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UN HABITAT
SUSTAINABLE
COMMUNITIES
AND RESILIENT
INFRASTRUCTURE

World Vision

BRACED Myanmar Alliance COMMUNITY RESILIENCE ASSESSMENT AND ACTION HANDBOOK

This handbook has been prepared to support field teams that are facilitating the community resilience analysis and planning processes within BRACED



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FOR A BETTER URBAN FUTURE

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ACKNOWLEDGEMENTS

This handbook is the result of significant review of community disaster and climate risk assessment frameworks, consolidation of DRR and adaptation methodologies and contextualization for the situation in Myanmar. The review and design process of the BRACED resilience model was led by the BRACED Myanmar Alliance Coordination Unit (ACU) including Jeremy Stone, BRACED Alliance Coordinator and Bhushan Shrestha, BRACED Monitoring and Evaluation Manager. This latest version of the handbook was prepared by Julie Webb, climate change adaptation and resilience consultant.

This handbook has benefited from close coordination with the Myanmar Consortium for Community Resilience (MCCR) and the Inclusive Community Risk Assessment (ICRA) process. MCCR and BRACED have identified common process steps for assessing community resilience and this handbook has drawn on much of the guidance for use of tools from the ICRA.

The ACU would like to extend sincere gratitude to all of the BRACED partners for their inputs, review and recommendations for improvement of the resilience cycle handbook. The process

has been field tested by Action Aid, World Vision and Plan and has undergone a detailed review by all BRACED partners and Plan UK advisors Gloria Donate and Moira Simpson.

We are grateful for the technical inputs from Josefine Roos from the CDA learning collaborative for her contributions to the conflict screening process of the guidance. Thanks also goes to Plan International DRR advisors Jacobo Ocharan and Caroline Zastiral-Borchard for technical inputs into the child centered resilience components and Melanie Hilton from Action Aids women's empowerment team for a number of rounds of review from a gender and inclusion perspective. We are also thankful to the Regional Integrated Multi Hazard Early Warning Systems for supporting BRACED in use of the hazard ready community assessments and for providing tools for applying weather and climate information in the assessment process.

The BRACED Alliance would like to highlight and acknowledge the Myanmar Disaster Risk Reduction Working Group for coordination efforts in the resilience sector and for review and inputs of DRR WG members into the final draft.



I. INTRODUCTION TO THE HANDBOOK

Plan International, Action Aid, World Vision, Myanmar Environment Institute, BBC Media Action and UN Habitat are working together with funding from the Department for International Development (DFID) funded Building Resilience and Adaptation to Climate Extremes and Disasters program, known as the BRACED Alliance in Myanmar. The focus of the alliance's work is on building community resilience to climate induced extreme events. This handbook is an evolved version of the community resilience assessment cycle guidance note developed during the BRACED programme development phase which has been further refined for the context of resilience planning in Myanmar.

The overall aim of the BRACED Alliance

The overall aim of the BRACED Alliance is that:

'Vulnerable communities, driven by women and children, supported by effective institutions are more resilient to identified climate shocks and stresses'

The program has three broad objectives through which it aims to achieve its aim:

- 1.** Communities, especially women and children, are equipped with the knowledge and skills to mitigate the risks of and recover from climate shocks and stresses.
- 2.** Institutions are coordinated, responsive, accountable and inclusive in their in their management of climate risks
- 3.** The Evidence Base is strengthened and learning on managing climate extremes is disseminated to inform and influence the resilience related policy strategies and agenda international national and sub national levels.

PURPOSE OF THE HANDBOOK

The Handbook has been written to support the field staff of the BRACED alliance partners when they are undertaking the critical community led work, however will also be relevant for other practitioners working in resilience

The Handbook is structured around the BRACED Community Resilience Action cycle (see Page 7) and the Community Resilience Assessment Guiding Questions (see chapter 4). It offers suggested tools, and detailed guidance on using these tools, to assist with each stage of the process. It draws on established tools and methods and provides tailored context specific guidance in the context of Myanmar. The Handbook also provides guidance on using historic, current and future climate and weather information to support the community information. The resilience action cycle further presents checklists for screening prioritized resilience building activities to ensure they do no harm.

This Handbook and associated guidance notes will be reviewed and refined throughout the BRACED program based on experience of rolling it out in communities so that it can be utilised by other practitioners developing community resilience projects.

II. MYANMAR COMMUNITY RESILIENCE ASSESSMENT AND ACTION HANDBOOK

OBJECTIVES OF THE HANDBOOK

This community resilience assessment framework handbook serves as a user friendly guide for field staff, development practitioners, local government and communities on how to collect and analyse data that can be used to assess the resilience of a community in order to define specific interventions that will strengthen resilience.

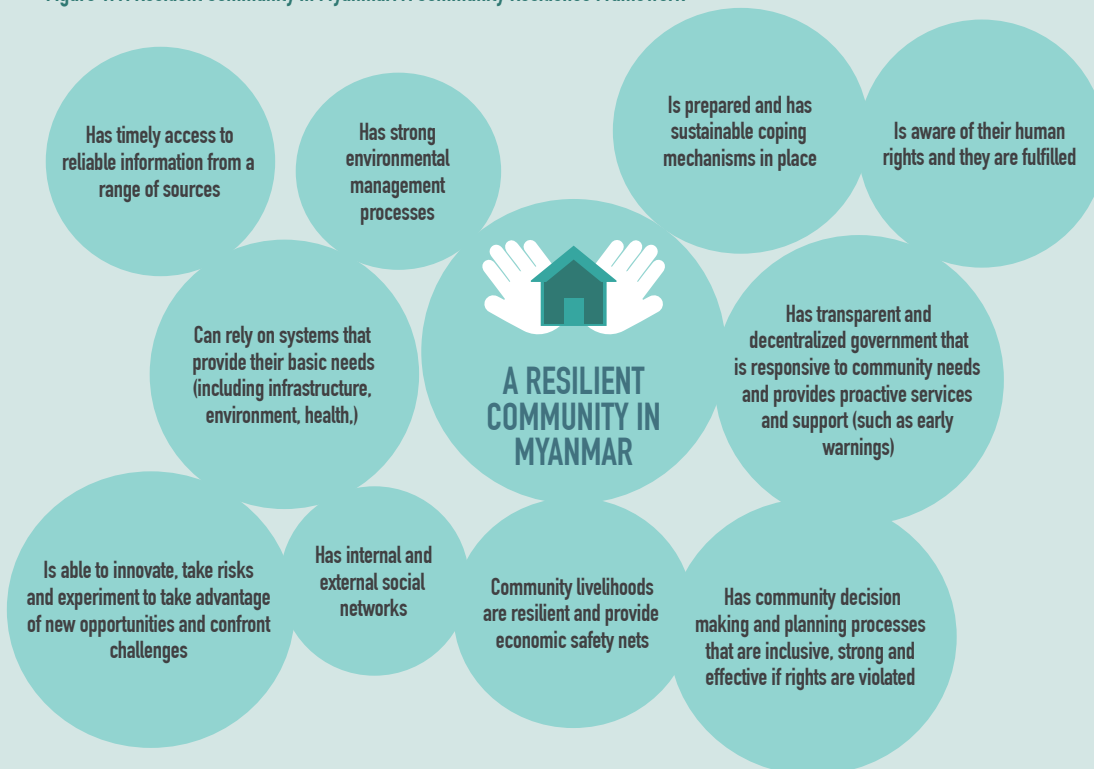
This tool builds on a wide variety of established methodologies and consolidates a number of vulnerability and capacity assessment tools to bridge disaster reduction and climate change approaches and addresses wider issues of conflict, environmental sustainability and inclusion.

BRACED is a global program that recognises that there is no template for defining or building resilience. It is essential to define who or what needs to be made resilient and against what kind of future change or shock. The indicators of climate resilience are, therefore, specific to a situation rather than generic. The BRACED Alliance is based on DFID's working definition of resilience:

"The ability of countries, governments, communities and households to manage change, by maintaining or transforming living standards in the face of shocks or stresses, while continuing to develop and without compromising their long-term prospects"

Through a workshop process alliance partners developed the Community Resilience Assessment and Action Handbook to set a guiding vision for program activities.

Figure 1: A Resilient Community in Myanmar: A Community Resilience Framework



This Community Resilience Assessment and Action Handbook contributed to the development of a set of Community Resilience Assessment Questions presented in chapter 4 to be explored through secondary research and community engagement. Seeking answers to these questions will allow the teams to develop an understanding of the resilience of a community and, based on this, to develop and implement relevant and appropriate resilience building activities.

The Community Resilience Assessment Questions aim:

1. To understand the **underlying drivers of vulnerability** and change for different groups
2. To understand what **climate extremes and disasters** (rapid and slow onset) the community is exposed to and how different people are affected.
3. To understand the different **sensitivities** (to both disaster and climate related and wider shocks and stresses) within the community
4. To understand what **capacities** exist within and outside the community: consider how well households, community groups and individuals are prepared to anticipate and recover from the climate extremes and disasters (rapid and slow onset) that do and will occur in the community

To support the Community Resilience Assessment process a matrix of tools for each question has also been provided in Annex 1.

KEY CONCEPTS

Resilience is the ability of countries, governments, communities and households to manage change, by maintaining or transforming living standards in the face of shocks or stresses, while continuing to develop and without compromising their long-term prospects. In Myanmar, the characteristics of community resilience are presented in Figure 1.

Vulnerability is affected by physical, social, economic, political and environmental factors and therefore vulnerability differs between individual people and contexts. Vulnerability is determined by exposure to a hazard, sensitivity to that hazard and capacity to anticipate, cope and respond to that hazard.

Exposure can describe the extent to which a geographic area or population at large is exposed to hazards due to hazard frequency and severity (large-scale exposure). On the other hand it can refer to the varying extent to which locations and people within a region or population experience the same hazard and its primary impacts (differential exposure).

Sensitivity is a reflection of how fragile or susceptible an individual or community is to a particular hazard.

Capacity is the ability of an individual or community to anticipate; cope and respond to a hazard. Capacity includes physical, institutional, social or economic means as well as skilled personal or collective attributes such as leadership and management. It is a combination of all the strengths and resources available within a community, society or organisation that can reduce the level of risk, or the effects of a disaster. Access to information and the ability to take risks and innovate are also contributing factors.

A **hazard** is a potentially damaging event, phenomenon or activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. They can be natural or human induced, rapid onset or slow onset. Hazards can be single, sequential or combined in their origin and effects. Each hazard is characterised by its location, intensity, frequency and probability.

III. BRACED ALLIANCE COMMUNITY RESILIENCE ACTION CYCLE

The BRACED Alliance Community Resilience Action cycle has four key steps:

Step 1: Preparation, community outreach and rapid assessment

Step 2: Community resilience assessment: preparation, implementation and analysis

Step 3: Resilience action planning, prioritization and screening

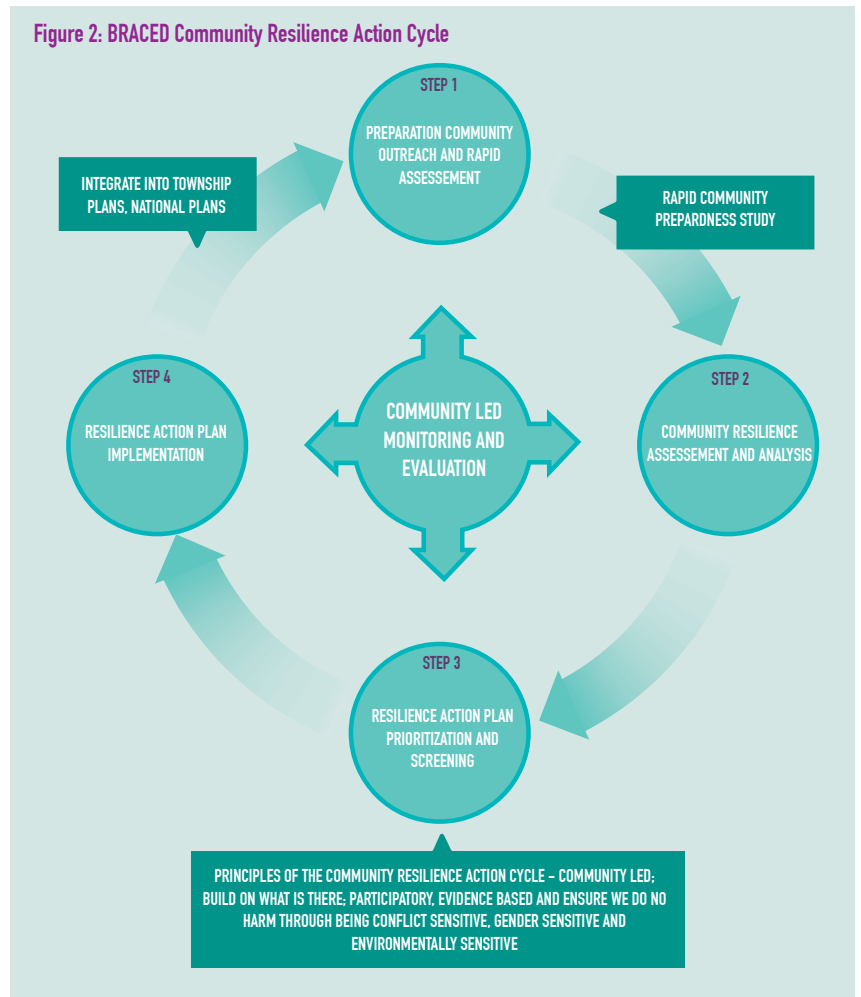
Step 4: Resilience action plan implementation and evaluation

Guidance is also given on reporting, community led monitoring and evaluation and advocacy and lobbying.

Principles of the community resilience action cycle

BRACED recognizes that the way we work with communities is critical to the program’s impact on our target populations. As such five principles have been developed to guide how we do our work, not just what we do.

Figure 2: BRACED Community Resilience Action Cycle



Community led:

The approach taken by the program aims to empower communities to take leadership in determining their own disaster risk and climate change adaptation priorities

Build on what is there:

Many of the communities already have some assessments and plans in place. Review all of these as part of the preparation and build on these.

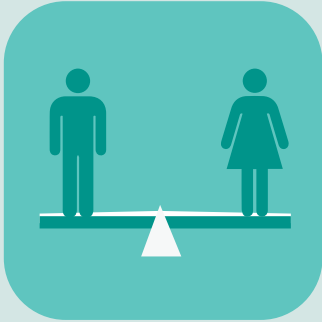
Based on evidence

All activities and interventions identified through the resilience assessment should be based on scientific evidence and validated data.

Participatory:

Women, men, girls and boys are key drivers of community resilience and climate smart sustainable development and all community members including the most vulnerable groups will participate in the program

Ensure we do no Harm by being...



Gender sensitive

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



Conflict sensitive

The BRACED Alliance has been designed within the political context of Myanmar. A conflict sensitive approach and tools have been developed based on this understanding.



Environmentally sensitive:

All activities will at least do no harm to the environment and at best improve the environmental conditions within which the communities live

The following sections of the Handbook provide detailed guidance on each of these steps. Additional materials, such as facilitator field guides, are included in Annexes.

Step 1: Preparation, community outreach and rapid assessment

Preparation

- **Review** Resilience Assessment Questions and determine what can and should be researched before going to the community
- **Review** all existing materials available on the location (including past project report and plans) to get an idea of the main issues expected and the different people in the community including literacy levels.
- **Review** climate and weather profiles and other available hazard and risk data to understand weather and climate variability and climate extremes in the proposed area.
- **Research** the context using secondary sources. See Box 1 for more guidance on this.



Box 1: Using secondary data

Reviewing data and information before going to a community will ensure the time spent with the community is more effectively used and data may be validated on site. This research will be used to inform the design of each detailed community vulnerability assessment and will help to refine detailed methodological questions as well as providing an overview of the target community and surrounding area. A desk review can initiate collection of:

Some secondary data sources

Climate and weather context

- **Historical weather patterns:** Regional Weather and Climate Profiles produced by RIMES
 - **Current and short/medium term forecasts:** National/sub national climate and weather information (department of Meteorology and Hydrology)- one day, 3day, 10 day and seasonal forecasts www.dmh.gov.mm
 - Rainfall
 - Temperature
 - Flood
 - Extreme events –Climate Profiles
 - **Future Climate (longer term):** National Adaptation Programme of Action Myanmar
- Other sources of climate/weather information and impacts
- Flooding information: <http://themimu.info/emergencies/monsoon-flooding>
 - MIMU emergency resources: <http://themimu.info/emergencies/general>
 - Regional Climate and weather profiles (Regional Integrated Multi-Hazard Early Warning Systems)
 - Climate Asia Assessment
 - Completed BRACED Resilience Assessment reports

- MONSOON Forum reports

Development and gender context:

- National/Sub national **socio-economic data**
- **National/Sub national Stakeholder information and identification**
- **National/Sub national/Local laws and regulations**
- **National/Sub national gender dynamics**
- **National-regional-local** development plans

Conflict context:

- National/Sub national socio-political and conflict dynamics

Environment context:

- Environment and ecosystem data
- Regional Strategic Environmental Assessment (RSEA) – Myanmar Environment Institute
- State of the environment report

Other hazard and risk mapping resources

- Seismic hazard assessment of Yangon City, 2015, UN-HABITAT
- Earthquake Risk Assessment of 3 Cities, 2012, UN-HABITAT
- Earthquake Risk Assessment of Mandalay, 2012, ADPC/DMH/ MEC
- Multi Hazard Risk Assessment of Rakhine State of Myanmar, 2011, UNDP/ ADPC/ MES
- Multi Hazard Risk Assessment of Nargis-affected Area, January 2011, UNDP/ TARU/ INRM/ MSR
- Hazard Profiling of Myanmar, 2009, ADPC
- Flood Hazard Mapping of Lower Chindwin River Basin, 2005, DOH India

- **Prepare communication** materials and outreach agenda
- Select a team to ensure gender balance, capacity, clear roles and responsibilities and the appropriate number of people in the team to complete the assessment. See Box 2.

Box 2: Selecting the assessment team

Having a team with the appropriate attributes and skills and experience is important so consider a team comprising both men and women of various age ranges and with:

- Skills in the facilitation of participatory processes and mobilisation of community members
- Understanding of gender and diversity - to ensure gender and diversity-sensitive facilitation and to analyze related vulnerability
- Experience in qualitative interviewing – to listen actively and push for deeper reflection and additional information
- Experience in gathering and interpreting weather and climate change information
- Sector expertise – Agriculture, water and sanitation, health, education, social development,

environment

- Skills in policy and institutional analysis – to analyze the enabling context
- Conflict management – to help the group understand diverse perspectives and opinions, and to come to conclusions and/or consensus
- Writing skills – to keep clear notes and prepare the report
- Language skills – able to fluently translate complex ideas and terminology between different local languages.

Individual roles and responsibilities

The team members should be assigned roles such as team leader, logistics manager, facilitator, record keeper.

- **Request** access to the community and plan an agenda that ensures inclusion of all groups and has **enough time to engage with all groups and gain support for the program [template for community engagement process – sequencing etc]**
- **See Box 3 for tips on facilitation and inclusion of different voices**
- **Prepare logistics** for the team (transport, accommodation and food). See Box 4 for some specific suggestions.

Box 3 Ensuring Inclusion in the Assessment

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

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

Key concept of inclusiveness:

- Create spaces for plurality of voices and narratives of community including **Physical access** (where are meetings/activities being held? Can all members of the community physically access the venue? - ensure accessibility for women and children with disabilities. When (day/time) are meetings held and are all members available during the time. You might need to arrange separate meetings at different time to involve some members. Can all members afford to travel to the venue? Are facilities provided for elderly people/pregnant women, e.g. toilets, seating?)
- **Divide** the community into groups to better manage the input and discussions.
- **Do not predetermine groups** however judge who is participating and ask who may have different perceptions and opinions and justify why and how you splitting up the groups e.g. Women persons/people with disabilities, Children, elderly
- **Opportunity to participate** (are people aware that activities are taking place? How can you inform all members of the community)
- **Meaningful participation** (is there space for people to speak up? Are activities facilitated in such a way, e.g. in smaller groups/gender or age homogenous groups, as to bring out the opinions of the most vulnerable, are people's suggestions listened to?) Think carefully about language and use of words – how will they differ for children/elderly/genders? Encourage listening, dialogue, debate and consultation;
- **Confidence to participate** (do people have the confidence to attend meetings and participate, including to speak up? How can we increase their confidence?)

The team must

- Ensure that every member of the group is given the opportunity to share their own view while being aware that inequalities of power and social status may influence what is said.
- Motivate the groups and give the community the feeling that the exercises are for their own benefit and internally driven. It is a way to build knowledge, understanding as well as replication abilities.
- Report back your results as you go to build momentum and ownership.
- Ensure that every member of the group is given the opportunity to share their own view while being aware that inequalities of power and social status may influence what is said.
- Consider the ability of resource people to relate to the different groups. For example a female resource person facilitating women's groups may gain more trust and encourage more honest and accurate responses.
- The team must manage the groups' expectations by clearly setting out aims, objectives and roles of the community members

Community outreach

- **Lead a community meeting** to introduce the program and its goals; include discussion about next steps. In this meeting initiate discussion about the most relevant Community Based Organisations to engage with the process and play a role in implementing the resilience activities. Validate this in the Community Resilience Assessment process
- Ensure enough time is allowed for discussion and agreement, but recognize that community members are busy and the meeting must fit into their schedules.

Rapid Assessment

- **Complete a Hazard Ready Community rapid assessment:** to identify preparedness for climate extremes and disasters. This will help inform the methodology and tools for the rest of the assessment and the follow up visits. See Tool 1 for a guide on this process

Box 4: Preparation for a community visit

Ensure you have the materials you need, These may include:

- Flipchart paper
- Thick-tipped markers in a variety of colours
- Coloured paper
- Masking tape
- Local materials such as stones, sticks, seeds, etc for counting and ranking
- Recording device
- Camera to document the process (ensure that this is culturally appropriate and you have permission). Take before and after photos
- Notebook and clipboard
- Snacks/lunch/water (depending on how much time the meeting will take, and where it will take place)

Be prepared

- Plan accommodation, transport, food
- Seek permission for the team to access the community
- Ensure the objectives of the community visits are agreed among all members of the analytical team.
- Work together to develop the participatory tools ready for the field. This will include templates and forms for data collection, etc.
- All facilitators must have a good grasp on the tools and analytical methodology. It may be helpful practice facilitating the tools before going to the communities.
- If you are working as a facilitator team, decide who will actively facilitate which parts of the agenda, and who will take notes.
- The facilitation team should include both men and women,
- The team should be trained in gender-sensitive facilitation. In some contexts it is very important to have female facilitators work with women's groups to increase comfort.
- Agree with co-facilitators on how concepts such as hazard, livelihood resources, etc. will be described in local languages.

(source CARE CVCA 2009)

Communicating Climate Change

The concept of climate change may be difficult to explain to communities. For this process it is not essential that people understand the science of climate change although you may need to challenge any key misunderstandings that arise. Community members may be more comfortable talking about the seasons, weather and environmental change. Discuss your approach with the team and with BRACED staff to ensure clarity and consistency.

Step 2: Community resilience assessment: preparation, implementation and analysis

Preparation

- **Review** Resilience Assessment Framework questions and determine which tools the team will use to gather the information and in what order. Review the Community Resilience Assessment and Action framework (chapter 4) to decide which tools can be used to gather the different information.
- Make sure the team is prepared and clear about their roles and how to facilitate the process
- See Box 3 for tips on facilitation and inclusion of different voices
- Request access to the community and plan an agenda that ensures inclusion of all groups and has enough time in the community to gather and share the data with the community
- Ensure enough time is allowed for discussion and agreement but recognize that community members are busy and the meeting must fit into their schedules.
- Plan your time in the community: what tools, what groups, who to facilitate, when and where. Be cautious and respectful of different availability of different groups (e.g. women, children, etc.). The whole data collection process may take 2-4 days.
- Prepare logistics for the team (transport, accommodation and food)

Assessment

- Undertake the assessment with the community
- Gather the team and share data and information during the assessment to allow triangulation of emerging results

Analysis

The completed tools will generate a significant amount of information and data related to the targeted communities. This information must be carefully reviewed and analysed in order to determine what priority actions to support a community to become 'more resilient' to climate extremes. See box 5 for tips on managing the data.

- Meet as a team to synthesise the results and identify key messages and issues: What are the answers to our assessment questions? What does this mean?

- Compile or summarise the data.
- Start to analyse the information during the time you are in the community as a team consider :
 - Having multiple viewpoints to 'triangulate' the data you find
 - Validate findings to check the facts – validate community perceptions against historical climate and weather information.
 - Accept there might be different viewpoints and opinions and reflect these in the results
- Identify knowledge gaps and develop a plan to address them if needed
- Prepare a report that summarises and synthesises the results. See Box 6 for a list of suggested sections to include in the report.
- Report the results back and validate the findings with the community as part of the assessment process
- Community reports will be prepared in Myanmar or local languages. It is not expected that the full report will be translated into English; however, a summary sheet for each community should be prepared in English for BRACED Alliance level review and analysis.

Box 5 Tips for managing the data

- Gather the data in a way that you can use again – take photographs of meetings and outcomes; seek written permission to use photographs using your agency and BRACED procedures
- The team should systematically collate the information at the end of each day, sort and interpret it, draw conclusions and develop recommendations.
- Use different methods to collect the results – written notes by a designated note taker, photographs and diary entries are useful

Validating weather and climate change information

Community experiences of climate variation and change provide important insight into conditions within a community. It is however important to validate this information in order to make accurate choices and decisions on how communities can become more resilient to specific hazards.

TIP: Be careful not to attribute all weather and climate events to climate change – many events including floods and droughts can be explained by natural climate cycles, changing land use patterns and unplanned developments.

Sources of weather and climate information are highlighted in Box 1. It is recommended that the table 1 and 2 are used to validate information

collected from communities. These tools will help decision making for different timescales.

Table 1. Decision Making Guidance for Integration of Short Timescales (Source: RIMES)

| Historical Data (Climate Profiles/ DMH) | Immediate Past (1-2months) | What Is happening now | What are the relevant conditions | What is forecast (DMH forecasts) | Decision | Continuous monitoring |
|--|---------------------------------------|-----------------------|---|---|---|-----------------------|
| Highest rainfall months in Kyauk Phyu is June, July and August | Extremely dry conditions | Heavy rainfall | No water in reservoirs | Above normal rainfall for August 7-9 consecutive days of rainfall in first 10 days of August | Rainwater harvesting and water collection | |
| | Significant rainfall in June and July | Heavy rainfall | Stored Water in reservoirs River levels are high | Above normal rainfall for August 7-9 consecutive days of rainfall in first 10 days of August | Preparation for Flood <ul style="list-style-type: none"> • evacuations • food, water storage • protection of livestock • Securing water ponds against flood water | |

Table 2. Decision Making Guidance for Integration of Longer Timescales (Source: RIMES)

| Historical Data | Climate Change projections | What are other considerations | Decisions |
|---|---|--|--|
| Required info: <ul style="list-style-type: none"> • What is the normal • What is variability and experienced climate extremes • What were the range of impacts and thresholds | What is expected future climate <ul style="list-style-type: none"> • Temperature • Rainfall • Variability • extremes how will future climate exacerbate hazards | Urbanization Unplanned developments Population changes | What are adaptation or disaster mitigation options |
| Example: Meiktila: peak months for rainfall were May June and August September with less rainfall in May | Less rainfall in May June (only an example) | Increasing salinity of water from newly dug water wells Fresh water available 3 miles from the village Population has reduced in last 5 years due to labor migration | Undertake study on future water availability in creek and propose embankment to increase collection Improve rainwater collection techniques in peak rain months |

Compiling the data and developing Scenarios

All of the data collected in order to answer the guiding questions of the Resilience Assessment needs to be fully analysed, combined and compared. Information gathered from communities should be compared and validated with secondary data including weather and climate data and previous assessments. The project team should work to identify trends, common issues, differences, and to evaluate the process.

Sumarising all key data into a matrix can help to compare and contrast information and find out what needs validating. This and the scenario

development exercise (table 3) will help to start identifying actions and activities that can be implemented to support strengthening of resilience to different hazards.

It is recommended that the first level of analysis involves summarizing the data collected from the community by answering the key community resilience assessment questions highlighted in section 4. This will provide a detailed overview of hazards, vulnerabilities and capacity within the community. This can be further summarized into a key data matrix as highlighted below.

| HAZARD | EFFECTS/IMPACTS On people, infrastructure, livelihoods, food security social structures etc. | VULNERABILITY Identify which groups are most vulnerable and why | CAPACITIES Strengths and weakness | Potential STRATEGIES <ul style="list-style-type: none"> • Infrastructure (I) • Awareness skills and capacity (A) • Institutions, coordination and planning (P) |
|---|--|---|--|---|
| Floods from heavy rainfall, storms and cyclones | Groups living on the riverbanks are drowned and / or forced to live in water <ul style="list-style-type: none"> • Agricultural land (rice paddies) next to river vulnerable to flooding resulting in loss of crops/income/food security • School (on opposite riverbank) liable to be cut off from main community in severe flooding | Poor HHs living on riverbanks are more vulnerable to flooding than wealthier HH s living on higher ground further from the river <ul style="list-style-type: none"> • Female headed households have less knowledge and awareness of Disasters and coping mechanisms • A family living away from the river has an adult unable to walk unassisted • Community school is across the river from the village and evacuation shelter – no escape route for children | Existence of safe area on raised area of village <ul style="list-style-type: none"> • No evacuation plan or route for vulnerable HHs by the river • Disaster knowledge limited awareness within and within vulnerable groups on riverside • No systematized contingency plan • Existence of CBOs in community • Bamboo plantations available for temporary housing reconstruction | <ul style="list-style-type: none"> • Temporary housing construction from bamboo re-housing of vulnerable riverside dwellers (I) • Community DRR awareness skills and training (A) • Community EWS (p) • Create and train response teams (p) • Build a community shelter (I) • House-to-house EWS (p) • Raised embankments to protect crops (I) • Evacuation plan and route designed for community and specifically addressing school children/ school in case of disaster during school hours (p) |
| | The river leaves its bed | New areas are flooded | Human resources; Machinery | - Construction of Retaining walls and Dykes (I) |

This information need to be translated into decision making and action. The most accurate way to identify actions is to develop scenarios for different hazards. This will help understand the potential scale of future hazards in order to identify the level of the response or action. Table 3 can be used to develop scenarios.

For accurate scenario development up to date climate and weather information should be used to look at moderate, severe and worst case scenarios. Scenarios should be developed with expert input; however actions can be identified with the community.

Table 3: Scenario development table to support decision making (Adapted from RIMES)

| Hazard | Probability/scenario | Land, .population | Infrastructure | Livestock | Social risks | Economic | Actions |
|---------------|--|---|--|-----------------------------------|---|---|---|
| Flood | Scenario 1: Moderate flood –less than 2 feet | Agriculture fields slightly submerged | Temporary lack of access to housing, schools and community buildings | Limited impact on most live-stock | limited | Temporary loss of agriculture fields but will recover once subsided | Promote water resistant paddy Regularly monitor weather forecasts during monsoon |
| | Scenario 2: Severe flood – 2-8 feet | Agriculture fields submerged – crops killed if under water for more than 12 hours | Damage to housing schools and community buildings | Livestock drowning | Temporary displacement of families Socio-psychological impacts on people | loss of agriculture fields and livestock – reduced income | Promote water resistant paddy Regularly monitor weather forecasts during monsoon |
| | Scenario 3: Worst Case scenario 8+feet. | Agriculture fields completely submerged – crops | Significant and damage and loss of houses, schools and community buildings | Livestock drowning | Long term displacement of families Socio-psychological impacts on people | Significant loss of agriculture fields and livestock – reduced income | Designated safe shelter above highest experienced and estimated water level Promote collection and safe storage of water and food during peak flooding months. |
| Drought | Scenario 1: Moderate | | | | | | |
| | Scenario 2: Severe | | | | | | |
| | Scenario 3 Worst Case scenario | | | | | | |
| Cyclones | Scenario 1: Moderate | | | | | | |
| | Scenario 2: Severe | | | | | | |
| | Scenario 3 Worst Case scenario | | | | | | |
| Other Hazards | Scenario 1: Moderate | | | | | | |
| | Scenario 2: Severe | | | | | | |
| | Scenario 3 Worst Case scenario | | | | | | |

Step 3: Resilience Action planning, prioritization and screening

Following on from the Resilience Assessment and analysis (and possibly at times during the process) the community will identify actions that could be taken to address the issues that arise. Resilience activities can be designed at different scales including **individual, household/family** and **community/village cluster**.

Example Resilience Interventions

Disaster mitigation:

- Building cyclone shelters.
- Community Evacuation Plans and drills
- Early warning systems
- Community Disaster Management Plans
- small scale mitigations – embankments, bridges, water etc

Climate Change Adaptation

- Flood management schemes to raise agricultural productivity in low lying areas
- Flood protection and drainage in urban areas
- Coastal embankment projects to prevent tidal flooding and incursions of saline water
- Irrigation schemes to enable dry season crop.
- Agriculture research programs to develop saline, drought and flood adapted high yielding crop varieties.
- Coastal 'greenbelt' projects.
- Diversified livelihood and income sources
- Improved access to weather and climate information for better decision making ability (Source: adapted from Aka Firowz Ahmad)

Resilient infrastructure, basic services and assets

- Sustainable access to energy, food and water
- Improved shelter design and community infrastructure design accounting for projected flood levels or storm surge, temperature changes and other potential climate change and disaster impacts.
- Improved access to assets and financial services.

There are two critical processes to ensure the most appropriate actions are included in the plan: prioritisation and screening.

BRACED funded interventions should prioritise the most vulnerable groups in communities and look at activities that have wide reaching benefits to communities.

The field team should provide guidance based on the analysis of assessment results in what types of resilience activities are appropriate for each community. This should be discussed with the community and result in a 'long list of activities'. This should not be based on the 'project' but on the needs of the community. Activities then need to be prioritized into a set of activities that will be implemented by the community.

- The prioritization process involves a transparent set of discussions that are documented to ensure the final selection can be justified and that the resources that are allocated to these actions are appropriate.
- The screening process requires detailed consideration of the potential harm an action may have on the environment, on gender equality or on conflict.

Action planning

- In developing a plan, ensure the right people and institutions are involved in a process that is lead by community. Consider the role of local authorities to align and strengthen the synergies
- Keep the program goals and priorities in mind when facilitating this discussion. You may need to remind the community what the program is aiming to address.
- Develop a long list of options and apply the prioritization tools

Prioritization

- There are various tools and processes to prioritise what may be a long list of possible actions into a manageable list that can be implemented in the life of the project.
- The prioritization process involves a transparent set of discussions that are documented to ensure the final selection can be justified and that the resources that are allocated to these actions are appropriate. Select from these

tools and facilitate the discussion with male, female and then a mixed group:

- Impact-implementation matrix
- Pair-wise ranking
- Multi-criteria analysis
- Community Based Cost Benefit Analysis

For the final list of actions consider:

- **How do these align with the BRACED program priorities and goals?** You may need to manage expectations of community for what activities BRACED can support. If selected actions are not within the scope of the program teams may advocate for their delivery through a different or future mechanism.
- **What needs to be done?** An action plan should address resilience and identify issues that need to be addressed in order to reduce their vulnerability. Building on what has already been done in the community to address the issues.
- **Who should do what and when?** Once the community has identified key issues to be addressed, they should brainstorm to distinguish between the activities that they can do themselves and the activities in which they need external support to differentiate between the local institutions that can support them in achieving their aims and the external institutions. In order to meet the needs, the community should identify the levels of support to be sought, whether it is regional or national level.
- **With what resources?** The community should identify the resources, including the human capacities, which are available in the community and what needs to come from other sources. Until the community knows where resources will come from they will be unable to implement the action plan. Where not available from the community or the BRACED project, the community needs to identify where resource should be sought from e.g. local government institutions, other NGO's etc. The

community should calculate what costs and resources are required in order to start fund raising whether from within the community or externally. Consider advocacy priorities and gathering resources from elsewhere if needed.

- **When Can it be done:** The community should develop an activity implementation plan including a timeline to estimate what time is required to implement the activity? However, the community should plan the implementation considering their daily and seasonal schedule so that it is realistic and does not impact on opportunities and livelihoods of community members
- **What are the expected results?** The plan should have clear objectives, indicators and results identified to ease monitoring and reporting in implementation. This is both for M+E of the project and for the community to know how effective the implementation of the plan is and whether it is actually improving preparedness and response to disasters as effectively as it is supposed to.

Screening

The BRACED Alliance is committed to do no harm through its program. There are three key screening tools to assist this process. The screening process requires detailed consideration of the potential harm an action may have on the environment, on gender equality or on conflict. Each of these tools should be applied to the list of prioritized actions with the discussion and results documented and included in the report. The discussion should be with a group of men and a group of women with a combined group to review the results:

- Gender screening
- Environment screening
- Conflict screening

A template table for a Community Resilience Plan is included in the Annex 2.

Advocacy and lobbying

It is likely that issues have been identified in the Resilience Assessment processes that are beyond the scope or timing of the BRACED program. It may be appropriate for the facilitator to work with the group to develop advocacy priorities to take these issues further. In addition to these priorities outside the scope of BRACED, advocacy may be appropriate to implement

other initiatives, and indeed to ensure sustainability of the Resilience Plan through integration into other planning processes. Each of these issues require the community to identify their advocacy priorities, and for the facilitator to identify the support BRACED is in a position to offer.

Through the Resilience Assessment processes communities' will have identified what capacity they already have. Community members should also have built their own confidence and relationships within the community to implement the resilience plans. During the process of assessment and action plan development; the relevant stakeholders that can support the plan's implementation will have been identified and engaged with. Building on these relationships, capacity and confidence an approach to

advocacy can be based.

Part of the planning process should include discussion of:

- **How to persuade others to address priorities outside the scope of BRACED?**
- **How to pursue others to support BRACED project activities?**
- **How to strengthen integration with planning processes?**

Box 6 Template for reporting the results of the assessment and planning process: Myanmar and English

The results of the Community Resilience Assessment process should be compiled in full and attached to an analysis report that identifies the key issues and actions to be taken based on the answers to the Assessment Questions. This report in Myanmar or local language forms a community profile and is a comprehensive report that is translated, accessed and shared with the community in an understandable format. See below for the recommended content for the English version. A suggested outline would include 9 sections. The plan should be written for and submitted to the relevant local authorities and communities. Alternative communication methods may be needed for presentation to communities who may not be able to read the full report. A process of review and revisions should be developed for community input and validation. This document could be completed in two stages: up to section 6 after the initial assessment, and the final sections after the planning process:

Full report in Myanmar or local language

1. **Introduction and Background** – history of agency work in the community, key issues and context
2. **Objectives and Methodology** – methods and approaches, analysis framework and a justification for selection of tools. This section can be mostly the same across all the reports
3. **Community Context and Background** – Present the analysis of all secondary data and information available highlighting political/socio economic data and information, environment situation, gender information*.
4. **Summary of the Hazard Ready Community Assessment** findings and any actions taken
5. **Presentation of community resilience assessment results.** This should highlight key hazards and risks, community wide and gender differentiated impacts and vulnerabilities.
6. **Analysis / discussion** –present a synthesis and summary of the data and highlight key issues including validation and use of climate and weather information.
7. **Resilience activity development and prioritisation** – this should clearly explain the tools that were involved in selecting and prioritisation the final activities and interventions selected. A concrete justification should be provided for the final selection to show how it will benefit the most vulnerable
8. **Presentation of detailed implementation plan** and management and oversight structure including roles & responsibilities and financial plan: a Resilience Action Plan (Template Annex 2)
9. **Monitoring and Evaluation Plan**
10. **Attachments** – compilation of all the results

Synthesis report in English

1. Summary of community resilience assessment results. This should highlight key community wide and gender differentiated issues impacts (from section 3 and 4 above). Note also issues raised in the Hazard Ready Community Assessment findings and any actions taken.
2. Analysis / discussion – present a synthesis and summary of the data and highlight key issues for BRACED to respond to
3. Resilience activity development and prioritisation – this should clearly explain process used in and justification should be provided for the final actions including how it will benefit the most vulnerable

* Given the sensitivity of some conflict sensitivity information developers may not want to share in an open document, but keep it internal or consider in planning and decision making.

Step 4: Resilience Action plan implementation

In order to initiate implementation of the resilience action plan firstly:

- Ensure any formal approval process at community level is completed
- Send the plan to the appropriate authorities to facilitate linkages with the local development planning process

Community led monitoring and evaluation

The monitoring and evaluation plan for BRACED has specific resilience indicators and a monitoring and evaluation plan that focuses on monitoring of community resilience activities and implementation. Field staff are critical sources of information for monitoring and evaluation.

At the community level elements of BRACED monitoring and evaluation approach are:

- Beneficiary feedback mechanisms are essential ensure that the projects are meeting the expectations of different members of communities
- Continuous divider / connector analysis, and climate and weather monitoring is needed throughout implementation to ensure emerging issues are responded to early
- Community led feedback and evaluation processes throughout the project to evaluate progress towards resilience.

Field teams should further support the communities to develop a clear set of goals, deliverables and simple indicators of achievement



IV.COMMUNITY RESILIENCE ASSESSMENT QUESTIONS

The table below provides an overview of the key objectives of a community resilience assessment and highlights questions that should be asked and the tools available to support collection of this information in the community. A secondary

data analysis will help to answer some of these questions in advance and reduce the requirement for (re) collecting that information. Some data may need to be validated or updated.

| Specific Objectives | Guiding Questions | Tools to support |
|--|---|---|
| 1. To understand the underlying drivers of vulnerability and change for different groups | 1. What is the status of different people in the community? (consider age, health, gender, poverty, disability etc): <ol style="list-style-type: none"> How do they influence and benefit from household decision-making? How do they influence and benefit from community decision-making? What is their access to and control of assets and resources? Are human rights for different groups fulfilled? What are their employment, income and education opportunities? What are their paid and unpaid workloads – both inside and outside the home? | Gender cobwebs (Tool 11) : Child rights and resilience (Tool for children) Tool 10 |
| | 2. What are the characteristics of the local environment? <ol style="list-style-type: none"> Is it near an officially designated protected area or a proposed area? Is there threatened flora /fauna species or critical habitats in the area? Is it near primary forest, secondary woodland, farmland, wetland, mangrove? Is the environment being degraded through human or environmental processes? E.g. waste management, forest loss, erosion? What are the drivers of environmental degradation in the community? | Mapping (Tool 3) |
| | 3. What are the connectors and dividers in the community? <ol style="list-style-type: none"> What are the current threats to peace and stability? What are the sources of tensions in this situation/community? What are the most dangerous factors in this situation? How dangerous is this Divider? What can cause tension to rise in this situation? How are women and men, girls and boys affected differently by the tensions? What are the connecting elements? What are the current supports? What brings people together? Where do people meet? What do people do together? | Dividers and connectors worksheet (Tool 9) |

| Specific Objectives | Guiding Questions | Tools to support |
|--|--|--|
| <p>2. To understand what climate extremes and disasters (rapid and slow onset) the community is exposed to <u>and how different people are affected</u>.</p> | <p>4. What climate extremes and disasters (rapid and slow onset) occur in the community and what locations are affected? How often?</p> <p>a. Past</p> <p>b. Current and any observed change in location, frequency, and severity? Do they have thoughts on why?</p> <ul style="list-style-type: none"> • temperature • rainfall • variability • climate extremes <p>c. Future – how will future climate likely exacerbate hazards</p> | <p>Historical timeline (Tool 2)</p> <p>Transect walk (Tool 14)</p> <p>RIMES climate profiles, DMH weather station data (Box 1)</p> <p>Mapping (Tool 3)</p> <p>DMH weather forecasts(box1)</p> <p>Secondary data (Box 1)</p> |
| | <p>5. What are other conditions to be considered How are land use patterns changing? is there unplanned development or population changes, Is this changing where impacts are felt and by whom?</p> | <p>Mapping (Tool 3)</p> <p>Historical timeline (Tool 2)</p> <p>Transect walk (Tool 14)</p> |
| | <p>6. What are the hazards of most concern to the community?</p> | <p>Hazard ranking (Tool4)</p> |
| | <p>7. What assets / resources are different households or groups in the community reliant on for food, water, livelihoods, access to markets, infrastructure (and is it in good condition?)</p> | <p>Seasonal calendar (tool 5)</p> <p>Livelihoods matrix (Tool 7)</p> |
| | <p>8. Which households or groups in the community are more reliant on each of these assets / resources? E.g. are some more reliant on rainfall for paddy than others? Are some more reliant on selling goods at market?</p> | <p>Livelihoods matrix (Tool 7)</p> |
| | <p>9. How are these assets / resources exposed to the climate extremes and disasters (rapid and slow onset) that have and will occur in the community (identified above).</p> <p>a. Which are affected and which are saved by the various hazards?</p> <p>b. Which households or groups in the community are more affected?</p> <p>c. How are they affected?</p> <p>d. What are the thresholds of different systems – how much temperature, rain, wind can they tolerate?</p> | <p>Seasonal calendar (Tool 5)</p> <p>Mapping(Tool 3)</p> <p>Table 1 : Decision Making Guidance for Short Timescales, (Table 2.)</p> <p>Decision Making Guidance for Longer Timescales, Table 3: Scenario development table to support decision making</p> |

| Specific Objectives | Guiding Questions | Tools to support |
|---|--|---|
| 3. To understand the different sensitivities within the community | 10. Who are the different people in the community? Consider ethnicity, age, education level, health status, gender, degrees of poverty, disability or otherwise marginalized households or groups. | Mapping (Tool 3) |
| | 11. Which livelihood resources are the most sensitive to the climate extremes and disasters (rapid and slow onset) that occur in the community? e.g. paddy that relies of rain, infrastructure on the coast, | Livelihoods matrix (Tool 7) |
| | 12. Which households or groups in the community have more or less diverse livelihood options? | Mapping (Tool 3) |
| | 13. How do these different people in the community typically recover from the climate extremes and disasters (rapid and slow onset) that occur in the community? a. Are there negative consequences from their actions to recover? | Livelihoods matrix (Tool 7) |
| | 14. What if these actions to recover were used more often or for longer? Would there be negative consequences then? e.g. cutting wood to rebuild, selling assets | Livelihoods matrix (Tool 7) Environment and conflict screening checklist (tool15-17) |
| 4. To understand what capacities exist within and outside the community: consider how well households, community groups and individuals are prepared to anticipate and recover from the climate extremes and disasters (rapid and slow onset) that do and will occur in the community | How well is the community prepared to anticipate and recover from the climate extremes and disasters (rapid and slow onset) that occur, and may occur in future? 15. Knowledge – what do different groups in the community know about coping, planning and preparing for the climate extremes and disasters (rapid and slow onset) that occur in the community? a. What local / traditional knowledge they have that helps? Do they have local weather forecasting? b. What understanding do they have about climate / climate change and future scenarios? c. What do they understand about adaptation options and are they motivated to engage in the program? | Capacity analysis (Tool 12) Underlying causes and impacts (Tool 6) |
| | 16. Skills and experience – what do different households, community groups and individuals in the community do to prepare for an extreme event? E.g. do they store or preserve food? Do they secure household infrastructure? | Capacity analysis (Tool 12) |
| | 17. Information – what sources of information has the community got? E.g. radio forecasts, agricultural extension.... Do they receive early warnings? Are they on time? | Access to information and awareness assessment (Tool 13) |
| | 18. Networks and community groups –within and outside the community that can assist it to prepare and recover? | Venn diagram (Tool 8) |
| | 19. Resources – what resources does the community have? E.g. financial, natural, social | Mapping (Tool 3) |
| | 20. Institutions – What actors, organisations and institutions can support or hinder resilience building? a. What activities are they doing? b. How well are organisations and institutions prepared or able to respond to events or engage in resilience building activities? c. Do they have staff allocation, resources, strategic / policy commitment. Are they well coordinated? | Venn diagram (Tool 8) |

V. REFERENCES AND RESOURCES REVIEWED

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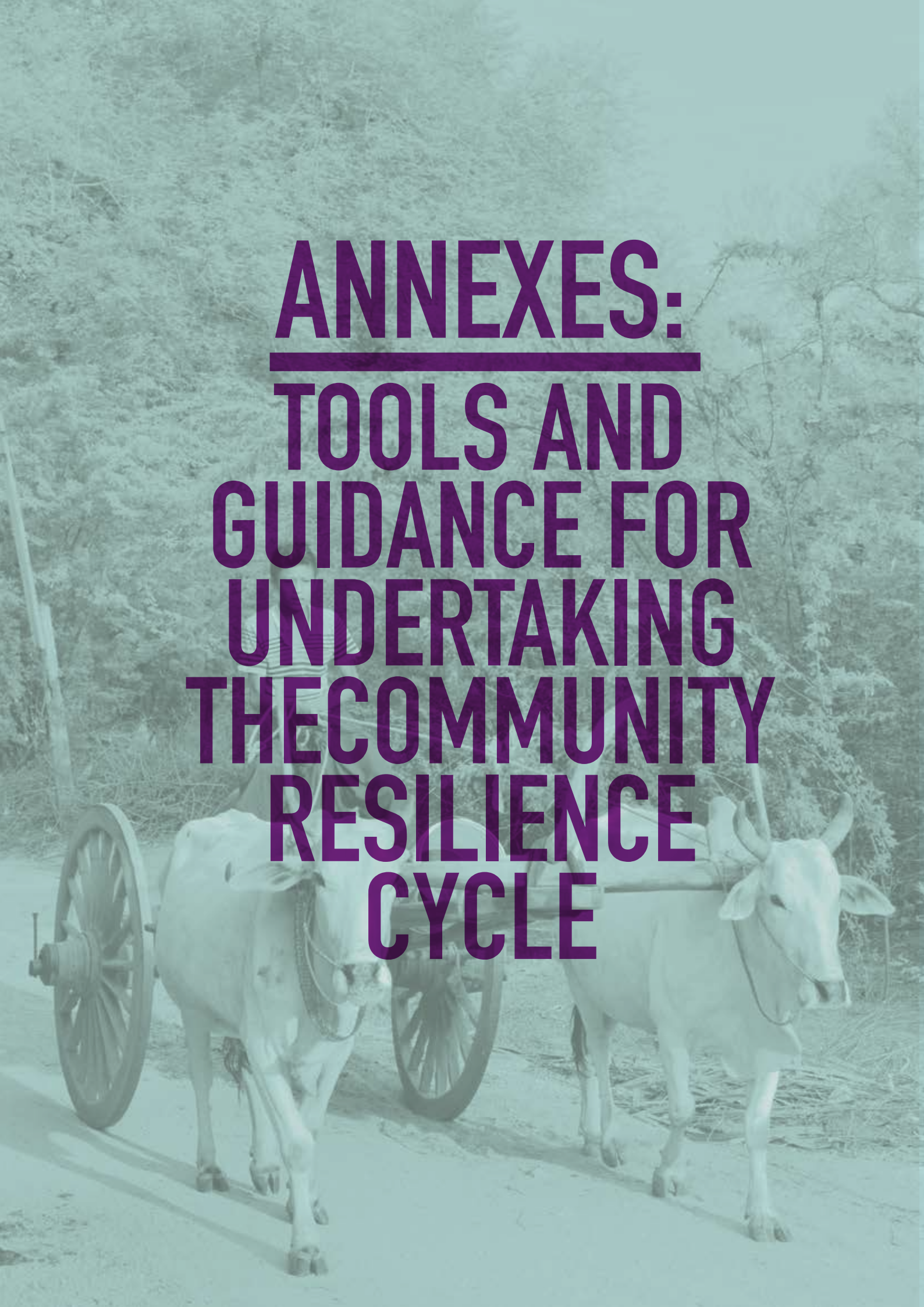
Lessons Learned from MPSI's work supporting Myanmar's Peace Process
<http://www.peacedonorsupportgroup.com/mpsi-lessons-and-reflections.html>

Contested Corners of Asia, The Asia Foundation, <http://asiafoundation.org/publications/pdf/1226>

Conflict Sensitivity Manual: 3 steps for working in fragile and conflict affected situations ,
https://assets.helvetas.ch/downloads/2013_hsi_manual_3_steps_wfcs.pdf

Wallace.M, (2014) From Principle to Practice, A User's Guide to Do No Harm

Wiggins et al (2014), Climate Change and Environment degradation and risk adaptation assessment (CEDRA), Tear Fund User guides

A person wearing a striped shirt and a hat is driving a wooden cart pulled by two oxen on a dirt road. The background shows a rural landscape with trees and a utility pole. The entire image has a light teal overlay.

ANNEXES:
**TOOLS AND
GUIDANCE FOR
UNDERTAKING
THE COMMUNITY
RESILIENCE
CYCLE**

TOOLS FOR STEP 1: PREPARATION, COMMUNITY OUTREACH AND RAPID ASSESSMENT

Tool 1: Hazard Ready Community Evaluation Form

Purpose of tool:

A rapid assessment of the community during the preparatory phase of assessment helps identify preparedness for climate extremes and disasters. This will help inform the methodology and tools for the rest of the assessment based on the level of preparedness in the community.

Guidance for using the tool:

A functional, reliable and effective early warning system (EWS) is an essential prerequisite for reducing loss of lives and livelihood assets. A people-centered EWS is comprised of equally important and interconnected components: risk knowledge, monitoring and warning service, dissemination and communication, and response capability (in Figure 1).

Figure 2 elaborates these components of people-centered EWS, involving scientific, institutional and societal processes through an interconnected, end-to-end chain. Gaps in any of the components of the end-to-end processes could lead to failure of the EWS

The Regional Integrated Multi-Hazard Early Warning System (RIMES) developed this EWS Audit tool to RIMES' hazard ready evaluation form is an easy to use a format that can be completed with minimal secondary data collection and fieldwork. The checklist will help communities to identify immediate priority actions that can be undertaken to increase preparedness for extreme climatic events and disasters.

Participation and Inclusion Tips:

This assessment is focused on broad community and institutional preparedness and so should be undertaken with the Village Disaster Management Committee or other focal persons

Output of Rapid Assessment:

A completed questionnaire format

Suggested timeframe, resource persons and materials needed:

This can be completed in about 30 minutes in a small group.



Figure 1. EWS Components

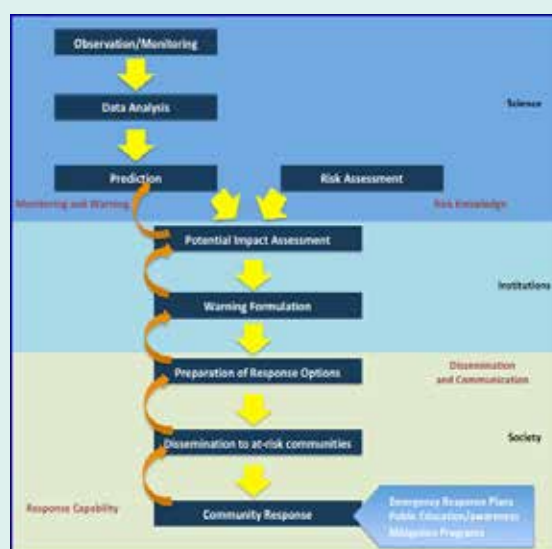


Figure 2. Science, institutional and societal processes in a people-centered EWS

Source: RIMES)

Template to complete:

| COMMUNITY EARLY WARNING AUDIT FORM |
|--|
| <p>Basic Information</p> <p>Local Government Unit Name: _____ Area: _____ Population: _____</p> <p>Natural hazards affecting/has the potential of affecting the community:</p> <ul style="list-style-type: none"><input type="radio"/> Earthquake<input type="radio"/> Tsunami<input type="radio"/> Landslide<input type="radio"/> Cyclones<input type="radio"/> Heavy Rainfall<input type="radio"/> Flood<input type="radio"/> Strong Wind<input type="radio"/> Storm Surge<input type="radio"/> Others (Please specify) _____ <p>Governance structure:</p> |
| <p>1. RISK KNOWLEDGE</p> <p>Are historical hazards and extreme events, and their impacts, documented and discussed with different stakeholders regularly (at least once a year)? <input type="radio"/> Yes <input type="radio"/> No If not, why? _____ _____</p> <p>Are hazard thresholds identified? <input type="radio"/> Yes <input type="radio"/> No If yes, specify (hazard-specific; use additional sheet as necessary) _____</p> <p>Are the vulnerable population/members of the community identified relative to various magnitudes of specific hazards? <input type="radio"/> Yes <input type="radio"/> No If yes, who are these and what are the factors that contribute to their vulnerabilities? (Please identify, per hazard; use additional sheet as necessary). _____</p> <p>Are hazard maps available for every hazard? <input type="radio"/> Yes <input type="radio"/> No</p> <p>Are risk maps available for every hazard? <input type="radio"/> Yes <input type="radio"/> No</p> <p>Are these updated regularly? <input type="radio"/> Yes <input type="radio"/> No If yes, how often? _____</p> |
| <p>ASSESSMENT TEAM'S NOTES FOR RISK KNOWLEDGE</p> <p>Strengths:</p> <p>Weaknesses:</p> <p>Recommendations:</p> |

2. LOCAL HAZARD MONITORING

| | |
|---|--|
| <p>How does the community monitor hazards?</p> <p>Tsunami</p> <ul style="list-style-type: none"> <input type="radio"/> Monitoring for "natural signs" <input type="radio"/> Others (Please specify) <p>Rain-induced landslide</p> <ul style="list-style-type: none"> <input type="radio"/> Rain Gauge <input type="radio"/> Others (Please specify) | <p>How does the community monitor hazards?</p> <ul style="list-style-type: none"> <input type="radio"/> Hydro-meteorological hazards <input type="radio"/> Rain Gauge <input type="radio"/> Calibrated and well maintained improvised rain-catching equipment <input type="radio"/> Water level gauge(s) (Please specify location[s]. If necessary, use additional sheet.) <input type="radio"/> Others (Please specify. If necessary, use additional sheet.) |
|---|--|

| | |
|--|--|
| <p>Is there any indigenous hazard prediction that is practiced by the community? <input type="radio"/>Yes <input type="radio"/>No</p> <p>If yes, provide details _____ _____</p> | <p>Community monitoring equipment / tools have designated observer(s)? <input type="radio"/>Yes <input type="radio"/>No</p> <p>Designated observer(s) properly trained? <input type="radio"/>Yes <input type="radio"/>No</p> |
|--|--|

ASSESSMENT TEAM'S NOTES FOR LOCAL HAZARD MONITORING

Strengths:

Weaknesses:

Recommendations:

3. COMMUNICATION AND COORDINATION MECHANISM

| | |
|---|---|
| <p>Primary Warning Focal Person(s) (Please tick appropriate box/boxes.)</p> <ul style="list-style-type: none"> <input type="radio"/> Ward/Village Tract Administrators <input type="radio"/> Village Administrators <input type="radio"/> Ward/Village Tract/Village DPC official <input type="radio"/> Others (Please specify. Use extra sheet as Necessary) | <p>Focal area for coordination (Please tick appropriate box/boxes.)</p> <ul style="list-style-type: none"> <input type="radio"/> Ward/Village Tract/Village Administration <input type="radio"/> Office <input type="radio"/> Community Center(s) <input type="radio"/> Others (Please specify. Use extra sheet as necessary) |
|---|---|

| | |
|---|--|
| <p>Secondary/Back up Focal Person(s) <input type="radio"/> Yes <input type="radio"/> No</p> <p>If yes, identify back-up focal person(s):</p> <p>1) _____</p> <p>_____</p> <p>2) _____</p> <p>_____</p> <p>3) _____</p> <p>_____</p> <p>4) _____</p> <p>_____</p> <p>5) _____</p> <p>_____</p> <p>6) _____</p> <p>_____</p> <p>7) _____</p> <p>_____</p> <p>8) _____</p> <p>_____</p> <p>9) _____</p> <p>_____</p> | <p>Directory of message recipients available at the operation center? <input type="radio"/> Yes <input type="radio"/> No</p> <p>Directory updated annually or more frequently?</p> <p>_____</p> <p>_____</p> <hr/> <p>Approved communication flowchart posted at the operation center? <input type="radio"/> Yes <input type="radio"/> No</p> <p>If no, give reason: _____</p> <p>_____</p> <p>_____</p> |
|---|--|

Communication and coordination protocol established (mandated and practiced)? Yes No

Diagram for communication and coordination (flow of communication from primary warning focal person to recipients).

ASSESSMENT TEAM'S NOTES FOR COMMUNICATION AND COORDINATION MECHANISM:

Strengths:

Weaknesses:

Recommendations:

4. WARNING RECEPTION

Through what channel/s is the community receiving warning information: (Functionality of at least 3. Please tick appropriate boxes.)

- Telephone / Fax
- Mobile Phone (Call and SMS)
- AM / FM radio
- VHF/HF Radio Transceivers
- Television
- Early Warning Tower
- Police Communication
- Military Communication
- Internet
- Others (Please specify. If necessary, use additional sheet.)

ASSESSMENT TEAM'S NOTES FOR WARNING RECEPTION

Strengths:

Weakness:

Recommendations:

5. LOCAL WARNING CUSTOMIZATION

Are risk maps/risk information applied in customizing local warnings? Yes No

Are currently observed conditions in the community integrated into warnings? Yes No

Are information of various timescales, and corresponding uncertainties, integrated into warnings?
Yes No

Is community capacity for customizing/converting forecasts/warnings into risk information for various sectors available? Yes No

If no, are warnings communicated in the form it is received in? Yes No

ASSESSMENT TEAM'S NOTES FOR LOCAL WARNING CUSTOMIZATION

Strengths:

Weaknesses:

Recommendations:

6. WARNING DISSEMINATION

Through what channels does the community disseminate warning information? (Functionality of at least 3. Please tick appropriate boxes)

- Telephone
- Mobile Phone (Call and SMS)
- VHF/HF Radio
- Flag Warning Signals
- Person to Person
- Alarm /siren
- Bell
- Public Address System / megaphone
- Indigenous device (*Please specify*)
- Others (*Please specify. If necessary, use additional sheet.*)

Are the identified equipment dedicated for community use? Yes No

If no, why and how are these equipment mobilized? _____

ASSESSMENT TEAM'S NOTES FOR WARNING DISSEMINATION

Strengths:

Weaknesses:

Recommendations:

7. COMMUNITY PREPAREDNESS

Compliance with the following:

- Ward/Village Tract/Village DP Committee
 - Updated, tested and practiced Disaster Preparedness and Response Plan/Contingency Plan
 - Standard Operating Procedures for responding to warning information (required actions for different warning levels)
 - Trained community response teams
 - Updated directories of EW focal persons in various levels
 - Regularly updated hazard maps
 - Regularly updated resource maps
 - Regularly updated risk maps
 - Inventory of families/persons that will mostly be affected by hazards, including their evacuation center assignment(s)
 - Evacuation shelters located in hazard-safe zones
 - Sufficient number of evacuation centers/shelters in hazard-safe zones for hazard-specific vulnerable population
 - Evacuation shelter facilities:
 - Water
 - Power
 - Cooking paraphernalia
 - Designated areas for women, elderly and children
 - Committee to take care of persons with special needs
 - Others
- Safe evacuation routes, per hazard, identified
- Signages to safe evacuation routes established in conspicuous areas in the community
- Access to transportation system for evacuation etc., during emergencies
- Mechanisms for accessing food and water in emergency cases
- Sufficient first aid/medical kit
- Awareness Programs conducted on regular basis (at least annually)
- Education, information, and communication (IEC) Materials: EW Posters, streamers, signboards, etc.
- for key hazards posted in conspicuous areas in the community
- EW/DRM Trainings
- Multi-hazard simulation drill (at least annually)
- Annual visit/dialogue with higher level DPCs for provision of feedback and discussion of relevant concerns
- Others (Please specify; use extra sheet if necessary)

ASSESSMENT TEAM'S NOTES FOR COMMUNITY PREPAREDNESS

Strengths:

Weaknesses:

Recommendations:

8. RESPONSE OPTIONS

Are response options identified by using risk maps? Yes No

If yes, how? _____

Are information of various timescales (e.g. observed information, daily, 10 days, monthly, seasonal forecasts, climate change projections) seamlessly integrated into planning and decision-making?

Yes No

If yes, how? _____

Are required/recommended actions for various warning levels, per hazard, identified and understood by decision-makers and the vulnerable population and sectors? Yes No

If yes, what are these? _____

Are required actions for different hazard magnitudes and various levels of impacts (e.g. moderate, severe, worst cases), for each hazard, identified and can be activated immediately in various vulnerable sectors? Yes No

If yes, what are these? _____

Are mechanisms for immediate mobilization of required resources for responding to warning information available? Yes No

If yes, what are these? _____

Are required/recommended actions for high impact, low lead time events/hazards identified and understood by decision-makers and the vulnerable population? Yes No

If yes, what are these? _____

Can these actions be readily activated among vulnerable population, upon perception of hazard indicators in the community? Yes No

If yes, what are these? _____

Are mechanisms for immediate mobilization of required resources for mobilizing community action, with respect to high-impact, low lead time events/hazards in place? Yes No

If yes, what are these? _____

ASSESSMENT TEAM'S NOTES FOR RESPONSE OPTIONS

Strengths:

Weaknesses:

Recommendation(s):

9. FEEDBACK ARRANGEMENTS

Is there a mechanism for communicating feedback to the township DPC, DMH, and RRD? Yes No
If yes, describe/define the mechanism: _____

Are there identified focal points in the township DPC, DMH, and RRD for regularly receiving feedback?
Yes No

If yes, identify these focal points: _____

How often are feedback communicated? _____

Are there responses from Township DPC, DMH and RRD to feedback conveyed? Yes No

If yes, provide detail: _____

Were there improvements in the warnings/risk information received based on earlier-provided feedback?
Yes No

If yes, what are these? _____

ASSESSMENT TEAM'S NOTES FOR FEEDBACK MECHANISM

Strengths:

Weaknesses:

Recommendations:

SUMMARY

Guidelines

1. Risk Knowledge

2. Local Hazard Monitoring

3. Communication and Coordination Mechanism

4. Warning Reception

5. Local Warning Customization

6. Warning Dissemination

7. Community Preparedness

8. Response Options

9. Feedback Arrangements

Key/Priority Recommendations

Signatures of Evaluation Team Members:

Date Evaluated:

TOOLS FOR STEP 2: COMMUNITY RESILIENCE ASSESSMENT AND ANALYSIS



Tool 2: Historical Timeline

Purpose of tool:

A historical time line identifies the past events of a community including what hazards the community has experienced and how different people were vulnerable to these events. It can capture information about what in the village was affected by the event (infrastructure, agriculture, water, health, loss of lives). Time line is a picture or story of the history of the village/community. It is usually an oral exercise, recalling important events and incidences over a specific period of time.

It can be a good introductory tool so consider using it first after introductions.

Guidance for using the tool:

Determine whom in the community to meet - It is important to involve different groups within the community in order to get their different perspectives. The time line can be repeated with different community groups. Meet small groups (4 – 6) and get views of both women and men, and girls and boys.

Suggested guiding questions:

Recall major events in the community such as:

- major hazards and their effects
- changes in land use (crops, forest cover, houses etc.)
- changes in land tenure
- changes in food security and nutrition
- changes in administration and organization
- major political events
- What are the disaster events that have happened or are happening in the community?
- How did they or do they affect the community?
- Who are the most affected?
- Has the impact always been like this?
- Why are these disasters more serious than before?

Questions can then probe into which members were more affected and why.

If a community has undergone a lot of changes in the last decades is good to organize it in a historical change table according to different cat-

egories. Identify changes in biophysical (forest and nature), economic activities (livestock, crops, land use, types of livelihoods), disasters and climate, and socio-political state (population size and demographic, infrastructure, road access, migration) of the community for each decade and discuss effects of these changes on people, resources and environment in terms of vulnerabilities and capacities (see example below).



Assessment Tips

- Divide the community into groups to better manage the input and discussions. Do not predetermine groups, however judge who is participating and ask who may have different perceptions and opinions and justify why and how you split up the groups
- Rotation of flipcharts and materials so that different groups can add inputs
- Hold plenary discussion and presentation
- After you have documented information from both groups, come together and compare responses – highlight differences and ask why they are different
- Test the use of Mix methods for groups i.e. homogenous groups e.g. all women and heterogeneous – e.g. women with men and children
- Children might not know events in the past but children can be engaged in gathering the information by interviewing their grandparents and elderly.
- Consider the use of pictorial based tools can be helpful for hearing and intellectually impaired
- Think carefully about language and use of words – how will they differ for children/elderly/genders?
- Think about who will facilitate the group –e.g. would a female facilitator for a women's group be able to collect more accurate information?
- Think about the venue – is it accessible how will different member of the community get to the venue (transportation)

Output of Disaster Timeline: Time line example

The project team should organise groups to debate around the selected topics that will start at the earliest date of memory. Tables will be developed, corresponding to the number of topics.

Participation and Inclusion Tips?

Consider that different members of the community will have different memories and perceptions of events and timings – for example older members will have longer views than younger. Therefore groups should be divided accordingly.



Suggested timeframe, resource persons and materials needed

This exercise should take around 1-2 hours. It is suggested that 1 resource person is assigned to each group. Consider the ability of resource people to relate to the different groups.



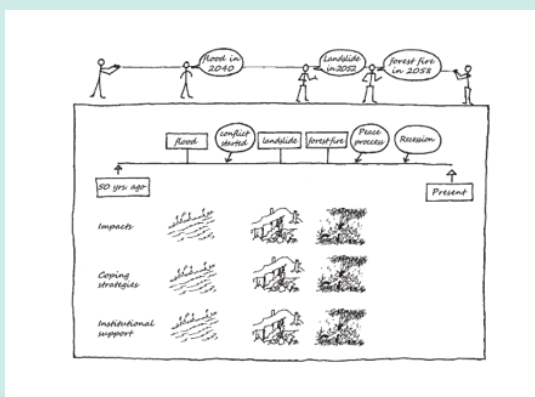
The exercise requires flip charts and pens and a straight edge to draw lines.

| | |
|-------------|--|
| 1951 - 1960 | <ul style="list-style-type: none"> • Primary school was opened • 300 household engaged in agriculture • Village monastery were repaired |
| 1961 - 1970 | |
| 1971 - 1980 | <ul style="list-style-type: none"> • Flood water crossed embankment • Township was flooded |
| 1981 - 1990 | <ul style="list-style-type: none"> • Pest attack in 200 area of agriculture land • New species of paddy (Shove Wah Tun) was introduced • Tube wells were provided by Government • Flood damaged bridges |
| 1991 - 2000 | <ul style="list-style-type: none"> • New species of paddy (Ziya, Manaw thu kha, etc.) were introduced • Primary school upgraded |
| 2001 - 2009 | <ul style="list-style-type: none"> • NGO donated 50 wells • 150 wells are in village • Village library opened • Storm wind damaged school • Passive flood in community • 3 GSM mobile phones in village • Library upgraded contribution from Government and community members |

Historical transect of Tha Yet Chaung Village, Myanmar

Source: Myanmar Community Based Disaster Risk Management Manual

It is also possible to create timelines using diagrams and pictures:



Source: Participatory Tools and Techniques for Assessing Climate Change Impacts and Exploring Adaptation Options. A Community Based Tool Kit for Practitioners. Livelihoods and Forestry Programme, UKAid, LPF, March 2010



Figure 6: Historical resource change map (Source: Plan Philippine CC- CVCA Guide)

TOOL 3: RESOURCE, SOCIAL HAZARD AND VULNERABILITY MAPS



Purpose of tool:

Mapping of community structures, resources and hazards is a useful tool to visually identify what exists in a community and how it is impacted by shocks and stresses. There are different types of mapping exercises that can be carried out including:

- **Resource Maps:** Identify natural resources (agriculture land, forests, water sources, fisheries) geography and topography (land, hills, rivers, fields, vegetation and habitation). Once identified the impact on these resources due to shocks and stresses can be discussed and identified. Social maps: Identify community infrastructure including focus on habitation, community facilities, roads, temples, church, health care centres, schools and other services and structures.
- **Hazard maps:** Identify where various hazard occur in the village and highlight the affected areas.
- **Vulnerability Maps:** shows vulnerable areas, the location of vulnerable people including people with disability, women headed household, children and other marginalized or economically disadvantaged groups.
- **Mobility Maps:** explore the movement pattern of the community highlighting where people go and for what. Other aspects of movement, like the distance, the mode of travel, and the importance of the places visited are also captured. Community can focus on where they usually travel for their economic, health, education and other affairs by drawing mobility map.

Mapping exercises provide communities with visual aids to identify their own natural resources, community facilities and infrastructure, high-risk areas and vulnerabilities members of the community. These maps can be used to facilitate discussion and analysis of risks, capacities and vulnerabilities within the community to create a common understanding among communities. It is additionally a useful tool for analysis of problems to identify potential looking solutions that can become part of a community plan.

Guidance for using the tool:

It is useful to work with the community to attempt to combine some or all of the maps together in an attempt to validate and compare the information collected in the separate mapping exercises.



Tips:

- Use a large flipchart that has been stuck on the wall or placed on the floor where all participants can easily view it.
- Ask one of the participants to draw the map of their community in the flipchart and also indicate the north direction, and the community boundaries.
- Ask another participant to come up to the map and draw, landmarks, roads and buildings.
- Ask a third participant to draw the schools, public and government buildings in the community.
- Ask other participants to comment and add more information to the existing map. These can include roads, rivers, mountains, beaches, crop fields, water facilities, etc.
- Thank the participants after the drawing.



Question for exploration:

Why do floods destroy only certain houses and fields of vulnerable groups? Several answers can be expected:

- Houses are in a more exposed location near the river,
- Deforestation has occurred upstream of the river,
- Inappropriate land development has occurred along the river banks due to lack of planning guidance or other land holdings,
- The specific member of the community has no access to other land due to discriminatory land policies, etc.

This analysis is important to determine what preparedness and mitigation measures can be most effective in the short and long term.



Participation and Inclusion Tips:

- Who has access and control of resources?
- Do vulnerable groups have access to resources
- Are vulnerable groups more affected when disasters occur?
- What types of people live in the areas that are affected by disasters?
- Do vulnerable people have the same ability to access shelters, evacuation routes, community services and infrastructure? What are the limiting factors for different vulnerable groups (and within groups)?
- Do plans exist with special mechanisms to support more vulnerable people?



Suggested timeframe, resource persons and materials needed:

This exercise should take around approximately 30-45 minutes. It is suggested that 1 resource person is assigned to each group. Consider the ability of resource people to relate to the different groups.



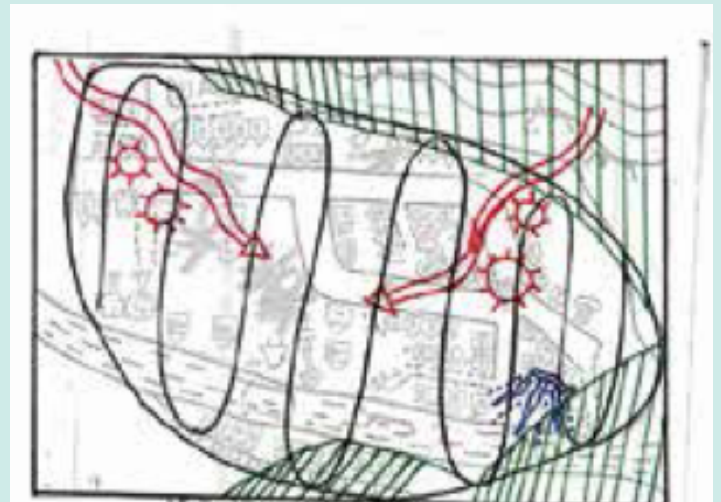
The exercise requires, Flip charts, markers, crayons and pencils

Output of mapping exercises:

The following is an example of a resource map.



Figure 6: Community map showing weather patterns



TOOL 4: TRANSECT WALK



Purpose of the tool:

The transect walk is used to observe the community, areas at risk and the availability of resources. This tool is used to record the topography of lands, to understand the interrelationships with the environment, to locate vulnerable sites, evacuation sites, spatial planning, the types of construction, the distribution of social infrastructure, the health issues and facilities, the business activities, etc. It also serves to identify the elements that should be studied more in-depth and to approve or not the indications mentioned on previously drawn maps. This can serve a valuable role in validating information uncovered in other participatory exercises.

Guidance for using the tool:

To conduct a transect walk, look at the map drawn by the community and decide with the community what path they would like to take on the walk. You might want to discuss specific topics to explore or validate. With children you might take a walk to their school. Decide together what to look for during their walk, and who they might like to interview or ask questions to during the walk. During the walk, have the community take paper and pencils with them to note any observations that they make, indicating the distance of their observation from their starting point.

Following the walk debriefing questions can be used to collect further information:

- What were the conditions like in different areas (dry, muddy, slippery, dangerous, dirty, unsanitary etc.)? Did you see any risk? Low lying area, steep slope, electrical cable near the water, etc..
- What were the houses like in different areas (e.g. type and quality of construction)?
- Are there some areas that are far from key facilities such as schools, shops or health centers, or hard to access (e.g. due to steep pathways)?
- Do people interact differently in different areas?
- Are there some areas of the community where there are people they do not know (e.g. along a main road)?
- Were there any areas that the participants did

not want to go into? Note that if a marginalized population (e.g. immigrant families or the very poor) lives near the community, some probing may be required to persuade participants to open up and talk about how they felt walking near to that area of the community.

- Are different people associated with different areas (e.g. the area where there are street children, the area where people say there is a lot of crime, the area where the farmland is etc.)?
- Which parts of the community do children like most? Why? (ask the children)
- Which parts of the community do children dislike most? Why? (ask the children)
- Are there any parts of the community that the participants strongly associate with particular hazards?



Participation and Inclusion Tips:

A few community members need to accompany the field team and it shouldn't be a large group. Ensure the group is sensitive to community needs and attitudes.



Suggested timeframe, resource persons and materials needed:

This exercise should take around 1-2 hours, depending on the distances to cover. It is suggested that the community members lead the walk and that the team members document the route and discussions. Consider how to gather the information including through photos and even video or audio recordings.

Transect walk output, please see an example below

| | House | Paddy Land | Stream | Paddy Land | Road | Homegarden | House | Woodlot | Bare Hills |
|----------------------|----------------------|------------|--------|--|------|---|-------|--|--|
| SOIL | | | | Siltation Tatum 30-40cm | | Pebble soil 20cm thick 20-25° slope | | Pebble soil 15cm thick 30° slope | Pebble soil 15cm thick 30° slope |
| WATER SOURCE | NATURAL WATER | | | | | | | | |
| PLANTS | | | | 203 Rice: 50-90Kg/sac | | Corn 30-35kg/sac - Lychee, Orange - PLum, Lemon, Jackfruit, Pineapple | | Eucalyptus, Cassia Acacia sp | Bushes |
| DIFFICULTIES | | | | - Shortage of water - Poor soil | | - Shortage of water - Poor soil | | - Have not finished land allocation - Hard to protect - Some places don't plant properly | |
| OPPORTUNITIES | | | | - Small Irrigation - Use animal Manure - Drought tolerant - Seeds | | | | - Make green manure - Enhance measures to protect soil | |

TOOL 5: HAZARD RANKING



Purpose of the tool:

To enable the community to examine the degree of severity of each identified hazard on people's livelihoods and provides a good pointer on which hazards should be addressed first given limited resources. It creates a systematic list of the hazards and their importance according to criteria chosen by the community.

Guidance for using the tool:

Use information provided from the time line, seasonal calendar and the maps, as well as the secondary climate and weather data collected earlier, to rank the hazards. Working with the same community groups who drew the timeline and the calendar, bring them together and ask them rate/rank the hazards according to a list of criteria. The process of hazard ranking can be done on a flipchart with everyone present participating.

Try to come up with a common rank for the whole community. The process is subjective but can be backed up with information from secondary data sources, which may provide exact dates, scientifically measured strengths, or information on predictions of the frequency of floods. Where there are differences in opinion, these can be noted on the ranking sheet, and discussed further at a later date

The information gathered in other tools will help to further identify people that should be consulted as part of this exercise. For example, if human disease features on the hazard list, it would be useful to talk to a group of community health workers, or a representative from the Ministry of Health to get further information. Other people to consult include emergency volunteers, agency staff, veterinary staff and agricultural extension staff.

Each hazard is discussed and ranked in terms of its:

- Frequency - how often has it occurred in the past and is it likely to occur in the future. Have frequency changed in the past 5-10 years? Are they likely to increase in frequency?
- Seasonality - occurrence of a hazard at a particular time of year, if any.
- Duration - how long it will last (this is not necessarily how long the impact will be felt).
- Force - the strength of the hazard (for example, the magnitude and intensity of an earthquake).
- Speed of onset - rapidity of arrival and impact (for example, flash-floods or slow rising floods).
- Warning signs and signals – scientific or indigenous indicators that an event is likely to occur.
- Forewarning – the time gap between any warning signs and the impact of the hazard.
- Scope of impact - how large an area could be affected.
- Scale of impact - type of damage, potential impact on community from the disaster, severity of impact on vulnerable groups (e.g. on impact on children's needs, impact on school, impact on elderly...)



Participation and Inclusion Tips:

Specific Inclusion Questions include:

- Are there any hazards that affect vulnerable groups specifically or more?
- Are these groups part of this discussion? If not plan to validate this information with them directly
- Do different groups have different perspectives on the ranking? Make sure to do the activity with different groups and look for common and different perspectives

Suggested timeframe, resource persons and materials needed:

This activity may take 1-2 hours depending on the number of hazards to cover. It can be done on a flip chart or white board, or even on the ground with stones or beans to make the ranking. Try to draw the matrix with straight lines and equal sized boxes.

Templates and examples:

Example ranking using a rating system of: blank = none, x = short/little/weak to xxx= long/great/strong

| HAZARDS | FREQUENCY | SEASONALITY | DURATION | FORCE | SPEED OF ONSET | WARNING SIGNS AND SIGNALS (X = STRONG WARNING XXX=WEAK) | FOREWARNING | SCOPE OF IMPACT | SCALE OF IMPACT | SCORE |
|----------------------------|-----------|-------------|----------|-------|----------------|--|-------------|-----------------|-----------------|-------|
| FLOODS | x | xxx | x | x | xx | x | x | xx | xx | 14 |
| EROSION OF SOIL/LAND | xx | xxx | x | xx | xx | xx | xx | x | xx | 17 |
| DROUGHT | x | xxx | xx | | x | | | x | xx | 10 |
| LIVESTOCK DISEASES | x | xx | xx | xx | xxx | x | x | xx | xxx | 17 |
| FIRES | xx | xxx | x | xxx | xxx | | | xx | xx | 16 |
| HUMAN DISEASE (TO SPECIFY) | x | xx | xx | xx | x | | | x | x | 10 |

TOOL 6: SEASONAL CALENDAR



Purpose of tool:

The seasonal calendar explores seasonal changes related to hazards, diseases, community events and other information related to specific months of the year. It can be used to show weather patterns such as hurricanes, floods or droughts, the social and economic conditions, public events and seasonal activities. It shows periods of stress, work, disaster, hunger, debt or vulnerability. It identifies livelihoods and coping strategies. The tool allows communities to visualize the correlation of different events or activities. It can facilitate discussion about observed changes in seasonal patterns due to climate change.

Seasonal calendar can also be used by the community as a guide in risk reduction/adaptation action planning, particularly in the timing of prioritizing activities. For example doing structural mitigation before the rainy season, doing schools based resilience activities within the school season but not within the exams period, intensifying early warning IEC/refresher trainings during the period prior to rainy season.



Guidance for using the tool:

Seasonal calendar is used to explore what happen during the year and when. Once you have identified an 'average' year you can then look to identify how different shocks and stresses occur within these time frames. For example; When is there food or water scarcity and why? Does heavy monsoon affect crop production or quality of water? When is there prevalence of disease? What factors contribute to these stresses?

Tips for undertaking a seasonal calendar include:

- Find different groups of local older people willing to participate.
- Choose a suitable place and material to draw the map
- Explain the reason behind the exercise. Start with a simple question such as: I do not know this place well, can you show me.....?
- Let people make the map themselves.
- Observe how people work together, and what causes excitement or disagreement.
- When the map is complete, ask the group to explain it to you.
- Crosscheck the map with other groups.

- Ask the participants when their year starts, how many seasons and months are there in a year, and what are these called. Do not impose your ideas.
- Ask them to mark the seasons and months on a chart paper.
- Encourage them to add details to the calendar.
- Ask participation to make 2 seasonal calendars – traditional in the past and now (*under observed climate change*)

Sample Key Questions

- What are the different seasons in a year? Have you observed any changes or shifts in seasonal patterns (e.g. earlier/late start of monsoon, duration of monsoon)
- What hardships does your community suffer and when do they occur though the year.
- This can include periods of hunger, drought, rain, unemployment, hardship and stress, including periods of greatest vulnerability at different times of the year. When does high disaster risk time overlap with important events such as harvest time, school term, etc...?
- What coping strategies do you have and when do you use them?



Participation and Inclusion Tips:

Consider the following to understand how different groups are affected.

- When stresses (food/water scarcity, disease, income reduction etc.) occur, which members of the community are impacted, are some impacted more significantly than others (e.g. farmers and fisher might have different stress times in the year, what about children's school terms and high risk times)?
- How do these people cope do they seek support from others, if so who (institutions, individuals) Does this support help (e.g. money lenders may help in the short term but contribute to longer term hardship and debt)



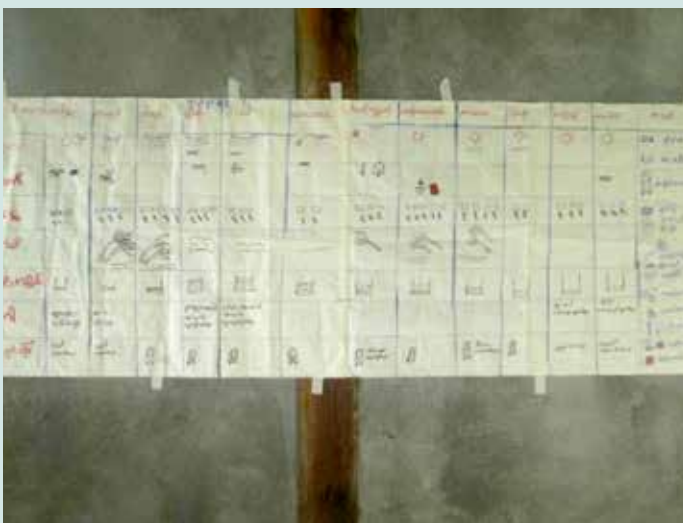
Suggested timeframe, resource persons and materials needed:

This exercise should take around 1-2 hours. It is suggested that 1 resource person is assigned to each group. Consider the ability of resource people to relate to the different groups.



The exercise requires flip charts and pens and a straight edge to draw lines.

Output of seasonal calendar:



TOOL 7: LIVELIHOODS ANALYSIS



Purpose of tool:

Assets and livelihood analysis identifies what kind of assets and livelihood the community have, how these help them to cope with disaster and adapt to climate change, how these could be affected by disaster and what can be done to protect these assets from disaster and how?

Completion of a livelihoods matrix will help to - understand more about livelihoods options, access to and vulnerability of livelihoods to disasters and climate change.

Guidance for using the tool:

The following questions may guide this exercise:

- What are key livelihoods in the community? Have livelihood practices changed in recent years?
- How are they vulnerable to disaster and climate change?
- How can livelihoods become more resilient or diversified?
- What are the barriers to implementing livelihoods activities in the community?
- What opportunities are there for accessing saving or emergency funds for households in your community? Are there any disadvantages with these? How could more people (especially most vulnerable) access emergency funds in times of need?
- How do livelihoods differ in terms of recovery period? Some studies found out that fisher folk recover faster than agricultural communities.

Table 4: Example of Livelihoods Asset Matrix

| Livelihoods tool/ asset | How can these livelihood tools/assets? Help the community in times of stress or disaster | How can disaster or impact on these livelihoods | When disaster or happen, how can these assets be protected from loss or damage | Are options available in your community for increasing resilience of this livelihood or could alternative or adapted livelihoods be considered |
|---------------------------------|---|--|---|--|
| Paddy/rice | Good for Food Security to produce enough food for community in times of climate stress or disaster | Flooding, heavy rains and cyclone can impact on paddy production affecting food availability, destroying food storage buildings. It can further impact on production of vegetables and fruits. | Disasters or Climate extremes happen in the beginning and during Rainy Season. Good Storage in a good building can protect crops and food so that less loss and damage occurs. | Technology is needed for good storage and new crops to grow |
| Nets/ canoes/ Boats for fishing | Fishing, prawns and crabs can fulfill the daily income. | Disaster or climate change can impact on availability of fish resulting in reduction of income and availability of enough food. | Disasters or Climate extremes happen in the beginning and during Rainy Season. Diversifying income sources and identifying alternative sources of food can protect livelihoods. | No recommendations from the community |
| Cars, / Motorbikes | Cars and motorbikes allow for carrying materials and transportation to the health centre and other services in Taungup. | Climate extremes may affect transport linkages – cutting off roads | Disasters or Climate extremes happen in the beginning and during Rainy Season. It can help in transportation in village, keeping or moving materials/tool/asset in time to safe places. | No idea recommended |



Participation and Inclusion Tips:

Inclusion Questions:

- How do livelihoods, assets and income vary between members of the community?
- Do different groups/individuals have different ways of utilizing or protecting assets and livelihoods in times of stress?

Output of Livelihoods analysis:

An example of a livelihoods matrix is presented above which assesses what kinds of livelihood tools/assets are available in the village? (Nets, boats, carts, bicycles etc.)



Suggested timeframe, resource persons and materials needed:

This exercise should take around 1-2 hours. It is suggested that 1 resource person is assigned to each group. Consider the ability of resource people to relate to the different groups.

TOOL 8: VENN DIAGRAM



Purpose of tool:

Venn diagrams can be used as part of the stakeholder mapping, relationship and power analysis and can be used to explore institutional relationships in the village.

Venn diagram provides valuable insights into the power structure, the decision-making process and also identifies the requirements for capacity and institutional strengthening. This will help to determine power dynamics (across age, sex, ability, socio-economic status) in the community and can be linked to better understanding of how people are using and benefiting from natural resources and ecosystems, people's resilience and adaptive capacity, existing and potential conflicts.

This assessment should look further than individuals but also consider what the governance structures are in the community including government departments, committees and community groups and who are the service providers within the community – businesses, CBO's etc. CBOs may play a key role in planning and implementing activities so should be engaged early in the Community Resilience Assessment process.

This exercise will support identification of differentiated vulnerabilities and help identify who is best placed to support resilience building activities whilst reducing the risks of exacerbating conflict and gender inequalities.

It helps communities analyse the various institutions and their influence on the local people, the various groups in the locality and their influence, and relative importance and usefulness of services for local people in disaster risk reduction.

Guidance for using the tool:

Bigger circles are used to represent the more power an institution holds in the village and the distance between circles represents the degree of influence or contact between institutions.

Facilitator may use the following questions to guide the exercise:

- Who are the decision makers/leaders? How many of them are women?
- Who are the most vulnerable/marginalised people in a community? Why?
- What CBOs are in the community? What roles do they play? Are they supported by the community?
- What are the relationships between different actors in the community (what is dividing and connecting different actors?) What are the gender roles/norms?
- What are the power dynamics and issues of exclusion in a community?
- What actors are relevant to any identified tensions in the community?
- What actors are supporting the connecting elements (identified above)?



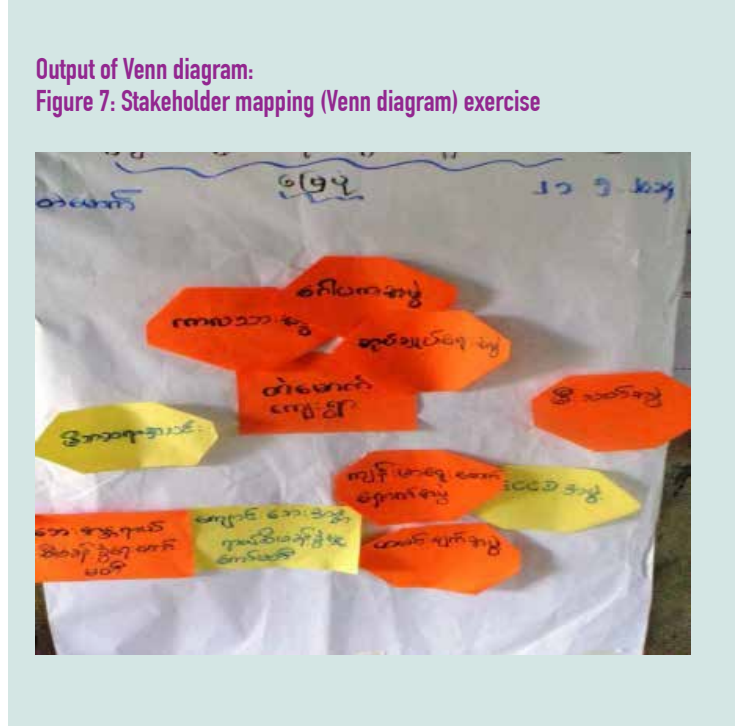
Participation and Inclusion Tips:

Specific Inclusion Questions include:

- Are there any plans that identify vulnerable groups and have specific plans or activities to address them?
- Are any organisations or institutions working in the community to address the needs or requirements of vulnerable people? – What are they doing/what services do they provide?
- Are there any self-help groups in the community? CBOs? Can you discuss with them?



The exercise requires flip charts and pens. Additionally, card or paper sheets of 2 or more colors cut into different shapes (circles and squares to represent different categories) are required.



TOOL 9: DIVIDERS AND CONNECTERS (CONFLICT CONTEXT ASSESSMENT)

This tool is based on work carried out by the CDA collaborative learning projects. More information can be found at: <http://www.cdacollaborative.org/programs/do-no-harm/>.

Purpose of tool: A Do No Harm approach (or to be conflict sensitive) requires an analysis in order to understand the context in which an activity will take place. Analyzing the local context helps to understand how a community works, and will enable you to understand how your program interacts with the community. This is true even if you are familiar to the context, as different actors are likely to have different perceptions even if they might all know the context well.

Analyse the context - Identifying Connectors and Dividers

A dividers and connectors tool can extract meaningful information around complex relationships. It should be noted however that connectors and dividers will not depict everything that goes on in a context, but focuses on the aspects that contribute to, or lessens, the tensions (dividers) or cohesion (connectors) within a community. In short:

Dividers are . . .

...those things or factors that increase tensions between people or groups and may lead to destructive competition.

Connectors are . . .

...those things or factors that reduce tensions between people or groups and lead to and strengthen constructive collaboration.

Guidance for using the tool:

The Connector and Divider analysis should be done in a team. The team should speak to a range of local actors to increase their understanding of the local community, including local community members, other business and local NGOs. Some tips include:

- Use a mix of methods: desktop study, stakeholder consultations, interviews with national-level stakeholders, brainstorming amongst company staff.
- Talk with many different stakeholders for a broad range of perspectives
- The more perspectives you consider, the clearer the picture you can build about the environment that you are working in. Gender

TOOL 10: IMPACT ON CHILDREN NEEDS AND CHILD RIGHTS (TOOL FOR CHILDREN OR CAREGIVERS)



Purpose of tool:

This tool is used to analyse the specific risk and impacts disasters and climate change risk can have on children. It provides space for children to think about their daily needs and important things in their life and how disasters and other crisis could pose a risk. Further, it explores with children to think about what has to happen to ensure that those needs are protected now and in the future no matter what.

Guidance for using the tool:

This is a participatory tool that helps children to explore how disaster or any other crisis can or has in the past affected their lives, experiences, views and feelings.

- Divide children into 3-4 groups. If the group includes both boys and girls, divide the participants into a male and female group.
- Get the participants to stick sheets of flipchart paper together. Ask for a volunteer in each group to lie on the paper to have their body shape drawn around to create a large body map which represents children and young people or draw a big picture of a child.
- Use the body map and its parts as a focus to explore children's needs and rights using different colors or metacards on the flipchart for each step:
- What do children need and want, e.g. food, water, shelter, education, play? For more advanced groups, this can be grouped under the 4 child rights: survival, protection, development, participation
- Explore the different ways in which disasters and other crisis could negatively affect these children's needs and rights of children. Do they have any experiences from in the past disasters? What else could happen? To make it easier and faster you can focus first on just one type of disaster (e.g. cyclone) that poses the biggest risk or in the community. But ideally consider more than one as sometimes slow onset disasters such as drought pose great long-term risk future
- What have been coping strategies in times of crisis to children (e.g. malnutrition) that is sometimes overlooked in comparison to sudden dramatic disasters such as a cyclone. meet those needs? What should be done to protect and ensure those rights from crisis in the future
- With older children or adults you can structure the discussion around the 4 child rights: 1. Survival, 2. Protection, 3. Development, and 4. Participation.
- With smaller children you can focus more on exploring the different needs of children based on a body map.
 - For example, key questions relating to the body map might include:
- Head: Education. How can disasters impact their education? How has an emergency context affected what they have learned? (explore both positive and negative examples)
- Mouth or Stomach: How can disasters and crisis affect our food and clean water supply
- Main body: How has or could an emergency context affected their health? Their protection from different forms of abuse or exploitation?
- Heart: How does emergency context affected their own feelings and people's feelings towards them? Who did they get support from in times of need?
- Arms and hands: As a result of the emergency context what kinds of activities are they more or less involved in?
- Legs and feet: As a result of the emergency context are there any changes in the places where children and young people do or do not, or can or cannot go? For example, for work, study or income generation?
- In plenary facilitate a discussion. What are children's views about the various impacts of living through the emergency? What are the most negative impacts? What are the most positive impacts? What has or could be done to protect and ensure their needs in future crisis? Discuss differences in experiences and views between the groups or among girls and boys or groups of different ages.
- Dream village: To end the sessions on a positive note ask children to close their eyes and imagine they can use magic to travel in the future (5 or 10 years). In groups, ask them to draw a picture or map of their village of how they would wish it to be in the future where children are happy and safe from disasters and the impact of climate change. Be creative! Ask them to explain.
- Discuss what would be the most important needs and priorities for them in their happy and safe (resilient) dream village.
- Refer back to the risks identified in the body map. What should be done to protect and

ensure those rights from crisis in the dream village?

- If time allows, brainstorm ideas what would be needed to make their dreams a reality.



Participation and Inclusion Tips:

If time is short then divide them into 4 groups and each group only focuses on 1 child right or 1 disaster type and then they present to the others.

If time allows, ask the children to make a role play to demonstrate the most important points

- For young or illiterate children, ask them to draw instead of writing. They can also tell the facilitators what to draw or write for them.
- Children should be encouraged to draw their answers to each question on the flipchart and in the meantime the facilitator/note taker should take notes on verbal answers given by the children.
- Ensure everyone gets to engage and participate. Ask very shy children to discuss with a friend (buddy system) first and work together.
- If time is short then divide them into 4 groups and each group only focuses on 1 child right and then they present to the others.
- If time allows, ask the children to make a role play to demonstrate the most important points
- It is also important for the facilitator to look out for any children that show signs of distress or who seem deeply affected by the activity. Discussing disasters might be scary for children especially if an emergency occurred recently bringing back bad memories. Children need to process their feelings but ensure that they receive proper support and follow-up psychosocial support. Ensure to end on a positive note with the dream village Ensure to end on a positive note with the “dream village” exercise and stressing that children and adults can do many things to protect themselves better when working together.

Variation with adults: This tool can also be used with adults for example teachers, parents and government official to increase their understanding on how disasters and climate risks can impact differently on children and what needs should be prioritized for resilience. Instead of drawing a child, they can also just draw a matrix with the 4 child rights



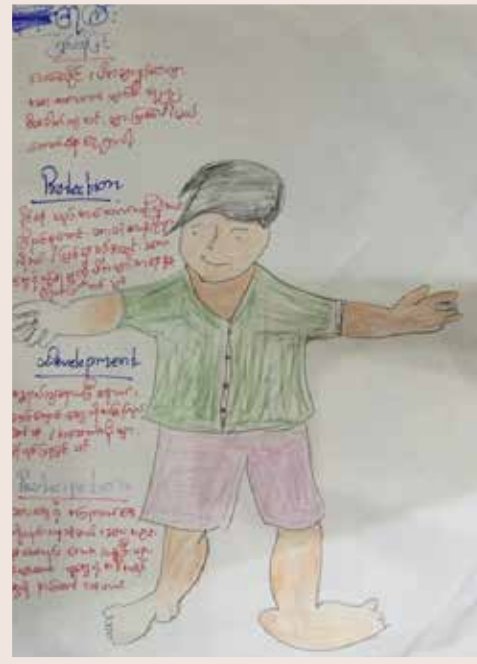
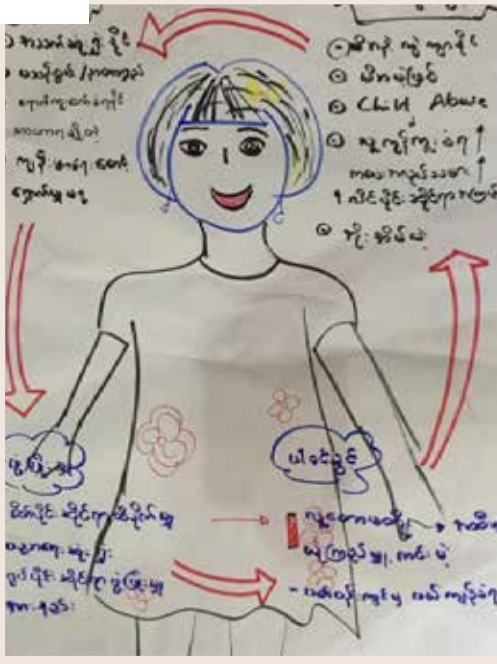
Suggested timeframe, resource persons and materials needed:

This exercise should take around approximately 60-90 minutes. It is suggested that 1 resource person is assigned to each group. Consider the ability of resource people to relate to the different groups.



The exercise requires:

Flip charts, markers, crayons and pencils



1) Child rights analysis

2) example of a dream map
Child rights analysis (Plan Thailand)

3) Alternative matrix for
older children or adults

| | |
|--|----------------------------------|
| Right to Survival (health) | Right to Development (education) |
| | |
| Right to Protection (exploitation, harm) | Right to Participate (be heard) |
| | |

Source: Plan Thailand

TOOL 11: GENDER COBWEBS



Purpose of tool:

The Gender Cobwebs tool is used to understand the conditions and status of women in the community. The tool should be carried out from the perspective of women's rights to understand the factors affecting the resilience of women.

Guidance for using the tool: No men should be present when this tool is being facilitated. Meet at a time and place agreed to by the women – it could be a women's group already established or a different group of women.

Brainstorming discussion of the key complements or dimensions of women's resilience and development from their perspective.

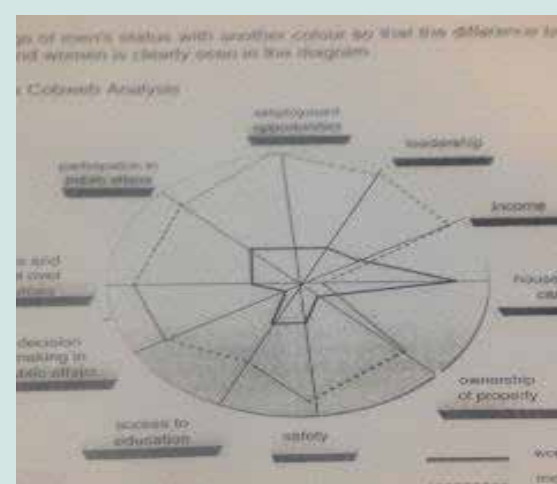
1. List these as components of rights such as: level of education, participation in community affairs, leadership in community affairs, decision making in community affairs, income from work, house hold work, ownership and control over resources, feeling safe from violence.
2. Ask them to draw pictures to represent these components on separate cards
3. With large paper on the ground put a circle in the middle and lie each card around it in a circle
4. Mark a scale of 0 to 10 with 0 in the centre.
5. Discuss and mark on each scale where women see their status
6. Join the markings together in an uneven ring using a different colour to the others
7. Now facilitate the same discussion with the same group but discuss the status of men
8. Discuss the results (note take for the discussion) such as 'why is women's score different to men's (for each component)?' and 'What are the key issues facing women?'



Participation and Inclusion Tips:

Remember that these women may not represent all the groups in a community. For example the extremely poor, disabled or otherwise marginalised women may not attend. Whilst these women have an essential perspective in the Resilience Assessment resist generalizing to 'all women' from the discussion. Ask the group who are the other women in the community and discuss ways to reach them.

Output of Gender Cob Web:



Suggested timeframe, resource persons and materials needed: This exercise should take 1-2 hours and can be done with different groups of women in a community.



Materials needed include flip chart, marker pens (2 colours)

and cards to write the components on. You could use cards and the floor if large enough paper is not available and mark the ranking using a stone or other local material. In this case use string to mark out the ranking line.

TOOL 12: CAPACITY ANALYSIS: COMMUNITY AND CBOS

Whilst a community, household or individual may be facing many challenges there are also important capacities inherent in them as well. A community, household or individual should not be assumed to be weak, passive or simply vulnerable. An assessment of their capacity is an important element of the Resilience Assessment.

Community Capacity

Family and community ties: where these are strong and relationships are good, ability to cope with shocks and stresses are stronger. These include social support structures and networks.

Leadership: a well-led community with access to basic services and responsive institutions is much better able to withstand and recover from disaster and clear direction in a time of crisis will increase chances of survival.

Access to basic services (health, education, etc.) provide critical basic needs

Good governance and the responsiveness of government and administrative bodies are important.

Awareness and understanding of the drivers of environmental change and appropriate actions, including motivation to take such actions, is also an important contributor to the capacity of an individual or group.

Access to information to make decisions such as climate information services

CBO Capacity

Cohesion and coordination of community members into groups, committees or CSO's is an

important capacity as they can address disaster preparedness, coordinated livelihood activities, savings and loans groups, and access to finance or support networks (amongst others).

Resources for action – financial, practical and human

Awareness and understanding of the drivers of environmental change and appropriate actions, including motivation to take such actions, is also an important contributor to the capacity of an individual or group.

Access to information to make decisions such as climate information services

Guidance for using the tool:

Facilitate a focus group discussing to identify capacities in a number of forms. Be clear on whether you are talking about the community or the CBOs – discuss each in turn.

1. List the capacities.
2. Ask them to draw pictures to represent these components on separate cards
3. With large paper on the ground put a circle in the middle and lie each card around it in a circle
4. Mark a scale of 0 to 10 with 0 in the centre.
5. Discuss and mark on each scale they see their community:
6. Join the markings together in an uneven ring using a different colour to the others
7. Facilitate a discussion overall including 'why is this score low?' and 'What are the key capacity challenges?'

Templates and examples:

This table highlights some examples of strong and weak capacities.

| CAPACITY TYPE | EXAMPLES OF STRONG CAPACITIES | EXAMPLES OF WEAK CAPACITIES |
|----------------------------------|--|---|
| Social and Institutional Capital | <p>Strong familial and community cohesion and availability of support networks in times of stress e.g during evacuation could benefit from being able to stay with friends or family after a storm if housing has been damaged</p> <p>Will be amounted for and checked during evacuation and benefit from being able to stay with friends or family after a storm if housing has been damaged</p> <p>CSO are in place and responsive to community preparedness needs</p> | <p>A marginalized family with no strong ties to the wider community –</p> <p>May not be accounted for or included in an evacuation plan and is left without shelter if home is destroyed.</p> <p>No CSO's are serving marginalized members of the community</p> |

**Participation and Inclusion Tips:**

Consider different households and individuals in the discussion, as each will have their own capacities. Engage different people in the discussions and validate findings about each group

**Suggested timeframe, resource persons and materials needed:**

The discussion should take 1-2 hours and requires flip charts and pens.

TOOL 13: ACCESS TO INFORMATION AND AWARENESS

**Purpose of tool:**

Access to information and communication channels (radio, TV, early warning systems) will be a key factor in people's preparation and response to disasters. It is therefore recommended that project teams look carefully at communication and information channels available to community members.

Guidance for using the tool:

This exercise can be done combined with other tools including Venn diagram and stakeholder mapping to understand how communities are receiving information.

Guiding questions could include:

- What are the main information and communications channels – which channels-radio/TV to people most enjoy/use/watch/listen to?
- What access to information does the community have? Early warnings, weather/climate data information?

- How were people warned about the last flood? Storm?
- What would be the most effective messaging channel for communities – how can information be disseminated amongst community members – for awareness/ climate information and emergency warnings?
- How can climate information best reach the most vulnerable? And can information/communication best help households protect their livelihoods and their assets from climate extreme events?

**Participation and Inclusion Tips:**

See guidance for Venn diagrams

**Suggested timeframe, resource persons and materials needed:**

This can be undertaken as part of Stakeholder and actor mapping exercise, framed as additional questions or as an additional exercise

Output of Access to information and awareness assessment:

| COMMUNITY MEMBER | HOW WERE THEY INFORMED ABOUT THE LAST STORM/EXTREME EVENT | WHAT COMMUNICATIONS TOOLS AND CHANNELS DO THEY HAVE ACCESS TO? |
|----------------------------------|---|--|
| Men | | |
| Women | | |
| Children | | |
| Other groups (PWD, elderly etc.) | | |

TOOL 14: RESILIENCE ACTIVITY PRIORITISATION TOOLS

Impact-implementation matrix

This is a quick way of clustering a large number of adaptation options into nine categories as a first round of prioritization. The criteria can be refined for suitability in each community context to relate to short or long term impact or identification of who will/is able to implement etc.

Guidance for using the tool:

Each intervention can be assessed by comparing the impact against the difficulty/ease to implement.

Output of impact –implementation matrix

This will be a number of completed tables such as the following.

| Proposed Activity: New bridge construction for easy evacuation of the village | Easy to Implement | Moderately easy to implement | Difficult to implement |
|---|-------------------|------------------------------|------------------------|
| High Impact | | | X |
| Moderate Impact | | | |
| Low Impact | | | |

| Proposed Activity: Community Awareness raising on Disaster impacts and DRR measures | Easy to Implement | Moderately easy to implement | Difficult to implement |
|---|-------------------|------------------------------|------------------------|
| High Impact | | | |
| Moderate Impact | X | | |
| Low Impact | | | |

Figure 5: impact –implementation matrix. Source: MoESTE, Nepal LAPA

Pair-wise ranking

This allows options to be compared against each other using a small list of criteria. Conflict related criteria may be a factor considered in the below table

Guidance for using the tool:

The activity options should be listed in the left hand column. Criteria for assessing should be selected by the community and may be the same or similar to the ones chosen for the multi criteria analysis.

The discussions that take place while deciding on

scores are extremely important and developers may consider documenting these. An example from is found below. Community members should agree criteria before commencing.

Output of Tool:

Result: Option 2

| | Option 1 | Option 2 | Option 3 |
|----------|----------|----------|----------|
| Option 1 | | | |
| Option 2 | | | |
| Option 3 | | | |
| Option 4 | | | |

Figure 6: Pair wise ranking matrix. Source: MoESTE, Nepal LAPA handbook

Instructions and guidance for use and establishment of criteria can be found in the LAPA manual. Additional conflict and inclusion related factors may be integrated into the table.

Community Based Cost Benefit Analysis

This community led tool allows community members to see the economic and non-economic benefits of a particular activity without the requirement for significant technical support. Instructions for use can be found in the LAPA tools manual but includes the following steps:

Step 1: Identifying options

Step 2: Describing the costs and benefits. An example from Nepal is highlighted in the table next page:

Step 3: Valuing and scoring the costs and benefits. Ranges of scores need to be agreed by the community facilitated by project staff. These may be very simple or more complex to suit the needs of the community

An example of a scoring framework is presented in table 9 below where a lower cost gets a higher score and high benefit gets a higher score. Field practitioners should be careful to keep to these rules. The total of cost and benefit will be added together and a higher score would go forward as a prioritised option.

| ADAPTATION ACTIVITY | COSTS | | |
|---------------------|---|-----------------------------------|-------------------------------------|
| | ECONOMIC | SOCIAL/CONFLICT | ENVIRONMENTAL |
| Gabion Wall | Cement Sand/stone Skilled labor Non-skilled labor | Conflict with neighbors | None |
| | BENEFITS | | |
| | Economic | Social | Environmental |
| | 63 HH's saved from flooding | Social solidarity increases among | -Bamboo plant -Soil conservation |

Example of simple scoring systems for cost benefit analysis

Output of Tool

| Costs | | | Benefits | | |
|---------------|--|-------|---------------|---|-------|
| | Description | Score | | Description | Score |
| Economic | Low cost – less than 500\$ | 3 | Economic | High economic benefits – protection of community infrastructure/assets, reduced loss and damage, efficiency savings or any other economic contribution | 3 |
| | medium cost – between 501 -1000\$ | 2 | | Medium economic benefits – protection of community infrastructure/assets, reduced loss and damage, efficiency savings or any other economic contribution | 2 |
| | High cost - more than 1000\$ | 1 | | Low or No economic benefits – protection of community infrastructure/assets, reduced loss and damage, efficiency savings or any other economic contribution | 1 |
| Environmental | No/Low environmental impact | 3 | Environmental | Contributes to environmental protection | 3 |
| | Some/medium environmental impact | 2 | | Has small contribution to environmental protection | 2 |
| | High environmental impact | 1 | | No contribution to environmental protection | 1 |
| Social | High Potential (positive) impact social cohesion or conflict | 3 | Social | High potential to contribute to increasing social cohesion/assets/support networks and reducing conflict – impacts large number of people | 3 |
| | Potential (positive) impact social cohesion or conflict | 2 | | Medium potential to contribute to increasing social cohesion/assets/support networks and reducing conflict | 2 |
| | No (or negative) impact on social cohesion or conflict | 1 | | Low/NO potential to contribute to increasing social cohesion/assets/support networks and reducing conflict – impacts a limited number of people | 1 |

| Costs | | | Benefits | | | TOTAL |
|--|---|-------|---------------|--|-------|-------|
| | Description | Score | | Description | Score | |
| ACTIVITY construction of Bridge for evacuation route | | | | | | |
| Economic | High cost for construction | 1 | Economic | Economic benefits as improves access to markets | 2 | |
| Environment | Potential environmental impact from changing river bank usage | 2 | Environmental | Allows fast evacuation of community | 2 | |
| Social | Limited social cost | 1 | Social | High social benefit – impacts large proportion of the community | 2 | |
| Total | | 4 | | | 6 | 10 |
| Activity: Mangrove restoration for protection of community agriculture land | | | | | | |
| Economic | Low cost | 3 | Economic | Some use of non timber products from mangroves | 2 | |
| Environment | No environmental impact | 3 | Environmental | High environmental protection against flooding storms and cyclones | 3 | |
| Social | some social benefits | 2 | Social | High number of people will benefit | 2 | |
| TOTAL | | 8 | | | 7 | 15 |

Multi-criteria analysis

This is a tool that allows for the qualitative comparison of very different adaptation options. Wide participation and consensus is important in both criteria selection and scoring the options. Results from the participatory cost benefit analysis (highlighted below) can be included as one of the multiple criteria used to prioritize options. The discussions that take place while deciding on scores are extremely important and developers may consider documenting these. An example from Nepal is found below. Community members should agree criteria before commencing.

Guidance for using the tool:

Proposed activities should be listed in the left hand column of the table. The community should then select the criteria that they want to measure against. Criteria could include (but not be limited to):

- Gender sensitivity
- Impact on the most vulnerable, especially children
- Conflict sensitivity
- Cost benefit ratio

Scores need to be assigned against each criteria. It is helpful if a written explanation is provided to justify the scores given to reduce the risk of bias or subjectivity in assigning scores. Agree on a value and meaning of the score, e.g. 1-5.

The total should indicate the preference of activities.

The discussions that take place while deciding on scores are extremely important and developers may consider documenting these. An example from is found below. Community members should agree criteria before commencing.

Output of Tool:

| Activities | Criteria | | | | Total |
|---|--------------------|---|-----------------------------------|---|-------|
| | Benefit/cost score | Gender sensitivity | Reaching Poor/vulnerable/children | Conflict sensitivity | |
| Mangrove for Protection of agriculture land resources | 15 | 3 (allows for collection of firewood closer to village) | 3 (ensures water availability) | 3 (community resource limited conflict) | 24 |
| Bridge for evacuation | 10 | 3 (allows for easier evacuation of women and children) | 1 (not affordable to poor) | 3 (will not exacerbate conflicts) | 17 |

Figure 6: Multi criteria analysis matrix. Example adapted from GoN, Nepal LAPA Vulnerability Benefit analysis

| Activity | Benefit to women, children, and highlight vulnerable groups (direct or indirect)? | Possible involvement of children women, children, and highlight vulnerable groups in the activities? | Child protection risk? | Score/ suggestion |
|--|---|--|------------------------|-------------------|
| 1. Community drill practice | | | | |
| 2. Establishment of additional water pond in village | | | | |
| 3. VSLA | | | | |
| 4. Training for farmers on resilient agriculture practices and techniques | | | | |
| 5. VDMC to regularly receive updates on climate & weather information and disseminate to village | | | | |

TOOL 15: ENVIRONMENT SCREENING

ENVIRONMENTAL CHECKLIST (DO NOT HARM PRINCIPLE)

Purpose of tool:

All BRACED Consortium partners are committed to protection of natural ecosystem and minimize to contribute their best efforts in preventing the further environmental degradation in term of habitat destruction, loss of cultural heritage, deforestation, over exploitation of natural resource and environment pollution in its operating region.

As part of Do Not Harm Principle , this Environmental checklist is prepared for all BRACED consortium partners to make awareness of environmental harms associated with building resilience activities of partners and to ensure all potential environmental aspects are minimized and controlled effectively and efficiently through best practices during the course of project planning and implementation.

Guidance for using the tool:

This involves environmental circumstance and status of the proposed area, understanding project tasks which generate harmful environmental affects and possible avoidance measures to be adopted.

As a risk reduction measure, this checklist is prepared basing on the implication notes given in the principle that all Beda consortium partners

agree to adhere to at all time during their project implementation.

The check item are listed to be used when project is initiated .It should be noted that this checklist is prepared considering the most relevant environmental factors that partner organization could encounter judging the natures of work scope and locations of the project .

However, in the event that additional items beyond the listed one are required, the checklist shall be modified appropriately to fit the best needs of the project performance. Hence this checklist can be regarded as flexible live document and subject to modification.

In addition, all partners are required to make their staff fully familiarize with the checklist itself and understand the effective use of it.

All the items listed in the table are carefully reviewed against the partner' resilience building work activities to the best of their knowledge and check the box accordingly. Check the box for each item addressed. For the item with Yes answer, it is mandatory to elaborate more counter measurements with detailed explanation.

Participation and Inclusion Tips:

Suggested timeframe, resource persons and materials needed:

Template example:

| | | |
|---|----------------------|-----------|
| Project Name and Location | Implementing Partner | |
| Project Description: | | |
| ENVIRONMENTAL ELEMENTS | YES | NO |
| NATURAL ENVIRONMENT | | |
| Project might include working within or close to officially designated protected area or eligible for listing or under proposed status. | | |
| Project action likely to have potential impact on threaten flora /fauna species or critical habitats in the proposed area | | |
| Project occurs on or near primary forest , secondary woodland , farmland, wetland, mangrove forest which are deemed as ecologically critical area requiring special attention | | |

| | | |
|--|--|--|
| Project action includes exploitation of natural resources for resilience work components which results losses of forest and natural habitat | | |
| Project action could result in loss of forest land by conversion of forest land to non-forest land | | |
| Project action might change the scenic view of specific geographical feature | | |
| Project plans to carry out vegetation clearance in considerable scale for its development in or close to environmental sensitive area | | |
| Project plan includes burning the vegetation and degraded forest for developing of new cultivated land. | | |
| Project would introduce the exotic species which could deteriorate the balance of natural harmonic ecosystem. | | |
| Project has potential effects on the marine and aquatic biota. | | |
| CULTURAL HERITAGE | | |
| Project action occurs on in the proximity of historical, and archeological sites listed as protection zone under the laws | | |
| Project action occurs on or in the proximity of ancient cities inscribed to world heritage list | | |
| Project action is likely to damage wholly or partially the religious institution, ceremony sites. scared shrines and temples | | |
| Disturbance to any human remain those are inferred both inside and outside of cemetery | | |
| Project action likely to have significant impacts on site, building, object and artifacts that is listed or eligible for listing under the national heritage site. | | |
| Project action is likely to change the unique culture and life style of indigenous and ethnic minority inhabiting in the area | | |
| ANTI-POLLUTION | | |
| Activities to be carried out on or near scenic river or stream bank. | | |
| Project intends to use or supply harmful substance such as pesticide ,herbicide, fertilizer or other chemical as part of their development procedures which could potentially cause the water and soil degradation | | |
| Project action could generate nuisance/ noise from its building or construction works such as small dam, pertaining wall with use of heavy equipment | | |
| Project include the extensive utilization ground water causing significant ground water depletion. | | |
| Project activities could create dust emission through its resilience works | | |
| The project action might include use of diesel powered engines such as generator, pumps | | |

| | | |
|---|--|--|
| The project action include the use of heavy equipment which have tendency of emitting significant level of polluted contaminants. | | |
| The project action have the potential of generating significant volume of waste in any forms those might in turn affects to receiving environment and human health ? | | |
| SOCIAL ENVIRONMENT | | |
| Project could cause disruption of other community plans, procedures and strategies. | | |
| Project could have adverse effect on lifestyle, social security, social cohesion ad political stability of local community | | |
| The project action would have detrimental effect on the disabilities, low income and poor household. | | |
| GENERAL | | |
| Resilience building activities include restriction of river, marine and road transportation temporary or permanent. | | |
| Activities include construction of temporary drainage, detour which could restrict public access. | | |
| Activities involving exposure to the risk and injuries to its staff and public. | | |
| The action impacts individually are expected insignificant and considered as negligible but cumulatively significant when considered along with existing and other non-project related impacts and foreseeable actions. | | |

TOOL 16: CONFLICT SCREENING

BRACED RESILIENCE ALLIANCE CONFLICT CHECKLIST DO NO HARM PRINCIPLE

This Do No Harm Conflict Checklist was developed for the BRACED Beda alliance partners*. It is a tool to help check whether the most important aspects of a conflict sensitive approach have been considered during project development and implementation. The checklist is not comprehensive and does not replace context/ conflict assessments or internal reviews; rather it highlights the need for such assessment/reviews. Moreover, conflict sensitivity does not lend itself well to yes or no questions, as conflict and tensions often depend on dynamics between elements. It is pivotal that those using the checklist first understand the concepts (through training) and then the checklist could be used as a tool

for further discussion, ideally in groups.

1. Identifying the Conflict Context

Dividers & Connectors analysis, as well as Actor analysis are key components and first steps for understanding the context in which the intervention is taking place.

2. Interaction between the intervention and the context

This section looks at how the intervention interacts with the context. In fragile situations, often characterized by scarce resources, any program has the potential of causing tensions between communities, groups or individuals, as well as it can strengthen positive elements in the community. As such each organization/intervention needs to be aware of how it interacts with the context in which it operates and develop options so to not exacerbate tensions.

* Information is drawn from several conflict sensitivity resources including cdacollaborative.org/programs/do-no-harm/, https://assets.helvetas.ch/downloads/2013_hsi_manual_3_steps_wfcs.pdf, conflictsensitivity.org and "From Principles to Practice – A users guide to do no harm" - <http://www.scribd.com/doc/217467179/From-Principle-to-Practice-A-Users-Guide-to-Do-No-Harm>

| CONFLICT SENSITIVITY QUESTIONS/ANALYSIS | COMMENTS | |
|--|--|----|
| <p>Dividers are those things or factors that increase tensions between people or groups and may lead to destructive competition. Connectors are those things or factors that reduce tensions between people and groups, and that supports collaboration. What attitudes, actions, institutions, values, interests, and symbols are dividing people in our community? How is our assistance dividing people? What is connecting people?</p> | <p>Conflict analysis (or local staff, consultations or other assessments) should provide an understanding of ‘dividers’ (i.e. what factors are contributing to conflict – climate change might be one of those things). You should avoid supporting actions and institutions that create or reinforce divisions between opposing groups. Your communications and advocacy should promote values and attitudes that connect rather than divide people, such as human rights norms and humanitarian principles that apply to all people regardless of group identity.</p> | |
| <p>Questions that help unlock dividers and connectors 1. What are the dividing factors in this situation? What are the connecting factors? 2. What are the current threats to peace and stability? What are the current supports? 3. What are the most dangerous factors in this situation? How dangerous is this Divider? 4. What can cause tension to rise in this situation? 5. What brings people together in this situation? 6. Where do people meet? What do people do together? 7. How strong is this Connector? 8. Does this Connector have potential?</p> | | |
| CHECKLIST | YES | NO |
| Are staff & partners trained in conflict sensitivity/DNH? | | |
| Have you done a dividers/connectors analysis? | | |
| Did you do the analysis with a team? | | |
| Have you prioritized the key dividers and connectors? | | |
| Have you developed options? | | |
| <p>Actors: Who are the actors that are relevant to the tensions/conflict in the community?</p> | <p>Understanding who they key actors are, what influence they have on peace and conflict, and what relationship they have to each other is an important step in understanding the context. You want to make sure that your intervention does not legitimize or strengthen actors that do harm. You also need to be aware of how your interaction with one actor might have an impact on the community and their relationships with others. An actor map, identifying actors’ relationship to each other and to the intervention/assistance program can be a useful tool.</p> | |
| <p>Questions: 1. Who are the decision makers/leaders? How many of them are women? 2. Who are the most vulnerable/marginalised people in a community? Why? 3. What are the relationships between different actors in the community (what is dividing and connecting different actors?) What are the gender roles/norms? 4. What are the power dynamics and issues of exclusion in a community? 5. What actors are relevant to any identified tensions in the community? 6. What actors are supporting the connecting elements (identified above)?</p> | | |
| CHECKLIST | YES | NO |
| Have you identified the key actors? | | |
| Have you identified the relationships between actors? | | |
| Have you identified the actors’ impact on peace and conflict in the community? | | |
| Have you identified your organizations relationship with the key actors? | | |
| <p>FOR ANY ‘NO’ RESPONSES IDENTIFIED FURTHER TRAINING, DISCUSSION AND/OR ANALYSIS IS NEEDED. MAKE SURE TO CONTACT RESOURCE PERSON & MAKE MANAGEMNET AWARE. (Sometimes the analysis might have been done at a different level/part of the organisation, in which case this must be clearly communicated with other parts of the organisation, & an opportunity for further input should be provided).</p> | | |
| <p></p> | | |

| CONFLICT SENSITIVITY QUESTIONS/ANALYSIS | COMMENTS | |
|---|--|----|
| <p>People: which authorities do we work with? Which partners? Which beneficiaries? Which staff? How do we choose them?</p> | <p>Responses should indicate that you are not at risk of creating tensions between who you are working with, who you aren't, and who is receiving benefit and who isn't. Be wary if groups on opposing sides of the conflict fall on opposite sides of these questions. You should be working with authorities that are seen by beneficiaries as legitimate in the area of operation, even if they're not government. Be wary of empowering authorities in the target area that are in conflict with this group. You should have staff from the conflict area, but be wary of having staff from the opposing group controlling service distribution.</p> | |
| <p>Questions</p> <ol style="list-style-type: none"> 1. Who are our beneficiaries? Why, why not others? 2. Who are our staff? Why, why not others? 3. Which authorities are we working with? Why, why not others? 4. Who are our partners? Why, why not others? 5. How did we choose these people? Why, why not others? | | |
| CHECKLIST | YES | NO |
| Beneficiaries | | |
| Do they all share the same identity? (Ethnic, religious, profession etc.) | | |
| Do they have the same identity as the staff? | | |
| Were recipients picked by the local governing authorities? | | |
| Were they selected in order to ensure the success of the program? | | |
| Partners | | |
| Do partners share the same identity as staff? | | |
| Do partners have ties to political or military interests? | | |
| Are the partners based in an area where just one subgroup lives? (They may be asked to work in other areas. Will this be an issue?) | | |
| Staff | | |
| Do all the staff (or a large part of it) share the same identity? | | |
| Authorities | | |
| Are they using interactions with us to create legitimacy? | | |
| Do they use interactions with us to create the appearance that they are serving people? | | |
| <p>FOR ANY 'YES' RESPONSES INDICATED, GO BACK TO YOUR DIVIDER & CONNECTOR ANALYSIS AND ACTOR MAPPING TO IDENTIFY POTENTIAL RISKS & OPTIONS. CONTACT REOSURCE PERSON IF FURHTER ASSISTANCE IS NEEDED.</p> | | |
| <p></p> | | |

| CONFLICT SENSITIVITY QUESTIONS/ANALYSIS | COMMENTS | |
|--|---|----|
| <p>Resources: what are we bringing to communities? How are we sourcing locally? How are we distributing resources? How does this affect people and their relationships?</p> | <p>You should not source or provide resources in ways that generates tensions between opposing groups. Be wary when procurement or resource distribution creates 'winners and losers', or otherwise changes the income and power of opposing actors. Conflict risks are likely to be generated if resources are being disproportionately provided to one of the opposing groups. Your distribution of resources should be monitored to ensure that they are being used for the intended purpose, and not in any ways that contribute to conflict.</p> | |
| CHECKLIST | YES | NO |
| <p>Is one group better off because of the resource(s) you bring? (Remember that training and skills are also resources)</p> | | |
| <p>Can the resource be stolen?</p> | | |
| <p>Is there a surplus/shortfall of the resource provided? (Both surplus and shortfall can affect competition for resources and spur theft.)</p> | | |
| <p>Is the resource oriented toward individual recipients, family recipients, rather than collective recipients? (Collective resources are often more able to focus on Connectors than individual or family ones. Individual or family resources can create jealousy when criteria exclude others and create tension between people).</p> | | |
| <p>Does the delivery experience delays? (Delays hurt people's ability to plan and can increase tension).</p> | | |
| <p>FOR ANY 'YES' RESPONSES INDICATED, GO BACK TO YOUR DIVIDER & CONNECTOR ANALYSIS AND ACTOR MAPPING TO IDENTIFY POTENTIAL RISKS & OPTIONS. CONTACT REOSURCE PERSON IF FURHTER ASSISTANCE IS NEEDED.</p> | | |
| | | |

| CONFLICT SENSITIVITY QUESTIONS/ANALYSIS | COMMENTS | |
|--|---|----|
| <p>Ethical communication: what message do we give by our communications and actions? What behavior do we display?</p> | <p>Staff behavior and communications must embody the principles required for peace building and principled humanitarian action. Your behavior and communication should not demonstrate bias to one side of the conflict, even if this is government. Conflict sensitivity risks must be identified early so that communication can be proactive rather than reactive, making your work more transparent. Maximise your communication reach in order to manage expectations, respond to misperceptions, and advocate on principles of neutrality and peace building.</p> | |
| <p>Questions</p> <p>1. Are you providing the communities you work with the critical information they need? I.e. Why are you there, how are you selecting beneficiaries, who are you working with, and how long will you stay?</p> <p>1. What are the ethical messages sent by your behaviors?</p> <p>2. What are the impacts of these ethical messages on local dividers and connectors?</p> | | |
| Checklist | YES | NO |
| Is the selection criteria of beneficiaries unclear to the communities? | | |
| Is the exit strategy unclear to beneficiaries/staff? | | |
| Does the assistance agency refuse to cooperate or share information with other agencies? | | |
| Do field staff use agency resources for their own benefit or pleasure? | | |
| Are assistance staff frightened, tense and suspicious of local people? | | |
| Is the selection criteria of beneficiaries unclear to the communities? | | |
| <p>FOR ANY 'YES' RESPONSES INDICATED, GO BACK TO YOUR DIVIDER & CONNECTOR ANALYSIS AND ACTOR MAPPING TO IDENTIFY POTENTIAL RISKS & OPTIONS. CONTACT REOSURCE PERSON IF FURHTER ASSISTANCE IS NEEDED.</p> | | |
| <p></p> | | |

TOOL 17: GENDER SCREENING

These are gender questions to address during the resilience assessment to ensure that women's perspectives and interests are addressed in the process. This tool is based on Action Aid's PVA tool.

Has a gender perspective on the analysis of the context (economic, ecological, social, cultural and political factors) been incorporated?

1. Were both genders, across age groups and marital status, involved in the analysis?
2. What are women vulnerable to?
3. What are the changes in vulnerabilities that women have faced over time?
4. What are the underlying causes of vulnerabilities faced by women (e.g. social cultural norms, access to resources, etc)?
5. What contribute to unsafe conditions for women (e.g. flow of information, coping mechanisms, level of assets, etc)
6. What are the different levels of vulnerabilities for women (e.g. access and control over resources, power, economic/ livelihoods, gender dynamics)
7. What, if any assets, do women have access to (or control over)?
8. Why are women vulnerable now?
9. Why will women be vulnerable in the future?
10. What existing strategies do women use to reduce vulnerability and cope?
11. What strategies, if any, do women use during crisis?
12. What are their long-term livelihood strategies?
13. What aspects of women's vulnerabilities can be used as indicators in programme reviews and impact assessments?



Tools for Step 3 and 4: Community Resilience Action Plan example

| DESCRIPTION | ACTIVITIES | TARGET | HOW | WHERE | |
|--|---|---|--|---|--|
| Community Preparedness and coping mechanisms | | | | | |
| Institutional development of CBO's -Village Disaster management committee | Trailing on basic book keeping/accounting/good practice | VDMC | 3 day training | Clustered with other community VDMC n the township | |
| | Training on resilience to VDMC | VDMC | 2 day training for VDMC members | Clustered with other community VDMC n the township | |
| improved knowledge and awareness on resilience | Child led community resilience awareness day | School disaster management committee | 1 day awareness raising activities led by school group | In school classroom and through the community. | |
| Better preparedness for climate extreme events focused on flooding/cyclones | Practice of community drill | VDMC | All community members and school children | Starts from school building and continues through the village to highlight risks/evacuation/safe places | |
| Livelihoods/systems resilience | | | | | |
| Improved access to water during dry season | Establishment of additional water pond in east side of village | All community households | hiring of digger for 3 days, community to provide in kind labor and additional funding for laying of ground sheet and excavation | East side of community | |
| Better access to sustainable energy sources not dependant on firewood and non renewable sources. | Improved cook stove/solar lanterns | 25 HH have shown interest | CDA to link to ICS supplier in Tandwe and invite to community meeting to introduce products and costs | | |
| Agriculture diversification in the face of salt water intrusion to paddy crops and vegetable diseases during dry season. | Training for farmers and HH's on resilient agriculture practices tools and techniques | All interested farming HH's | CDA to facilitate dialogue with Agricultural department and source technical expertise or consultants support the training. | Clustered with other communities/farmers in the township | |
| Community Safety Nets | | | | | |
| Community savings and loans groups | VSLA's | CDA to provide community consultation/training and establishment of VSLA groups | Initial introduction consultation and training. BRACEC to provide 700,000 start p to revolving fund. VDMC will support identification of VSLA groups and committee to manage. HH savings collection and loan distribution will be organised managed by VSLA group. | Across community to these interested to take part | |

| | WHO | FINANCING | RISK AND ASSUMPTIONS | WHEN |
|--|--|--|--|--|
| | | | | |
| | Facilitated by Plan/CDA project team | from BRACED implementation budget - 300,000 Kyats | | Aug-15 |
| | Facilitated by Plan/CDA project team | from BRACED implementation budget - 200,000 Kyats | | Aug-15 |
| | Facilitated by Plan/CDA project team | from BRACED implementation budget - 300,000 Kyats | | Oct-15 |
| | Facilitated by Plan/CDA project team - Led by VDMC | from BRACED implementation budget - 250,000 Kyats | | Aug-15 |
| | | | | |
| | Facilitated by Plan/CDA with in kind contribution by community members, VDMC to oversee construction | Digger 800,00 Kyats * 3 days - covered by BRACED funds Labor - in kind provided by community Ground sheet and finalization costs - matching funds from community members 300,000/50 HH = 4200Kyats per HH. VDMC to organize collection | Construction during monsoon season may cause delays - road access to digger not possible until after the monsoon | To be initiated from September 2015 |
| | CDA/VDMC to facilitate, interested HHs to attend community meeting | Supplier will cover costs of community meeting - HH to cover purchase costs where interested | | Community meeting in September 2015 |
| | CDA/Plan, VDMCs, farmers groups associations | BRACED will cover training costs and some follow but direct technical support agricultural services and products need to be paid directly by farmer to service providers. Project team can facilitate dialogue between community and technical specialists. | Potential risk of lack of expertise in township level actors and local departments. Where applicable external expertise can be brought in. | Initial training set from Jan 2015 and a 6 month follow up and review of uptake of activities. |
| | | | | |
| | To all interested to take part | BRACED project to provide 700,000 Kyats seed grant - all other financial inputs to be provided from community. CDA will organise/finance initial consultations however all following management/administrative costs will be borne by the VSLA committee. | risk of lack of interest or limited ability to contribute to the revolving fund | Consultation meeting to be held in August 2015. |

| DESCRIPTION | ACTIVITIES | TARGET | HOW | WHERE |
|--|---|-----------------------------------|--|--|
| Information and awareness | | | | |
| Improved access to climate/resilience information materials and information | Distribution of community IEC materials | All community members | BRACED programme to produce materials, VDMC to distribute and introduce to community members, | All HH's to receive materials |
| | VDMC to regularly receive updates on climate & weather information from Radio/TV/Township Weather Center, and disseminate to village | All community members | VDMC to receive updates on climate and weather information, discuss in its meeting, and disseminate to community | All HH |
| Children/School lead campaign on resilience concept, and access and use of climate-weather information | 1 day TOT for teachers 1 hour orientation to all school children (annually) Transfer resilience message from children to HH | All teachers and school children | BRACED Programme to produce materials, School/children to transfer resilience message to HH | All children to receive materials |
| | Highlight PSA on radio TV | All community members | BRACED programme will produce PSA for MRTV and radio - CDA to highlight time and place of PSA and VDMC to promote amongst villagers - where encourage groups to congregate where radio/TV is available for those without access, | |
| Resilience planning and review | | | | |
| Women's empowerment training on livelihoods, planning and decision making | Ongoing training package for women | All interested women in community | CDA/Plan, women's savings groups and other CBOs will coordinate for ongoing trainings and coordination | in community - schools building/community centre or comfortable place where women will be able to participate and engage |
| regular review and update of community action plan | Review of community of community resilience action plan and response mechanisms | VDMC | VDMC annual review of action plan and revision where appropriate | |

| | WHO | FINANCING | RISK AND ASSUMPTIONS | WHEN |
|--|--|---|---|--|
| | BRACED programme to produce materials, VDMC to distribute and introduce to community members, | BRACED programme to produce materials, VDMC to distribute and introduce to community members, | | IEC materials to be finalised by BRACED programme by August 2015 |
| | VDMC to receive updates on climate and weather information, discuss in its meeting, and disseminate to community | VDMC to receive updates on climate and weather information, discuss in its meeting, and disseminate to community | | Regularly (mainly during the extreme event seasons) |
| | BRACED Programme to produce materials, School/children to transfer resilience message to HH | from BRACED implementation budget - 30,000 Kyats (Teachers' training and delivery of IEC materials) | | Annual Mass Campaign |
| | | PSA production costs borne by BRACED | | quarterly from Feb 2016 |
| | CDA/Plan, women's savings groups and other CBOs will coordinate for ongoing trainings and coordination | BRACED implementation budget will cover training activities and where possible recommendations will be linked to women's VSLA groups. | Needs to be buy in and willingness of wider community to engage women in resilience planning and wider activities | First training in August 2015 and follow up after 6 months |
| | VDMC members in consultation with community members | No cost | | Jan-16 |

BRACED Myanmar Alliance COMMUNITY RESILIENCE ASSESSMENT AND ACTION HANDBOOK



The Handbook has been written to support the field staff of the BRACED alliance partners when they are undertaking the critical community led work, however will also be relevant for other practitioners working in resilience

The Handbook is structured around the BRACED Community Resilience Action cycle (see Page 7) and the Community Resilience Assessment Guiding Questions (see chapter 4). It offers suggested tools, and detailed guidance on using these tools, to assist with each stage of the process. It draws on established tools and methods and provides tailored context specific guidance in the context of Myanmar. The Handbook also provides guidance on using historic, current and future climate and weather information to support the community information. The resilience action cycle further presents checklists for screening prioritized resilience building activities to ensure they do no harm.

This Handbook and associated guidance notes will be reviewed and refined throughout the BRACED program based on experience of rolling it out in communities so that it can be utilised by other practitioners developing community resilience projects.

