute to the implementation of CBA actions in their respective locality.
- » Actively promote women participation and leadership in the CBA planning process and implementation of CBA actions.

#### **MEMBERS**

CBA trainers (number dependent on geographical coverage of the project) will come from province, district and commune level. They will be officials from relevant departments (DONRE, DARD, CFSC, mass organizations, education etc.) with on-the-ground experience on climate change and disaster risk reduction or related fields. They will have a minimum level of knowledge and experience on training, community mobilization, communication, awareness raising etc. They should be familiar with documentation and reporting. The entire team should adequately represent all genders and social groups in the province. They should be committed and willing to spend time with the communities.

Note: CARE in Viet Nam advocates strongly for women's participation and women empowerment. Therefore, the CBA trainers need to ensure gender representation (male and female) in leadership and membership, in CBA planning, implementation and decision-making processes.

#### **SKILLS AND EXPERTISE**

- » Basic knowledge of climate change, disasters and community based adaptation.
- » Experience or good understanding of community development and bottom-up participatory planning.
- » Good understanding of Government institutional framework, regulations, planning systems and approval procedures.
- » An extensive network including mass organizations, extension workers, community worker, researchers etc.
- » Commitment to gender equality and women's empowerment.
- » Organization and coordination skills
- » Problem solving and consensus building
- » Creative and analytical thinking





### **CBA FACILITATORS**

### **PURPOSE OR OBJECTIVE**

A CBA facilitators group will support the CBA trainers in organizing the CBA planning sessions in the villages and communes (depending on resources, this might only take place at commune level). They receive a minimum amount of training (technical topics and facilitation skills) to assist with the community planning exercises and ensure logistical organization of the CBA planning in their village or commune. To ensure local grounding and political buy-in from the administrative level closest to the communities, the village leader is also encouraged to be a CBA facilitator. S/he will lead most of the plenary discussions and the documentation of the CBA report, including action plan, with technical support from the CBA trainers.

### **TASKS**

- » Participate in training sessions relating to basics of climate change, gender integration, CBA planning tools, facilitation skills etc. provided by the CBA trainers.
- » Provide facilitation and logistics support to the annual CBA planning and updating process in their respective commune or village.
- » Mobilize community members to participate in the CBA planning sessions.
- » For the village leader, lead documentation of the CBA planning results, including report and action plan, with support from the CBA trainers.
- » Contribute to the implementation of CBA actions in their respective locality.
- » Mobilize resources (time, human) from community and other resources for CBA plans implementation.
- » Provide feedback and promote the CBA planning process and results to higher level and other stakeholders.
- » Actively promote women participation and leadership in the CBA planning process and implementation of CBA actions.

### **MEMBERS**

CBA facilitators (number dependent on geographical coverage of the project) will come from commune and village level. They will be officials from relevant departments (DONRE, DARD, CFSC, village leader) and mass organizations with on-the-ground experience on community development or related fields. They will have a minimum level of knowledge and experience on community mobilization, communication, awareness raising etc. and have an extensive network in the community. The entire team should adequately represent all genders and social groups in the locality. They should be committed and willing to spend time with the communities.

Note: CARE in Viet Nam advocates strongly for women's participation and women empowerment. Therefore, the CBA facilitators need to ensure gender balance (male and female) in leadership and membership, in CBA planning, implementation and decision-making processes.

### **SKILLS AND EXPERTISE**

- » Experience with community development and bottom-up participatory planning
- » An extensive network including mass organizations, community leaders, CBOs
- » Commitment to gender equality and women's empowerment
- » Good understanding of Government institutional framework, regulations, planning systems
- » Organization and coordination skills
- » Problem solving and consensus building
- » Familiarity with all local languages



### 2 GUIDANCE FOR PRE- AND POST-TRAINING TESTS

### WHAT ARE PRE- AND POST-TRAINING TESTS?

Assessments used at the beginning and at the end of a course to monitor student's or participant's progress and learning across pre-defined periods of time. These assessments can be standardized or locally adapted and test for broad general education learning or technical skills within a specific course.

### WHY DO WE TEST?

Assessments are done to measure outcomes and effectiveness of training methods and topics on skills and knowledge of participants, which can help improving the training program. They can also facilitate ranking of participant's performance. The data obtained can also enrich reporting on the training course.

### **HOW TO DEVELOP PRE- AND POST-TRAINING TESTS?**

- » Determine what key ideas/concepts are being presented/ taught in training course.
- » Develop 5 to 10 questions (multiple choice, true/false or fill in the blank) that would effectively test participant's knowledge prior to course and after the concepts have been presented. This knowledge should be based on learning outcomes and objectives established for the course.
- » A simple strategy to use is to reword course level learning outcomes and objectives into questions.
- » Every pre-test must be matched with corresponding post-test.
- » Analyse and use data to report, improve and develop program.



## Example of a pre and post test - Training on Facilitation Skills

(Note: No need to write your name in this form)

Indication of successful improvement between pre/post test results is as follows:

• Pre-test prior to Facilitation Skill Training Course: 50%

Post-test after Facilitation Skill Training Course: 72%

This pre-test is designed to check your knowledge and skills prior training. Another post-test with similar content will be done at the end of the course. Comparing the answers to the two tests will help us to understand about the outcomes and effectiveness of this training course. We are looking forward to receiving your cooperation in answering questions in this assessment form.

$\overline{}$						
11	11	est	۲ı	$\sim$	nc	•
u	u	C2	LI	u	II.	٠

1.	What is	vour	understanding	about	facilitation	skill?

2. What is the difference between a facilitator and a traditional trainer?

3. What do you need to prepare before conducting a facilitation session?

4. What methods/tools are used for conducting a training session?

5. What skills does the facilitator need to conduct an effective training session?

Thank you very much for your participation!



# 3 WORK PLAN FORMAT TO PREPARE FOR VILLAGE CBA PLANNING

This is a tentative format for CBA trainers and CBA facilitators to use when preparing the village CBA planning sessions. It should be adjusted according to the project context and local good practice of work planning and can contain as much detail as possible:

No.	Commune	Village	CBA Planning Activity	Tim Dat				To-do (by what time)	Person responsible	Notes:		
1	A	х	Preparation									
			Day 1: morning session									
2		x	Exercise 1									
		^	Exercise 2									
			Exercise 3									
3		х	Day 1 - afternoon session									
4		х	Day 2 - morning session									
5	A	Υ	Preparation									
6		Υ	Day 1: morning session									
7		Υ	Day 1 - afternoon session									
8		Υ	Day 2 - morning session									
9		Υ	Documentation									

Notes							
Person responsible							
To=do (by what time)							
<b>a</b> i <b>a</b> i							
Time: Date:							
ity							
CBA Planning Activity							
nnin							
Pla							
Village							
Commune							
No.							
	L						



## LIST OF POTENTIAL SECONDARY RESOURCES

Adapted from: Climate Vulnerability and Capacity Analysis Handbook, CARE International. 2009.

Climate Change and Environmental Degradation Risk and Adaptation Assessment, Tearfund. 2009.

This table will help you to collect useful secondary information from various Government, academic, NGO and other sources BEFORE you start the CBA planning process. It's been designed as an easy-to-use format to capture this information and can easily be adapted according to your information needs:

What do I need to know? (type of information)	Where can I find it? (source)	Answer: (format)
What are the levels of poverty in the community? How many children, elderly, people with disabilities, ethnic minorities? What jobs do people do?  → SOCIOECONOMIC INFORMATION	<ul> <li>Official Government statistics through GSO (including latest Household Living Standard Survey): http://www.gso.gov.vn/ - as well as websites and annual SEDP of local Government</li> <li>World Bank Open-Data Initiative: http://data.worldbank.org/country/vietnam</li> </ul>	Population (disaggregated by male and female, ethnic minorities, age etc.):  Poverty rate:  Main livelihoods (industry, agriculture, forestry, services etc.):  » Men:  » Women:
Which crops and vegetables are people growing? What livestock? Are there forests or mangroves? How much land do people own or rent?  → LAND USE DATA AND MAPS	<ul> <li>For administrative maps up to commune level: http://gis.chinhphu.vn/ or Google Earth (https://www.google.com/earth/)</li> <li>Other maps can be found on the website of the local government or collected from the local statistics office (under DPI) or DARD</li> <li>Consultation with key experts (DARD, DONRE)</li> </ul>	Main crops and livestock use in the area:  Main natural resources (forest, water bodies, biodiversity, land use):
What are the climate change hazards and impacts in the area I'm working in?  → DOWNSCALED CLIMATE CHANGE SCENARIOS	<ul> <li>» Local climate change plans (DONRE)</li> <li>» Regional CC scenarios (MONRE): http://vnclimate.vn/home/</li> <li>» Current weather forecasts: http://www.vnbaolut.com/index_uni.html</li> <li>» Reports from local universities</li> <li>» World Bank Open-Data Initiative, with Climate Change Portal: http://data.worldbank.org/country/vietnam</li> </ul>	Main climate change hazards (number, type, severity etc.):  Their impact:
Has the community experienced many disasters? How many, how frequent and what was the impact?  → HISTORICAL DISASTER DATA	<ul> <li>Local DRM plans (CFSC, DARD)</li> <li>Committee for Flood and Storm         Control online disaster database:         <ul> <li>http://118.70.74.167:8081/DesInventar/</li> </ul> </li> <li>International disaster database 'EM-DAT':         <ul> <li>http://www.emdat.be/database</li> </ul> </li> <li>Viet Nam Special Report on managing the risks of Extreme events and disasters to advance climate change adaptation (VN-SREX) – available online</li> </ul>	Past disasters (number, type, severity etc.):  Their impact:

Have people already adapted to climate change? What are people doing? Is it working?

## → CLIMATE CHANGE ADAPTATION STRATEGIES AND MODELS

What Government policies or programs are in place on

climate change and disasters

that can benefit the people we

work with?

→ GOVERNMENT POLICIES, ACTION PLANS AND PROGRAMS

- Local climate change plans (DONRE), DRM plans (CFSC, DARD) etc.
- » Reports from INGOs, development agencies, universities, research institutes etc. working in the project area
- » Consultation with key experts

- Existing coping and adaptation strategies:
- » Men:
- Women:
- » Particular vulnerable groups:

Existing Government plans and programs relevant for the area and the project:

- » Climate change adaptation and mitigation:
- » Disaster risk management:
- » Socio-economic development plan:
- » Other relevant sectoral plans (agriculture, natural resources management, coastal protection):

» Local plans gathered from the People's Committee, Department for Planning and Investment, Provincial Climate Change Committee, Committee for Flood and Storm Control or any relevant Government department







## CLIMATE CHANGE IMPACTS AND OPTIONS CHECKLIST

Adapted from: Climate Change and Environmental Degradation Risk and Adaptation Assessment, Tearfund. 2012.

Disaster Risk Reduction and Climate Change Adaptation. Training material. UNDP, MARD. 2012.

This checklist has been designed as a list of options that can help practitioners and partners in the selection of adaptation interventions supported by the project. It is not a complete list and should be adjusted according to the local context and focus area.

For detailed suggestions on how to integrate gender into the different interventions, see: *Making it Count. Integrating Gender into Climate Change and Disaster Risk Reduction: A practical how-to guide. CARE in Vietnam, UN women, GIZ. 2015.* This guide has been developed for project staff, Government and non-Government partners to use during design, implementation, monitoring and evaluation of climate change and disaster risk reduction activities. It gives suggestions on how to practically address gender and women's empowerment in climate change and DRR projects, or projects which have integrated climate change and DRR considerations.

EXAMPLES OF CLIMATE CHANGE IMPACTS*	EXAMPLES OF ADAPTATION OPTIONS
<ul> <li>□ Crop failure (reduced yield, quality, loss), particularly for climate-sensitive crops (wheat, maize, rice)</li> <li>□ Livestock: loss, heath stress, animal disease</li> <li>□ Aquaculture harvest failure (reduced yield, loss): shrimp, fish</li> <li>□ Increased and new animal/plant pests and diseases, invasive species</li> <li>□ Market disruption</li> <li>□ Shift to non-environmental friendly agricultural techniques e.g. use of fertilizer, herbicides, pesticides</li> <li>□ Disruption of non-farming livelihoods that depend on agriculture: construction, handicraft, small business, commodity trading, seasonal labour, food processing, garment making, etc.</li> <li>□ Reduced income, loan and debt repayment</li> <li>□ Livelihood failure or disasters increase the risk of engaging in detrimental distress-driven coping strategies (sex work, begging, destruction of natural resources, sale of assets increasing debts, etc.)</li> </ul>	Strengthening support groups, cooperatives, Farmer Field Schools, learning networks  Community climate and disaster risk assessment and planning  Access to seasonal agro-climate information and advisories, including information on pricing, credit, transport, other market information etc.  End-to-end early warning interventions  Disease monitoring  Income diversification within agricultural livelihoods (to non climate sensitive crops and livestock) or to off-farm livelihoods  Introduction of resilient crop and livestock varieties  Adjustment of current practices, application of green production, good agricultural practice, climate smart agriculture (combining scientific and local or indigenous knowledge)  Community or household managed fodder banks  Conservation farming, sustainable fishing techniques  Traditional seed banks, seed stocking, indigenous knowledge banks  Water storage and conservation  Agricultural by-products or waste recycling  'Closed loop' agriculture to maximize crop use and soil quality  Sustainable soil management: mulching, agro-forestry, intercropping, crop rotation, dry land farming, rangeland management  Floating gardens, kitchen gardens, indoor crop growing, permaculture  Climate proofing of the value chain, higher value processing and marketing of crops  Support to small-scale agribusiness, small and medium enterprises, social enterprises  Group and individual agri-insurance  Conditional or non-conditional savings and credit options  Climate responsive social protection programs, including social safety nets  Vocational training, adaptation-focused extension services  Improved (access to) animal health services  Safe migration support, in sending and receiving areas
	<ul> <li>IMPACTS*</li> <li>□ Crop failure (reduced yield, quality, loss), particularly for climate-sensitive crops (wheat, maize, rice)</li> <li>□ Livestock: loss, heath stress, animal disease</li> <li>□ Aquaculture harvest failure (reduced yield, loss): shrimp, fish</li> <li>□ Increased and new animal/plant pests and diseases, invasive species</li> <li>□ Market disruption</li> <li>□ Shift to non-environmental friendly agricultural techniques e.g. use of fertilizer, herbicides, pesticides</li> <li>□ Disruption of non-farming livelihoods that depend on agriculture: construction, handicraft, small business, commodity trading, seasonal labour, food processing, garment making, etc.</li> <li>□ Reduced income, loan and debt repayment</li> <li>□ Livelihood failure or disasters increase the risk of engaging in detrimental distress-driven coping strategies (sex work, begging, destruction of natural resources, sale of assets</li> </ul>

<sup>\*</sup>These are interacting with or partly caused by non-climate pressures such as environmental degradation, deforestation, industrialization and modernization of agriculture, population growth, urbanization etc. and for particular vulnerable groups link to underlying causes of vulnerability such as gender, discrimination, literacy, language, governance etc.

	EXAMPLES OF CLIMATE CHANGE IMPACTS*	EXAMPLES OF ADAPTATION OPTIONS
ASSETS	<ul> <li>□ Damage or loss to livelihood and non-livelihood assets: irrigation, water, housing, agricultural input, animal cages, work place, urban infrastructure, etc.</li> <li>□ Reduced mobility (no access to work or services due to disruption of transport networks)</li> <li>□ Temporary or long term water, food, electricity, telecommunication, etc. shortages or disruptions (with potential price hikes and higher market volatility)</li> </ul>	<ul> <li>□ Physical asset strengthening, e.g. housing, irrigation, electricity, generators away from high-risk zones</li> <li>□ Flood barriers, green dykes, tree planting</li> <li>□ Safe harbors</li> <li>□ Demarcation of hazardous areas. Erosion warning boards, flood poles</li> <li>□ End-to-end early warning infrastructure, in particular in remote areas</li> <li>□ Promotion and enforcement of Build Back Better building codes</li> <li>□ Conditional loans for house and asset strengthening</li> <li>□ Improved disaster-proof animal shelter</li> <li>□ Community climate risk assessment and planning, including evacuation planning</li> <li>□ Upgrading of evacuation facilities</li> <li>□ Public works</li> </ul>
NATURAL RESOURCES AND ECOSYSTEMS	<ul> <li>□ Degradation and depletion of crucial natural resources and ecosystems: water salinization and reduction of freshwater, land/soil (including sediment), biodiversity, forest (mangroves), air, etc.</li> <li>□ Weakened ecosystem services (pollination, water purification, soil formation, carbon storage, biodiversity balance, etc.)</li> </ul>	<ul> <li>□ Landscape and ecosystem-wide planning</li> <li>□ Application of green production, good agricultural practice, climate smart agriculture</li> <li>□ Water efficiency and savings techniques, including for irrigation. Rainwater harvesting and storage – roof-top tanks, small reservoirs, ponds</li> <li>□ Reduce run-off/increase rain water infiltration by planting barriers such as Vetiver, lemon grass, Agave etc.</li> <li>□ Water source protection</li> <li>□ Recovery of degraded soil, mangroves, wetlands</li> <li>□ Afforestation, forest protection, REDD+</li> <li>□ Biodiversity re-introduction</li> <li>□ Climate risk assessment and planning: community, watershed, ecosystem-based</li> <li>□ Co-management of mangroves, forest, watershed etc., community patrolling</li> <li>□ Natural resources management awareness raising and behavior change initiatives</li> <li>□ Waste management, recycling</li> <li>□ Electricity saving</li> <li>□ Changing water and electricity pricing policies.</li> <li>□ Payment for Ecosystem Services, monetary incentives for natural resources protection</li> <li>□ Renewable energy (solar, wind, biogas, improved cookstoves)</li> </ul>
TION HEALTH	<ul> <li>□ Decreased labour productivity</li> <li>□ Risk of dengue fever and other water-borne diseases, contaminated water, respiratory diseases</li> <li>□ Malnutrition (e.g. protein decrease in certain crops) and food security (food access, utilization and price stability)</li> <li>□ Increased mortality</li> <li>□ Psycho-social and other health-related stress</li> <li>□ Disruption to health (including family planning) services</li> <li>□ Potential increase of gender based violence</li> <li>□ Lower school attendance</li> <li>□ Disruption to schooling</li> </ul>	Stocking of essential medicines and WASH materials Safe hospital plan. Upgrading of evacuation facilities Climate proofing of health facilities (including relocation if needed) Issue health workers with emergency equipment (stretchers, medical kits, boats) Training of health workers in responding to illnesses and injuries caused by climate related impacts WASH, nutrition, hygiene promotion, awareness raising and behavior change initiatives Food buffer stocks Swimming classes, in particular for women and children Community outreach health network and services Investment in psycho-social and counseling services Gender Based Violence safeguards  Literacy skills Awareness raising and behavior change initiatives
EDUCATION	Degradation of educational facilities	Mobile schools and libraries  Climate proofing of educational infrastructure (including relocation if needed)





# 6

## FORMAT FOR VILLAGE CBA PLANNING (UPDATE) REPORT

The format suggested for the CBA action plan is as follows, summarizing all information obtained from the participatory tools and leaving more space to add details during this action planning tool. It is aligned with traditional Government reporting formats but should be adjusted according to local context and project objectives:

## FORMAT FOR VILLAGE CBA PLANNING (UPDATE) REPORT

Date and location:

Facilitation team and profile of participants (disaggregation by gender and other socio-economic factors):

		1	Male			F	emale	
Sub-group	Kinh	Ethnic minorities	People living with disabilities	Other socio- economic groups	Kinh	Ethnic minorities	People living with disabilities	Other socio- economic groups
Men								
Women								
Village authorities*								

<sup>\*</sup>In the ICAM project, a third group comprised of local authorities (village leader, mass organizations, disaster preparedness staff etc.) was added besides the male and female community members' subgroups. This served to capture their knowledge and experience but also to reduce influence on the other subgroups.

- 0. Process or steps followed for assessment and action planning.
- 1. Background information (from secondary resources see other resource): socio-economic (population, poverty, main livelihoods), natural resources, existing situation on gender and vulnerable groups etc.
- 2. Information on climate change hazards, disasters and impacts (on various sectors, and men/women/particular vulnerable groups ): including a historical perspective.
- 3. List of past and present successful climate change coping and adaptation strategies (men/women/particular vulnerable groups), including mention of Government plans and programs.
- 4. Vision for a climate resilient future and achieving gender equality: men's vision, women's vision and community vision.
- 5. Adaptation action plan (to reach the vision): including short, medium and long term actions.

Village vision:	Visioning to	ool							
					Who wi	ll impleme	ent?		
Climate change effect or hazard	Impacts (M/F)*	Adapt. actions (M/F)*	SEDP sector	Target group (M/F)*	Community	Govt.	Others	When?	How? Resources needed
Historical and future timeline	Seasonal calendar Mapping							Activity clock	
		Impact Adaptatio				CBA Actio	n Plan		

<sup>\*</sup>add other vulnerable socio-economic groups such as people living with disabilities, landless, ethnic minorities, etc.

## **CBA PLANNING ANNUAL UPDATE**

If the CBA planning process is repeated every year through update or feedback meetings, the following format can be used, attached to the initial report (as above):

### Date and location:

Facilitation team and profile of participants (disaggregation by gender and other socio-economic factors):

		N	Female					
Sub-group	Kinh	Ethnic minorities	People living with disabilities	Other socio- economic groups	Kinh	Ethnic minorities	People living with disabilities	Other socio- economic groups
Men								
Women								
Village authorities*								

<sup>\*</sup>In the ICAM project, a third group comprised of local authorities (village leader, mass organizations, disaster preparedness staff etc.) was added besides the male and female community members' subgroups. This served to capture their knowledge and experience but also to reduce influence on the other subgroups.

- 0. Process or steps followed for updating the CBA plan:
- 1. Climate hazards and impacts in the past year:
- 2. Major socio-economic events occurring in the past year:
- 3. CBA actions implemented over the last year: (what, when, where, how, for who, impact, funding, etc. with disaggregated information):
- 4. Updated CBA action plan:

Village vision:	Visioning to	pol							
					Who wi	ll impleme	nt?		
Climate change effect or hazard	Impacts (M/F)*	Adapt. actions (M/F)*	SEDP sector	Target group (M/F)*	Community	Govt.	Others	When?	How? Resources needed
Historical and future timeline	Seasonal calendar Mapping							Activity clock	
		Impact Adaptatio				CBA Actio	n Plan		

<sup>\*</sup>add other vulnerable socio-economic groups such as people living with disabilities, landless, ethnic minorities, etc.

## TEN STEP CBA PLANNING PROCESS FLOWCHART

CTED		DECLUES.
STEP	ACTIVITIES	RESULTS
CBA ORIENTATION FOR PROVINCE/ DISTRICT LEADERS	<ul> <li>Orientation: CC, CBA planning and gender</li> <li>Discussion on role of CBA task force</li> <li>Discussion on resources for CBA</li> </ul>	☐ Improved understanding on CC, CBA and gender ☐ Approval and commitment of authorities to CBA planning steps ☐ Agreement on the importance and involvement of CBA taskforce
2 ESTABLISHMENT OF CBA TASKFORCE	<ul> <li>Formal and informal meetings for selection and approval of CBA taskforce members</li> <li>Discussion on CBA trainers' profile</li> </ul>	<ul> <li>Officially established or confirmed CBA taskforce of the main decision makers on climate change adaptation in the province</li> <li>A gender balanced list of potential CBA trainers</li> </ul>
TRAINING OF TRAINERS (TOT) FOR CBA TRAINERS	<ul> <li>» Training on CC, CBA and DRR, (gender responsive) CBA planning process and tools</li> <li>» Training on community facilitation skills</li> </ul>	☐ A core group of qualified gender balanced CBA  Trainers from province and district that will lead the next steps of the CBA planning process  ☐ Updated training package on CC and CBA planning
CBA ORIENTATION FOR COMMUNE/ VILLAGE LEADERS	<ul> <li>» Orientation: CC, CBA planning and gender</li> <li>» Discussion on CBA planning process steps</li> <li>» Discussion on CBA facilitators' profile</li> </ul>	☐ Improved understanding on CC, CBA and gender ☐ Approval and commitment of authorities to CBA planning steps ☐ A gender balanced list of potential CBA facilitators
TRAINING OF CBA PLANNING FACILITATORS	<ul> <li>» Training on (gender responsive)</li> <li>CBA planning process &amp; tools; incl.</li> <li>field testing</li> <li>» Training on facilitation skills</li> </ul>	A group of qualified gender balanced CBA Facilitators from the commune and village (including village leader) that will help the CBA trainers facilitate next steps of the CBA planning
6 DEVELOPMENT OF WORK PLAN FOR VILLAGE CBA PLANNING	» Work planning session	A detailed work plan, including time schedule and logistics, jointly developed by the CBA trainers and CBA facilitators to carry out the village CBA planning
7 VILLAGE CBA PLANNING	<ul> <li>Preparation: secondary data collection</li> <li>Analysis of climate risk, impact and capacity</li> <li>Planning for a future with climate change</li> </ul>	<ul> <li>□ Village CBA planning reports, incl. climate risk and impact analysis and a gender responsive Village CBA Plans with prioritized CBA actions</li> <li>□ Increased awareness among communities on CC and adaptation</li> </ul>
MAINSTREAMING CBA INTO COMMUNE AND DISTRICT SEDP	<ul> <li>» Merge village CBA plan into commune plan</li> <li>» 'Climate proofing' of SEDPs (and other plans) and integration of CBA actions</li> </ul>	☐ Village CBA priorities are included in the SEDP action plan, and are properly resourced or supported ☐ Improved capacity of CBA taskforce on CBA mainstreaming into SEDP
CBA PLAN IMPLEMENTATION AND M&E	<ul> <li>» Implementation of CBA actions</li> <li>» Monitoring, evaluation and learning</li> <li>» Ongoing access to climate information</li> </ul>	☐ Village CBA priorities implemented ☐ Implementation progress and challenges regularly monitored by communities and local authorities
ANNUAL UPDATE AND FEEDBACK	» Annual community meetings for update and feedback on CBA plans and their implementation	☐ Updated Village CBA Plans, with re-prioritized CBA actions ☐ Communities and authorities received most updated climate information and are aware of CBA plan implementation progress

# 8 VILLAGE CBA PLANNING - FLOWCHART

Secondary data

Day 1 - Climate risk, impact and capacity analysis

Day 2 - Visioning and planning

Documenting and sharing



Daily activity clock exercise



- » Climate Change Game
- » Historical and Future Timeline, including 3 Causes and 3 Effects of Climate Change
- » Seasonal Calendar
- » Resource and Hazard Mapping
- » CC impacts and adaptation tree





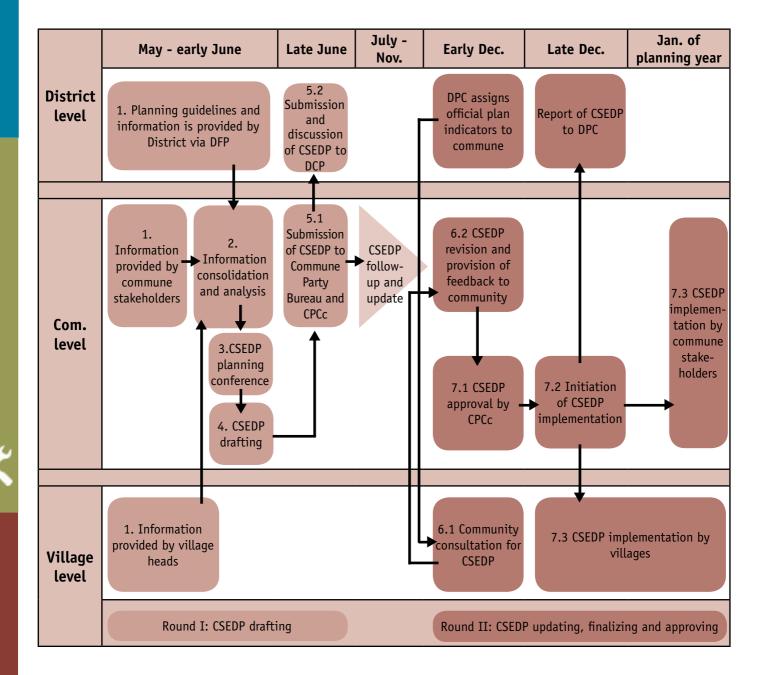
- Recap Day 1 Results
- » Visioning for a future with climate change
- » Formulating& prioritizingadaptation options
- Community BasedAdaptation ActionPlan



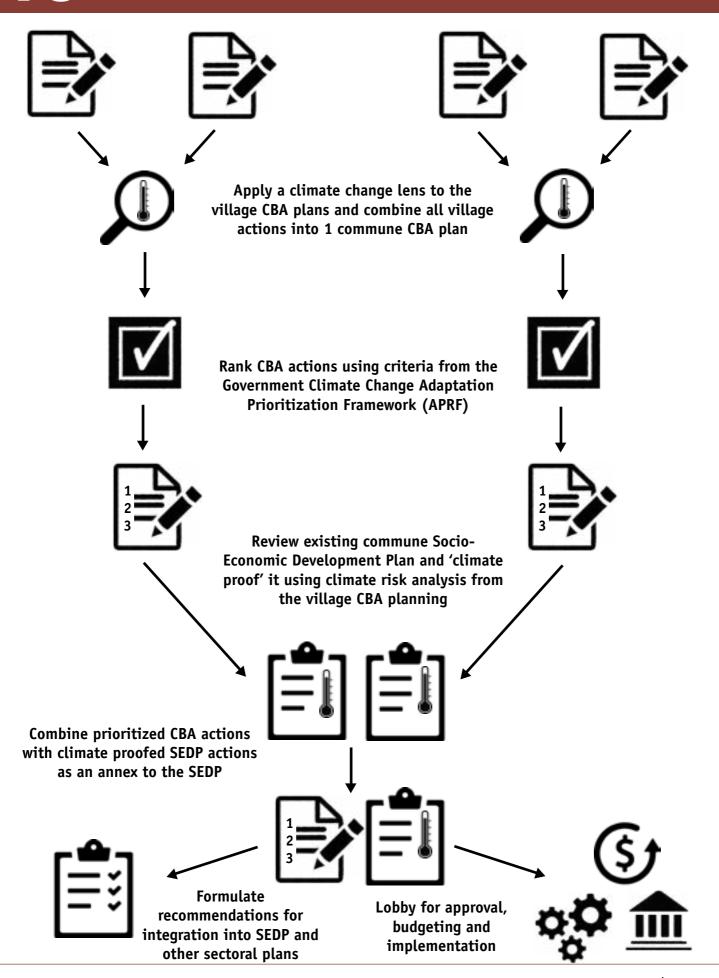


## **OVERVIEW OF ANNUAL SEDP PLANNING PROCESS**

Source: Manual. How to formulate annual socio economic development plans at commune level. MPI. 2011.



# MAINSTREAMING CBA INTO SEDP FLOWCHART





## FORMAT COMMUNE CBA PLAN

The following format has been applied by the CARE ICAM project, for consolidating village CBA plans into one commune CBA plan, at the same time applying an extra 'climate lens' to ensure all village CBA actions are linked to prevailing climate hazards and impacts:

	Priority ranking (1-5)		5			3				
	Pri rat						+:			
		Other (	1			×	Project	staff		
	Who implements?	Community	×			ı				
	Wh	Govt.	×	CFSC		×	DARD			
	(6	Other	-			×	project	funding		
	Resources (specify)	Community	×	Labour						
	Res	Govt.	×	Funding		×	technical	support		
	Time	2016- 20	×	(2 boards	in 2016)	×	(2016-	2017)		
	ï	2015	×	(2)						
	Location		×	commune, Y village			commune, Y/Z/W	villages		
	Target		4 boards			5	trainings			
	Beneficiary (M/F)		1,000 people	living in the area (45% men, 55%	women)	100 onion	farmers (60 women, 30	men)		
ame:	Response to which		River bank	erosion - river floods		Drought,	less rainfall, higher	temperature		
Commune name:	Activity		Erosion	warning boards		Training	on bio- fertilizer			
တ			1			7			3	

	Priority ranking (1-5)					
		Other				
	Who implements?	Community				
	W	Govt.				
	fy)	0ther				
	Resources (specify)	Community				
	Res	Govt.				
	Time	2016- 2020				
	Ε	2015				
	Location					
	Target					
	Beneficiary (M/F)					
me:	Response to which					
Commune name:	Activity					
Cor			7	7	М	4

# 12 GOVERNMENT CRITERIA AND SCORING SHEET FOR SCREENING CBA ACTIONS

The following table is an overview of the criteria for screening adaptation activities as suggested in the Ministry of Planning and Investment (MPI) Adaptation Prioritization Framework (APRF) Guidelines, Decision 1485/QD-BKHDT (17 October 2013). Per the guidelines, the main purpose of these criteria is to use at province and district level to score and rank adaptation activities. The results of the scoring (among other criteria) are then used for allocation of resources between the different districts and provinces:

## ACTION SHOULD AIM FOR ONE OR MORE OF THE FOLLOWING ADAPTATION OBJECTIVES:

## STRENGTHENING CLIMATE MONITORING AND EARLY WARNING CAPACITY

- 1. Developing and operating climate change and sea level rise monitoring systems with modern accurate technologies (particularly on sea level rise monitoring), ensuring the production of information per climate zones in Vietnam supporting policy making process from the central to the local level.
- 2. Strengthening capacity of forecast and early warning of extreme weather events, which occur more frequently due to climate change, for social economic development and effective disaster prevention.
- 3. Developing a set of maps on climate and climate change, zoning maps and warnings on natural hazards such as flash flood, landslide, and flood.

## **ENSURING FOOD SECURITY**

- 1. Ensure appropriate and sustainable maintenance of land for agriculture (agriculture and forest)
- 2. Adjusting disease prevention methods for plants and animals and applying bio-technologies and advanced production technologies to adapt to climate change:

  | Drought water shortage

Ш	Drought, water shortage
	Unusual flood
	Cyclones
	Storm

Unseasonal rain

Landslide due to flood

☐ Sea level rise ☐ Salinization

3. At the same time, based on capacity, implementing weather based agriculture insurance, including linked to forest.

### **ENSURING WATER SECURITY**

Comprehensive planning and management of water resources for river basins.

## PROACTIVELY RESPONDING TO NATURAL DISASTERS, REDUCING DISASTER RISKS, INCLUDING SEA LEVEL RISE, PREVENTING FLOOD IN BIG CITIES, STRENGTHENING RIVER AND SEA DYKES AND RESERVOIR SAFETY

- 1. Implementing comprehensive solutions from mapping, assessing and zoning hazards and disaster risks, such flash flood, drought etc.
- 2. Adjusting planning, technical standards, construction guidelines in areas which are frequently affected by natural disasters to adapt to climate change and sea level rise.
- 3. Strengthening sustainable management, development, and conservation of mangroves and protected forests.
- 4. Investing in upgrading or constructing flood proofed infrastructure for large cities; disaster prevention infrastructure against flood, storm, landslide, drought, salinization) to proactively respond to increasing disasters due to climate change; improving capacity for disaster response.

### STRENGTHENING MANAGEMENT CAPACITY, IMPROVING CLIMATE CHANGE POLICIES AND MECHANISMS

1. Identifying strategic solutions for Viet Nam which are in line with global climate change adaptation activities.





- 2. Establishing and improving appropriate organizations, institutions and mechanisms to manage climate change, increasing participation of the whole political system to effectively adapt to climate change.
- Developing management mechanisms, using climate change investment capital, encouraging international support to take advantage of international community assistance and increase the effectiveness of bilateral and multilateral international support.
- 4. Developing and finalizing evaluation indicators for activities and projects prioritizing climate change adaptation.

#### PROTECTING VULNERABLE GROUPS AND COMMUNITIES

- 1. Developing policy mechanisms to support and mobilize the society to take part in climate change adaptation; testing the model of community based adaption to climate change.
- 2. Upgrading community healthcare system for preventing epidemics and diseases and emerging diseases because of climate change impacts.

### RAISING AWARENESS. DEVELOPING HUMAN RESOURCES TO RESPOND TO CLIMATE CHANGE

- 1. Raising awareness and knowledge on disaster and climate change preparedness, promoting researches to apply local knowledge in disaster preparedness and climate change adaptation.
- 2. Developing and strengthening capable human resources to effectively implement climate change adaptation activities.

### **DEVELOPING CLIMATE CHANGE ADAPTATION SCIENCES AND TECHNOLOGIES**

1. Implementing national science and technology program on climate change to clearly recognize and evaluate impacts of climate change and sea level rise in each domain of life, economy and society; continue to research to update scenarios of climate change and sea level rise. 2

•	Implementing researches to apply new technologies in climate change adaptation, in response to:
	☐ Drought, water shortage
	☐ Unusual flood

Unusual flood
Cyclones
Storm
Unseasonal rain
Landslide due to flood
Sea level rise

Salinization

The following scoring sheet has been adapted by the CARE ICAM project for scoring village CBA actions (step 8 of the CBA planning process). It is based on the MPI APRF criteria and guidelines. Other project-specific criteria i.e. on gender and women's empowerment were also added in a separate additional scoring:

		Direct benefits:						Other add	litional	objectives o	r benefit	s			
Adapt-ation action	Climate change adaptation elements	Does it reach one of the APRF priority objectives on climate change adaptation?						Contributing to mitigation and GHG Indirect social benefits emission reduction			Saving or protecting water resources	Good natural resources manage- ment	TOTAL		
		0-10	0-3		0-2		0-3			0-1	0-1	20 points			
		If one of the adaptation objectives as in APRF Decision QD1485/BKHDT is valid = 10 points (see below)	No (0)	Low (1)	Average (2)	High	No (0)	Average (1)	High	Poverty Reduction (1)	Health	For ethnic groups or people living with disabilities (1)			
Livelihoods															
Training on resilient crop planting techniques	Drought protection, biofertilizer, watersaving	Objective 2 10 points	x	Х	Х	3	х	х	2	1	0	1	1	0	18
Quality control of use of seedlings (rice, onion)	Protection against pests	Objective 2 10 points	х	Х	Х	3	0	х	×	1	0	1	0	0	15



	TOTAL	20 points				
	Good natural resources manage- ment	0-1				
	Saving or protecting water resources	1-0				
ts	oenefits .		For ethnic groups or people	living with disabilities (1)		
or benefi	Indirect social benefits	0-3	Health	(1)		
Other additional objectives or benefits	Indire		Poverty Reduction	(1)		
itional	y to d GHG ction		High	(2)		
Other add	Contributing to mitigation and GHG emission reduction	0-2	Average	(1)		
	Co miti emis		N <sub>O</sub>	(0)		
	ss, and		High	(3)		
	Cost-effectiveness, financial feasibility ar sustainability	0-3	Average	(2)		
	ost-ef incial sust		Low	(1)		
	fine		No	(0)		
Direct benefits:	Does it reach one of the APRF priority objectives on climate change adaptation?	0-10	If one of the adaptation objectives as in	QD1485/BKHDT is valid = 10 points (see below)		
	Climate change adaptation elements					
	Adapt- ation action				Livelihoods	



# 13 LIST OF TRAINING RESOURCES ON CLIMATE CHANGE ADAPTATION, DISASTER RISK REDUCTION, AND GENDER

**Technical Material on Disaster Risk Reduction and Climate Change Adaptation.** MARD, UNDP, July 2012. (English and Vietnamese)

http://www.vn.undp.org/content/vietnam/en/home/library/environment\_climate/training\_material\_DRR.html



- » Introduction to hazards, disaster risk and climate change
- » Institutional arrangements for DRM and CC in Vietnam
- » Climate change in Vietnam
- » Disaster Risk Reduction (DRR)
- » Disaster Risk Management (DRM)
- » Disaster Risk Assessment
- » Disaster Information Management and Damage and Needs Assessment (DANA)
- » Community Based Disaster Risk Management (CBDRM)
- » Climate change adaptation and integration with DRR

Handbook

PowerPoint presentations per chapter

**Teaching Manual on Climate Change Education.** MOET, Live and Learn, Save the Children, Plan, 2012. (English and Vietnamese)

http://www.livelearn.org/sites/default/files/docs/Climate%20change%20Teaching%20Manual\_Eng\_final\_05032013.pdf and https://www.youtube.com/watch?v=Nyy0eZi0oLM (video)



- » Weather, climate and climate change
- » Climate change impacts
- » Responses to climate change
- » Practicing skills to respond to climate change

Handbook
PowerPoint
presentations
Teacher factsheets

Video

**Training package on climate change.** SRD, CCWG, VNGO&CC. (Vietnamese)

http://www.srd.org.vn/index.php/publications/project-publications under 'climate change'



- » What is climate change? What is global warming?
- » Climate change mitigation and adaptation
- » Response to climate change

Curriculum for TOT trainers Q&A Handbook NGO good practices

**Guidelines on Mainstreaming DRR and CCA into Development Programmes.** CCWG, DMWG, JANI, March, 2011. (English and Vietnamese)

http://www.ngocentre.org.vn/pub/integrating-disaster-risk-reduction-and-climate-change-adaptation-development-programmes-guideli



- » Key concepts
- » Justification for mainstreaming
- » Understanding CCA/DRR mainstreaming
- » CCA/DRR mainstreaming process step by step

Booklet

Mainstreaming Climate Change Adaptation: A Practitioner's Handbook. CARE, October, 2009. (English)

http://cfovn.mpi.gov.vn/Portals/0/Upload/6\_CARE%20-%20Mainstreaming%20Climate%20Change%20 Adaptation%20Handbook%20CARE%20Vietnam%202009.pdf



- Understanding climate change
- Mainstreaming climate change adaptation in practice
- Tools for mainstreaming climate change adaptation

Handbook, including tools section

## **Gender Equity and Diversity Training Materials.** CARE 2013-2014. (English)

http://www.care.org/our-work/womens-empowerment/cares-gender-training-expertise-best-best#GEDModules



- Managing Diversity and Inclusiveness in a Multicultural Workforce
- Dialoque Across Difference
- Managing for Diversity
- Gender Training
- Sexual and Reproductive Health
- Engaging Men and Boys for Gender Equality
- Social Analysis and Action
- Women Empowerment Impact Measurement

Manuals Online toolkits Technical support

Recognise the strength of women and girls in reducing disaster risks. Stories from the Field. UN Women, Viet Nam Women's Union, Save the Children, Oxfam and CARE. 2012. (Vietnamese and English)

http://www.un.org.vn/en/publications/government-agency-publications/doc\_details/305-recognise-the-strength-ofwomen-and-girls-in-reducing-disaster-risks.html and https://www.youtube.com/watch?v=pD-c3odp2FI (video)



Case studies on the role of women in disaster risk reduction activities

Storybook Video

## Training Manual on Gender and Climate Change. IUCN, UNDP, GGCA. 2009. (English)

http://cmsdata.iucn.org/downloads/eng\_version\_web\_final\_1.pdf



- Gender and Gender Mainstreaming
- International law instruments as a framework for mainstreaming gender in climate change
- Overview of gender issues and climate change
- Gender mainstreaming in adaptation efforts
- Gender-sensitive strategies for mitigation actions
- Gender-sensitive strategies on technology development and transfer to support actions on mitigation and adaptation
- Gender mainstreaming in climate change financing mechanisms

Handbook

For a detailed overview of available training materials, IEC materials and products, handbooks and guidelines on climate change and disasters, consult the following resource: Mapping on DRR and CC education and communication in Viet Nam. Live&Learn, Plan, Save the Children, 2012 (contact vietnam@livelearn.org)

There is also a Government approved list of available 'master trainers' on CBDRM available online the MARD Disaster Management website: http://www.dmc.gov.vn/ on Centre InfomationCenter/%C4%90%E1%BB%81%C3%A1n1002QLRRTTDVCD/Teachers/tabid/109/language/en-US/Default.aspx



# OTHER GUIDELINES AND MANUALS ON CBA



Climate Vulnerability and Capacity Assessment Handbook (CVCA). CARE. 2012

This handbook provides a proven methodology that helps to understand the implications of climate change for the lives and livelihoods of the people we work with. By combining local knowledge with scientific data, the process builds on people's understanding about climate risks and adaptation strategies. It provides a framework for dialogue with communities, as well as between communities, authorities and other stakeholders.



Community-Based Adaptation Toolkit. CARE, IISD. 2010

The CBA Toolkit offers a practical how-to guide for project teams in completing the project cycle for CBA projects. It includes step-by-step guidance and recommended tools for all stages of the project cycle, along with links to useful resources and checklists for key project documents. It also includes CBA Project Standards to help ensure high quality analysis, design, implementation and information & knowledge management (including monitoring & evaluation) in your CBA project.



Participatory Monitoring, Evaluation, Reflection and Learning (PMERL) in Community-Based Adaptation. A Manual for Practitioners. CARE. 2014

The PMERL Manual helps practitioners to measure, monitor and evaluate changes in local adaptive capacity, for better decision-making in Community-based Adaptation activities. The approach provides a platform for local stakeholders to articulate their own needs and preferences and advance monitoring, evaluation and learning of complex climate processes.



Vulnerability Assessment and Adaptation Planning. Training of Trainers Manual. Hariyo Ban Program. USAID, WWF, CARE. 2014.

This manual is designed for a Training of Trainers on climate change, vulnerability assessment and adaptation planning. Cross-cutting issues like livelihoods, gender equality and social inclusion, and governance have been given due importance in this training manual. This manual provides a step-by-step guide for the people engaged in local development, and adaptation planning.



Climate change and Environmental Degradation Risk and adaptation Assessment (CEDRA). Tearfund. 2012.

The CEDRA process is design to help practitioners take a structured approach to identifying possible impacts of climate and environmental change. It helps you access and understand climate and environmental science and compare this with communities' experience. It intentionally ensures that development, adaptation to climate and environmental change and resilience to disasters are addressed together. It results in an assessment and an action plan.

# 15 GLOSSARY

References: Disaster Risk Reduction and Climate Change Adaptation. Training material. UNDP, MARD. 2012.

Talking Toolkit; how smallholding farmers and local governments can together adapt to climate change.

World Agroforestry Centre (ICRAF) Vietnam. 2013.

Making it Count. Integrating Gender into Climate Change and Disaster Risk Reduction: A practical how-to guide. CARE in Vietnam, UN women, GIZ. 2015.

Adaptation Thích ứng	The adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.	Sự điều chỉnh hệ thống tự nhiên, cấu trúc xã hội, thể chế và các hoạt động của con người nhằm ứng phó với các điều kiện khí hậu hiện tại hoặc tiềm tàng để hạn chế tác hại và tận dụng các cơ hội của nó.
Capacity Khả năng	The combination of all the strengths, attributes and resources available within a community, society or organisation that can be used to achieve agreed goals.	Tổng hợp các nguồn lực, điểm mạnh và đặc tính sẵn có trong cộng đồng, tổ chức, xã hội có thể được sử dụng nhằm đạt được các mục tiêu chung.
Climate change Biến đổi khí hậu	A change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties, and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forcings, or to persistent anthropogenic changes in the composition of the atmosphere or in land use.  In short, climate change is "A change in the climate that persists for decades or longer, arising from either natural causes or human activity."	Biến đổi khí hậu là sự biến đổi trạng thái của khí hậu so với trung bình và/hoặc dao động của khí hậu duy trì trong một khoảng thời gian dài, thường là vài thập kỷ hoặc dài hơn. Biến đổi khí hậu có thể là do các quá trình tự nhiên bên trong hoặc các tác động bên ngoài, hoặc do hoạt động của con người làm thay đổi thành phần của khí quyển hay trong khai thác sử dụng đất.  Nói một cách ngắn gọn, "Biến đổi khí hậu là sự thay đổi của khí hậu diễn ra trong 1 khoảng thời gian dài, do nguyên nhân tự nhiên hoặc hoạt động của con người gây ra".
Disaster Thảm họa	A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.	Sự gián đoạn nghiêm trọng các hoạt động của cộng đồng dân cư hoặc xã hội, gây ra những tổn thất và mất mát về tính mạng, tài sản, kinh tế và môi trường mà cộng đồng và xã hội đó không có đủ khả năng chống đỡ.
Disaster risk Růi ro thảm họa	The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period.	Những tổn thất tiềm ẩn về tính mạng, tình trạng sức khỏe, các hoạt động sinh kế, tài sản và các dịch vụ 1 do thảm họa gây ra cho một cộng đồng hoặc một xã hội cụ thể trong một khoảng thời gian nhất định.







Giảm thiểu rủi ro thảm họa The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

Quan điểm và biện pháp giảm thiểu các rủi ro thảm họa thông qua những nỗ lực mang tính hệ thống để phân tích và quản lý các nguyên nhân của thảm họa bao gồm việc giảm mức độ nguy hiểm trước hiểm họa, giảm tình trạng dễ bị tổn thương của con người và tài sản, quản lý hiệu quả đất và môi trường, và cải thiện khả năng phòng ngừa các sự kiện bất lợi.

#### **Exposure**

Tính phơi nhiễm Exposure refers to the nature and degree to which an ecosystem or a community is exposed to climatic variation. It is an assessment of how frequently and severely climatic variation occurs in a particular location and it can vary considerably between locations. As an example, farmers along a river plain are likely to be more exposed to floods than farmers on a hill slope; the farmers on the river plain will experience flooding more often than the hill farmers.

Tính phơi nhiễm chỉ bản chất và mức độ mà một hệ sinh thái hoặc một cộng đồng phái tiếp xúc với sự biến đổi khí hậu. Đó là một đánh giá về tần số xuất hiện và mức độ nghiêm trọng của biến đổi khí hậu diễn ra tại một địa phương cụ thể và nó có thể khác nhau đáng kể giữa các địa phương khác nhau. Ví dụ, nông dân sống dọc bãi sông có khả năng phơi nhiễm cao hơn với lũ lụt so với những nông dân sống ở triền đồi; nông dân van sông sẽ gặp nhiều lũ lụt hơn nông dân vùng cao

#### Gender

Giới

The attitudes, feelings, and behaviours that a given culture associates with a person's biological sex. Gender defines what it means to be a man or woman, boy or girl in a given society1 – it carries specific roles, status and expectations within households, communities and cultures. The traits and characteristics associated with gender differ from culture to culture, may vary within cultures, and evolve over time.

Giới đề cập thái độ, cảm xúc và hành vi mà một nền văn hóa nhất định quy định cho giới tính sinh học của một người. Giới xác định một người đàn ông/phụ nữ, trẻ em gái/trẻ em trai thì phải như thế nào trong một xã hội – giới gắn với vai trò, vị thế, và sự kỳ vọng của gia đình, cộng đồng và nền văn hóa. Những nét tiêu biểu và các đặc điểm gắn với giới khác nhau giữa các nền văn hóa, thậm chí có thể khác nhau trong một nền văn hóa, và thay đổi theo thời gian.

## Gender equality

Bình đẳng giới Gender equality does not mean that people of all genders are the same, but that their enjoyment of rights, opportunities and life chances are not governed or limited by their biological sex or gender. To achieve gender equality, we are not necessarily able to treat all people the same, but need to consider (different gender-based needs and roles) and combat existing inequalities.

Bình đẳng giới không có nghĩa là mọi người thuộc giới khác nhau thì phải giống nhau, mà là việc tận hưởng các quyền, các cơ hội trong cuộc sống không bị phụ thuộc hoặc giới hạn bởi giới tính về mặt sinh học hoặc bởi giới mà xã hội gán cho họ. Để đạt được bình đẳng giới, chúng ta không nhất thiết phải đối xử với tất cả mọi người như nhau, mà chúng ta cần xét đến những nhu cầu và vai trò khác nhau của các giới để đấu tranh loại trừ sự bất bình đẳng giới đang tồn tại.

## Greenhouse gases

Khí nhà kính

Gaseous constituents of the atmosphere, both natural and anthropogenic, that absorb and emit radiation of thermal infrared radiation emitted by the Earth's surface, the atmosphere itself, and by clouds.

Các loại khí trong khí quyển, cả tự nhiên và nhân tạo, hấp thụ và tỏa ra bức xạ nhiệt hồng ngoại do bề mặt trái đất, bản thân khí quyển và các đám mây phát ra.

#### Hazard

Hiểm họa

A dangerous phenomenon, substance, human activity 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.

Sự kiện, vật chất, hoạt động của con người hay điều kiện nguy hiểm có thể gây các tổn thất về tính mạng, thương tích, ảnh hưởng khác đến sức khỏe, thiệt hại tài sản, sinh kế và dịch vụ, gây gián đoạn các hoạt động kinh tế - xã hội hoặc tàn phá môi trường.



Những đặc điểm và hoàn cảnh của một cộng đồng,

hệ thống hoặc tài sản làm cho nó dễ bị ảnh hưởng

của các tác động bất lợi từ hiểm họa.

Mitigation Giảm nhẹ	Mitigation refers to activities to reduce greenhouse gas emissions and/or concentrations to halt the progress of climate change.	Giảm nhẹ chỉ những hoạt động giảm sự phát thải khí hiệu ứng nhà kính và/hoặc sự tập trung để kìm hãm sự tiến triển của biến đổi khí hậu.
Preparedness Phòng ngừa	The knowledge and capacities developed by governments, professional response and recovery organisations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.	Kiến thức và khả năng được chính phủ, các tổ chức ứng phó và phục hồi chuyên nghiệp, các cộng đồng và cá nhân xây dựng nhằm dự báo, ứng phó và phục hồi một cách hiệu quả với các tác động của hiểm họa hay tình trạng có thể, sắp hoặc đang xảy ra.
Resilience Khả năng ứng phó, phục hồi và thích nghi	The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.	Khả năng của một hệ thống, cộng đồng, xã hội trong vùng hiểm họa để chống đỡ, chịu đựng, thích nghi và phục hồi các tác động của hiểm họa một cách kịp thời và hiệu quả, bao gồm bảo tồn và khôi phục các công trình và chức năng cơ bản, thiết yếu.

The characteristics and circumstances of

a community, system or asset that make

it susceptible to the damaging effects of

**Vulnerability** 

Tình trạng dễ

bị tổn thương

a hazard.





## The Integrated Community-based Adaptation in the Mekong (ICAM) Project

In order to support vulnerable communities in the Mekong Delta Region adapt to the emerging climate change effects and improve their climate resilience, CARE International in Vietnam implemented the *Integrated Community-based Adaptation in the Mekong* (ICAM) Project in five communes of An Phu district – An Giang province and Vinh Chau district – Soc Trang province, from August 2012 until December 2015. Funded by the Australian Government, the project specifically targeted the most vulnerable in the two provinces, such as poor women, the landless, the land-poor, ethnic minorities and other vulnerable groups. The project focused on three key outcomes:

- Communities and local authorities have improved capacity to undertake gender-sensitive analysis and planning for community based adaptation and disaster risk reduction.
- Improved community resilience through the implementation of sustainable, community-level, integrated CBA and DRR interventions that benefit vulnerable people, particularly women.
- A strong evidence base and strengthened civil society provide a foundation for the scale up of community-based, equitable and gender-sensitive adaptation in the Mekong River Delta.

This manual is an easy-to-use, step-by-step guide to gender-sensitive community based adaptation planning, for use by practioners within CARE, other non-governmental organisations, and authorities in promoting the resilience of those most at risk from the impacts of climate change.

CARE International in Vietnam

P.O. Box 20 Hanoi
92 To Ngoc Van Road
Tay Ho District
Hanoi, Vietnam
(+84) 4 3716 1930
VNM.info@CAREint.org
www.care.org.au/vietnam
www.careclimatechange.org



