

USAID South Pacific

THE COASTAL COMMUNITY ADAPTATION PROJECT



Climate Change Risk and Asset Mapping Methodology & Facilitation Guide



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Executive Summary

This *Coastal Community Adaptation Project (C-CAP) Climate Change Risk and Asset Mapping Methodology & Facilitation Guide* provides a framework for Country Mobilizers and C-CAP technical staff to plan and execute initial community engagement and to produce the following project Deliverables:

- C-CAP 'Scoping' & Site Selection Report
- C-CAP Climate Change Gap Analysis
- C-CAP Community Risk and Asset Mapping

By following this manual, the C-CAP team will be led through:

- Facilitation of a 'Scoping' exercise in short-listed communities and gathering important information for reports to government host ministry/department consent and informing the National Project Advisory Committee (N-PAC);
- Organizing Climate Change Risk and Community Asset Mapping in selected C-CAP communities and preparing materials for each workshop;
- A facilitation guide that includes best practices designed to elicit community participation and to increase awareness and understanding of important C-CAP concepts like the causes of climate change; climate change projections; types of climate change impacts; and classes of infrastructure eligible for C-CAP support; and
- Lesson plans for the five community-based sessions:
 - 1. C-CAP Introduction and Baseline Survey
 - 2. Climate Change Risk and Impact Identification
 - 3. The Climate of Tomorrow
 - 4. Climate Change Risk and Community Asset Mapping; and
 - 5. GPS Mapping of Community Infrastructure.

While this is a general guide, <u>Country Mobilizers are encouraged to propose adaptation of language</u> <u>and approaches for his/her country's context</u>. Any changes—or general questions—should be proposed to DCOP Nick Hobgood, Senior Technical Advisory Jerry Cole and Community Liaison Officer Isoa Korovulavula.

Vinaka Vakalevu, The C-CAP Technical Team



Part 1 – C-CAP 'Scoping' & Site Selection





C-CAP Site Selection Recommendation

	Halalele	Makave	Okoa
Host Ministry advice and/or endorsement	Yes	Yes	Yes
Nearby other C-CAP sites	Yes	Yes	Yes
Borders the Coast	No	Yes	Yes
Does the community have a larger population than 100	Yes	Yes	Yes
Vulnerability of community assets to the impacts of climate change	High	High	Highest
Strength of community governance	Strong	Stronger	Stronger



	Part 1A – C-CAP 'Scoping' & Site Selection Guide		
Time:	30 – 60 Minutes		
Facilitators:	 Country Mobilizer C-CAP Technical Team Member Host Country Government Counterpart. It is important to encourage as much local government participation in C-CAP activities as possible. This will promote the long term use of C-CAP tools that the counterpart feels are useful in other communities that C-CAP could not serve. 		
Participants:	 For 'Scoping' exercises, the community group should not be more than five (5) people (or the size of the community governance committee) to avoid raising expectations in the village. The group should include: Community Representative (town officer, chief, or other 'Social Mobilizer' candidate) Members of the village governance committee 		
Learning Objectives:	 By the end of this session: The <i>Community Representative</i> will understand: C-CAP's goal and three project components; C-CAP's site selection criteria and the site selection process; That participation in this meeting does not guarantee selection for participation in C-CAP, and that selection depends on C-CAP's host government line ministry (i.e., iTaukei Affairs in Fiji, Office of Climate Change & Development in PNG) consent and informing the N-PAC; and the Timeline for final site selection and initial C-CAP activities. The <i>C-CAP staff member</i> will: 		

Have an understanding of all topic areas listed in Appendix 6—Climate Change Gap Analysis: V&A Concepts and Socioeconomic Background.

• Have sufficient information to write both the 'Scoping' & Site Selection Guide and Climate Change Gap Analysis.

	Lesson Plan			
Se M	ssion Segments and	A	ctivities and Instructional Sequence:	Facilitation Tips
1.	Motivation (5-min.) Materials and Handouts: C-CAP Sign In Sheet	•	[Follow traditional community protocol, whether that includes prayer, introductory speech, etc.] Introductions. Pass around C-CAP standard sign-in sheet.	Be sure to introduce our government partners!
2. •	Presentation (20-min.) Materials & Handouts: <i>C-CAP Brochure</i> (10) <i>C-CAP Newsletter</i> (most recent version) (10) <i>Newsprint</i> —List of the Site Selection Process	•	 Background on C-CAP project. Donor Project Goal (short and long term resilience) Size and Contract Value C-CAP Partners (DAI, USP, Macallan) C-CAP Team / Offices C-CAP work in communities 	 C-CAP personnel must emphasize: That this is only a 'scoping' exercise, and participation in this meeting does not ensure that the community will be selected for C-CAP. That C-CAP uses the same site selection process and



Lesson Plan			
Session Segments and Material Used:	Activities and Instructional Sequence:	Facilitation Tips	
Newsprint—List of the Site Selection Criteria	 Countries and Communities Communities already working with C-CAP in this country Three (3) Components of C-CAP & estimated implementation timeline Hand out C-CAP brochure and Newsletter. Explain that this is only a 'Scoping' Exercise. Provide overview of site selection: N-PAC and host government ministry / department recommendations; Scoping in communities; and Report to host government for consent and inform N-PAC. Discuss Site Selection Criteria: Host Ministry advice and/or endorsement; Proximity to other C-CAP sites; Whether the community borders the coast; Whether the community has a larger population than 100; Vulnerability of community assets to the impacts of climate change; and Strength of community governance 	criteria in all 12 C-CAP countries with the goal to find the communities that are the closest match to C- CAP criteria.	
 Practice (guided) (5 minutes) Materials & Handouts: NA 	• Open up for questions.	 Explain that the process was developed to ensure there is no selection bias. If community isn't selected, we report back to government so the community's needs are understood and can be considered for projects that are a better fit. 	
 4. Application Exercise (20-min.) Materials & Handouts: Appendix 6—Climate Change Gap Analysis: V&A Concepts and Socioeconomic Background 	• Complete the questionnaire in Appendix 6 — Climate Change Gap Analysis: V&A Concepts and Socioeconomic Background.		
5. Testing & Evaluation	• Explain again that the purpose is to collect	•	



Lesson Plan			
Session Segments and	Activities and Instructional Sequence:	Facilitation Tips	
Material Used:			
(5-min.)Materials and Handouts:Newsprint (blank)Markers	 information so we can complete the 'Scoping' exercise and make sure the government has enough information to consent to site selection. Thank group. [Follow traditional community protocol, whether than includes prayer, closing speech, etc.] Collect sign in sheet. Take group picture 		

Next Steps

Site Selection:

- Use information to draft 'Site Selection' Report.
- Within one week of conducting final site selection, submit to the Community Liaison Officer and Specialist for review.
- After receiving approval, send to the host country government partner and N-PAC and schedule N-PAC meeting.
- Within two weeks (preferably one week) of receiving Community Liaison Officer/Specialist approval, hold:
 - Host country government partner meeting to seek consent of site selection; and
 - N-PAC meeting to inform the group on the report and site selection.
- Promptly inform Community Liaison Officer/Specialist partner of outcome of meetings.

Gap Analysis:

- Use information to draft 'Climate Change Gap Analysis' Report.
- Submit to the Community Liaison Officer and Specialist for review.



Part 2 – C-CAP Climate Change Risk & Community Asset Mapping



Caption: Accelerated coastal erosion is impacting livelihoods as shown in these images taken less than 6 weeks apart. A coconut tree and a substantial amount of soil have been washed away. More images from Pari can be found here: http://www.flickr.com/photos/90755241@N08/sets/72157632566931113/detail/





Part 2A - Organizing Community Risk and Asset Mapping

This section of the Methodology and Facilitation Guide is designed to help Country Mobilizers to efficiently plan, organize and prepare for Climate Change Risk and Asset Mapping workshops. The tips shared here are based on Year 1 Risk Mapping 'lessons learned' and will provide more clarity to you, the Country Mobilizer, and to your counterparts, the Social Mobilizers.

Step 1 – Bringing the Social Mobilizer on Board

After receiving host government ministry consent and informing the N-PAC of site selection, your first step in the community will be to inform the Community Representative (town officer, chief, etc.) and to make sure that s/he is willing to serve as the C-CAP Social Mobilizer. The Country Mobilizer should:

- Visit each potential 'Social Mobilizer' in person if possible. If not, conduct the meeting over the phone.
- Describe the Social Mobilizer position, focusing on the point that Social Mobilizers are primarily C-CAP's 'community organizers' for scheduling committee meetings and facilitating C-CAP activities. Additional guidance can include:
 - Work in partnership with USAID C-CAP and its partners;
 - Coordinate all C-CAP meetings and activities to ensure full participation of the C-CAP Community Committee;
 - Be the community focal person for climate change-related issues with USAID C-CAP and national, provincial and/or district government officials;
- Ensure that the individual is willing to serve as the Social Mobilizer.
- Ask for his/her shirt size so that C-CAP can prepare a USAID C-CAP shirt.
- Notify Reshmi and the Community Liaison Officer and Specialist when the person has accepted the position, and inform Reshmi of the indivual's shirt size (so Reshmi can order the appropriate size C-CAP shirt).

Step 2 – Planning the Workshop with the Social Mobilizer

After scheduling the workshop with the Social Mobilizer, in coordination with the C-CAP Community Liaison Officer and Specialist, the Country Mobilizer must invite the local government unit which interfaces with the communities on climate change issues (e.g., Fiji Conservation Officers in the provincial Roko's office; or Ministry of Environment headquarters or island group staff in Tonga). These local government officers should be invited to **all** C-CAP activities. C-CAP is committed to assisting local government with tools to better plan for and address climate change issues.

In planning for the workshop with the Social Mobilizer, the Country Mobilizer should follow these steps to ensure that the C-CAP Community Committee in each village meets C-CAP's standards, and that the team is understands all costs and logistics for the Community Risk and Asset Mapping.

Establishing the C-CAP Community Committee

C-CAP encourages communities to use existing community committees (village council, water committee, etc.) for the C-CAP project and workshops. However, the Country Mobilizer must inform the Social Mobilizer of the following guidelines for committee membership:

- Committees should be between 15-20 members.
- The committee must include women and youth group representatives.



- If there are multiple churches and ethnic groups in the village, **each church / ethnic group** should be represented on the committee.
- Committee members should be present at **ALL** C-CAP workshops to ensure continuity, continued capacity building and to be able to measure awareness-raising results over time.

Planning for Food and Logistics

- The meeting location should, if possible, take place in a town hall—rather than a church hall.
 - This is so that members of ALL churches feel welcome.
 - Note that C-CAP **should not** pay for use of the town hall. Request to the Social Mobilizer that the community contributes use of the town hall in exchange for the infrastructure support the project will deliver.
- Community Risk and Asset Mapping is an intense workshop that requires the C-CAP team's complete attention. All catering decisions should be based on cost, and freeing up facilitator and participants time to participate fully in the workshop.
- In many C-CAP countries, it is best practice for the community to cater lunch and/or tea.
 - In other countries, however, it may be preferred to arrange for catering from the local town.
- The rate per person should be based on local practice, but in general should not exceed:
 - **US\$3/person** for up to 25 participants for tea; and
 - **US\$5/person** for up to 25 participants for lunch.

Step 3 – Packing for the Workshop

There are a lot of moving parts, so using this checklist should help Country Mobilizers to make sure that they have everything they need for each workshop.

Item to Pack	Notes
Sign In Sheet	Translated to local language. See Appendix 1
Copies of C-CAP Baseline Survey (30)	Translated to local language. See Appendix 3
Camera	Ensure batteries are charged
GPS Unit	Ensure batteries are charged
Extra / Backup Batteries	
Newsprint (30 sheets)	
Markers (8)	Preferably different colors
Pens (30)	
Community Catering Invoice Template	See Appendix 6
Receipt Book	Receipt for catering
Таре	
Life Jackets	If Traveling by boat.
C-CAP Lesson Plans / Facilitation Guide	
Projector / Power Point or C-CAP Posters:	C-CAP Background, C-CAP Components, Climate Change/Greenhouse Effect, Climate Change Impacts, Infrastructure Types, GoogleMaps, Climate Change Projections – Country Level



Part 2B - Facilitation Guide

C-CAP is about more than supporting construction / rehabilitation of community infrastructure; it's about helping our C-CAP Community Committees to:

- Better understand the causes of climate change;
- Learn about and access studies on climate change impacts and projections;
- Distinguish between impacts caused by climate change, human activity (like deforestation), and regular weather events; and
- Use and share lessons from C-CAP to make better infrastructure, disaster preparedness and land use planning decisions **AFTER** the program ends.

To achieve all of these goals, the Country Mobilizer and C-CAP team must always be working during community workshops—whether it's by asking 'guiding questions' during group discussions, or joining group work to help guide groups in the right direction and to reinforce C-CAP messages and climate science information. Here are some important tips and guidelines for facilitating C-CAP workshops:

- C-CAP Teams should plan to share the workload in advance:
 - One person should be assigned to take all photos;
 - The Country Mobilizer should always be in charge of taking GPS waypoints; and
 - Each C-CAP Team member should understand their role in the workshop and which sections s/he will lead.
- Use the '*Facilitation Tips*' that can be found in the third column of all lesson plans. These include questions and answers designed to push communities to think more deeply about the issue; or to help the Country Mobilizer to answer common questions.
- Always call attention when a participant correctly sites a climate change cause or impact; and always, respectfully, correct participants when they are wrong, sharing the correct answer with the group.
- During Group Work / Breakout Sessions, always assign one C-CAP staff member to each subgroup. The C-CAP staff's role is to give guidance, to keep work progress on track, and most importantly, to:
 - Ask guiding questions that bring out new ideas from the group; and
 - Hint at climate change risks, impacts and vulnerabilities that the group is overlooking and make sure they understand what you share.
- Ask open-ended questions to avoid guiding or biasing responses.
- Always create a newsprint with the Session Title and Objectives. Review at the beginning of the session so that the community understands what the session purpose is and what's expected of them, and at the end to quiz them and reinforce the learning objectives.



Part 2C – Lesson Plan 1: C-CAP Community Agreement & Baseline Assessment

Time:	45 Minutes
Facilitators:	 Country Mobilizer C-CAP Technical Team Member(s) Host Country Government Counterpart
Participants:	C-CAP Community Committee
Learning Objectives:	 By the end of this session, participants will: Know background information on each C-CAP staff member and their role on the project; Be able to cite the donor organization funding C-CAP, its geographic scope, its three places and the main stars in Places 1. Climate Proof for Juffred Transmission and the project in the places and the main stars in Places 1. Climate Proof for Juffred Transmission and the places and the places and the places are started by the places of the pla

- phases, and the main steps in Phase 1 Climate Proofing Infrastructure; and
- Complete the C-CAP baseline survey.

Lesson Plan			
Session Segments and Material Used:	Activities and Instructional Sequence:	Facilitation Tips	
 Motivation (10-min.) Materials & Handouts: Pens (40) Notepads (40) <u>C-CAP Sign In Sheet</u> Newsprint—Agenda that lists the days sessions, time estimates Newsprint—Session Title and Objectives List 	 Prior to start of workshop, hand out pens and notepads. [Follow traditional community protocol, whether than includes prayer, introductory speech, etc.] Introductions. Pass around C-CAP standard sign-in sheet. Review agenda. Lead Icebreaker – CM to plan their own Icebreaker. Questions? Review Newsprint – Session Title and Objectives 	 Be sure to introduce our government partners! This icebreaker is just an idea. The CM is free to choose any icebreaker they wish! 	
 2. Presentation (10-min.) Materials & Handouts: PowerPoint/Poster—C-C-CAP project background PowerPoint/Poster — C-CAP Components background 	 Background on C-CAP project. Donor Project Goal (short and long term resilience) Size and Contract Value C-CAP Partners (DAI, USP, Macallan) C-CAP Team / Offices C-CAP work in communities Countries and Communities Communities already working with C-CAP in this country Three (3) Components of C-CAP Component 1 – Phases: Risk Mapping IPI 	 C-CAP personnel must emphasize: C-CAP is a process. The process is as important as the product (climate resilient infrastructure). The Risk Mapping makes community better aware of all climate issues. IPI is a tool community can use for all infrastructure and climate adaptation decisions AFTER project is complete. IPI also ensures that Climate Projections are considered to ensure the 	



Lesson Plan			
Session Segments and Material Used:	Activities and Instructional Sequence:	Facilitation Tips	
	 Community Agreement EIA / Engineer Design Tender Construction Explain to the group that they are in total charge of selecting their priority projects. C-CAP's role is to add to / supplement what the local community already understands about current climate change impacts in their communities with: New information from climate science about future impacts of climate change; & A process for decision-making that includes scientific projections. Through C-CAP, we can help them to make decisions that ensure long-lasting infrastructure that withstands climate impacts. 	long-term (sea level rise, more intense cyclones, changing rainfall patterns, etc.).	
 3. Practice (guided) (5 minutes) Materials & Handouts: NA 	• Open up for questions.		
 4. Application Exercise (15-min.) Materials & Handouts: Baseline Survey (40) 	 Note that among the project goals, we would like to increase community resilience by: Climate-proofing infrastructure; Providing tools to help factor climate projections / impacts into decision making; and Increase community understanding of climate change and local capacity to adapt in the future. We want to measure whether we're doing a good job—so need to establish a baseline understanding of the community and climate change awareness. Introduce survey and pass out. Read each question and give time to answer. 		
 5. Testing & Evaluation (5-min.) Materials & Handouts: Newsprint (blank) Markers 	 <u>Collect completed survey and sign in sheet.</u> Open for questions on survey. Review Objectives Newsprint and ask questions to evaluate achievement of objectives: Ask who the donor is. Ask how many countries / communities C-CAP is working in. Ask what the 3 C-CAP components are. Thank group. 		



Part 2D – Lesson Plan 2: Climate Risk and Local Impacts Identification

Time:	45 – 60 Minutes
Facilitators:	 Country Mobilizer C-CAP Technical Team Member(s) Host Country Government Counterpart
Participants:	C-CAP Community Committee
Learning Objectives:	 By the end of this session, participants will: Cite at least three modern activities / actions that contribute to climate change; Explain the process of how climate change occurs; Review global climate change impacts; and

• Share at least five ways that climate change impacts cause risk in their community.

Lesson Plan				
Session Segments and	Activities and Instructional Sequence:	Facilitation Tips		
Material Used:	-			
 Motivation (5-min.) Materials & Handouts: Newsprint—Session Title and Objectives List 	 Review Newsprint – Session Title and Objectives Note to group that we are new in communities – so we must: Determine first what communities understand about climate change; and Rely on communities to educate us about how climate change will impact them. Pose question to the group – What Causes Climate Change? If they need help with answers, prime with: CO2 emissions, population growth, economic growth, deforestation (trees as carbon sinks; leaves absorb sunlight; consumed water evaporates into low clouds that reflect sun). 	 Important to guide them along understanding. If someone cites car exhaust, or gas, or C02, ask them what happens next, or what it does to cause CC. Call attention when a participant correctly cites a climate change; and always, respectfully, correct when they are wrong, sharing the correct answer. 		
 2. Presentation (10-min.) Materials & Handouts: PowerPoint / Poster— Climate Change causes PowerPoint / Poster— Climate Change impacts 	 After facilitating discussion, review the <i>PowerPoint / Poster</i>—Climate Change Causes. Now, ask group what are the global impacts of climate change. After facilitating discussion, review the <i>PowerPoint / Poster</i>—Climate Change impacts Explain that climate change adaptation is a process: Identify risks; Determine how risks impact social, economic, water infrastructure; Identify adaptation options; Prioritize options; 	• Call attention when a participant correctly sites a climate change cause or impact; and always, respectfully, correct when they are wrong, sharing the correct answer.		



Lesson Plan			
Session Segments and Material Used:	Activities and Instructional Sequence:	Facilitation Tips	
	 Implement; and Monitor / adapt. Explain that tonight, we will identify climate risks / impacts; map and document how infrastructure will be impacted by climate risks. First—we must identify the community climate change risks / impacts. 		
 3. Practice (guided) (5 minutes) Materials & Handouts: Newsprint—Climate Change Impact Visualization 	 After discussing the global climate change impacts and risks, now, we must think LOCAL. Ask how climate change impacts cause risk to the community. Start with an example—What are the local (village level) impacts of drought? If they have trouble answering, push them with: Water Security; Crops; When it rains, reduced absorptive capacity of soil / run off & sedimentation. Reference Newsprint—Climate Change Impact Visualization, and ask the group how drought effects them: What happens – Describe the impact; When does the impact occur; and Where, in the community, is the impact most closely felt? 	 Hint at climate change risks, impacts and vulnerabilities that the group overlooks. It's important to ask communities to think deeply about exactly how these climate change impacts effect them; it also helps C- CAP to increase understanding of the community. 	
 4. Application Exercise (20-min.) Materials & Handouts: Newsprint (6) Markers (8) 	 Introduce a Community Climate Change Story (activity). Community broken into three groups—Men, Women and Youth. Men to discuss and report out on how climate change has impacted their lives. Women discuss and report out on how climate change has impacted their lives. Youth look to the future as to how they think climate change will impact them and their children 50 to 100 years from now. Note that we are interested in how climate change impacts different groups of people depending on gender roles in the community. Reference Newsprint—<i>Climate Change Impact Visualization</i> and instruct groups to—in table format—list the climate change impact on their gender group, along with: 	 Assign one C-CAP staff member to each sub-group. The C-CAP staff's role is to give guidance, to keep work progress on track, and most importantly, to: ask guiding questions bring out new ideas from the group; and hint at climate change risks, impacts and vulnerabilities that the group overlooks. Call attention when a participant correctly sites a climate change cause or impact; and always, respectfully, correct when they are wrong, sharing the correct answer. If groups are struggling, prime them to think of 	



Lesson Plan			
Session Segments and	Activities and Instructional Sequence:	Facilitation Tips	
Material Used:			
	 What happens – Describe the impact; Who is affected; When does the impact occur; and Where, in the community, is the impact most closely felt? Pass out newsprint and markers. Each group tells the climate change impact story. Open for questions. 	impacts on culture, water, economic activities, the environment, social impacts.	
 5. Testing & Evaluation (5-min.) Materials & Handouts: Newsprint (blank) Markers 	 Review objectives newsprint and in group discussion ask committee members to: Cite at least three modern activities / actions that contribute to climate change; Explain the process of how climate change occurs; Name global climate change impacts; Share at least five ways that climate change impacts cause risk in their community. Thank group. 		



Part 2E – Lesson Plan 3: The Climate of Tomorrow

Time:	45 minutes
Facilitators:	 Country Mobilizer C-CAP Technical Team Member(s) Host Country Government Counterpart
Participants:	C-CAP Community Committee
Learning Objectives:	 By the end of this session, participants will: Demonstrate basic comprehension of PCCSP climate projections for temperature; rainfall; cyclones; sea level rise; and ocean acidification. Create historical timeline of local climate from 1980 – 2080 which applies climate projection knowledge to historical patterns.
Note to CMs	Country Mobilizers and C-CAP Team—This is a <i>flexible</i> session:

- If the workshop is taking more time than expected, then you are encouraged to improvise and end the session after Session Segments 1 and 2, Motivation and Presentation.
- If the workshop is on time, CMs should implement the entire session.

Lesson Plan			
Session Segments and	Activities and Instructional Sequence:	Facilitation Tips	
Material Used:			
 Motivation (5-min.) Materials & Handouts: Newsprint—Session Title and Objectives List 	 Review Newsprint – Session Title and Objectives. Lead discussion with the following question: What the climate will look like / be like 100 years from now. What will change, what may stay the same? Prime the group with the following questions: Will they do the same jobs? Will they plant the same crops and use the same agricultural practices? How will fishing change? Will there be impacts on community locations? What will change with the water supply? 		
 2. Presentation (15- min.) Materials & Handouts: PowerPoint / Poster—PCCSP Report 	 Explain to group that a program called the Pacific Climate Change Science Program has developed climate change projections for the Solomon Islands. Explain that the projections are based on applying "Climate Models" to "Carbon Dioxide Emissions." Climate models = Representations of the climate system. Models represent what happens to the climate based on the amount of carbon dioxide in the atmosphere. 	 Simplify explanation as appropriate using general information such as: More hot days Higher air / SST More frequent intense: drought, cyclones, rainy days SLR annual avg. Etc. 	



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Lesson Plan			
Session Segments and Material Used:	Activities and Instructional Sequence:	Facilitation Tips	
	 More emissions = more atmospheric C02. Uses historical data on local climate. Future CO2 Emissions = Intergovernmental Panel on Climate Change (IPCC) CO2 emission scenarios based on assumptions about future population changes, economic development and technological advances. The more people, more factories, more cars and more development = higher carbon dioxide emissions. Reference <i>PowerPoint/Poster</i>—PCCSP Projections. The Pacific Climate Change Science Program developed climate change projections for the [C-CAP Country Here] for years 2030, 2055 and 2090. Findings were (fill in simplified projections from your country's PCCSP Country Report [see example in the next column]): Temperatures	 PCCSP Projection Example The Pacific Climate Change Science Program developed climate change projections for Tuvalu for years 2030, 2055 and 2090. Findings were: Very high confidence in: an increase in air and sea surface temperature; frequency & intensity of extreme hot days; ocean acidification; and average annual sea level rise 9cm by 2030; 17-19 cm by 2055; and 31-39 cm by 2090. High confidence in: An increase in annual rainfall (wet AND dry seasons); and Increase in number of extreme rainfall days. Moderate Confidence in decreasing incidence of drought and cyclone. 	
 3. Practice (guided) (5 min.) Materials & Handouts: Newsprint— Climate Timeline Newsprint (6) Markers (8) 	 Explain that in this session, we'd like them to split into two groups. <u>Group 1</u> will create a Climate / Weather Event Timeline from 1980 to the present that includes: Years they experienced: flooding, drought, cyclones, damaging storm surges; coral bleaching; severe heat waves; and other climate- / weather-related events and disasters. Ask them to work in groups. <u>Group 2</u> will think about the future impacts of climate change (based on projections from the PCCSP report) on the climate and weather patterns to predict what will happen from the present through 2080. By combining Group 1 and 2's timelines, we'll have a Climate / Weather Event Timeline from 1980 to 2080 that shows how the community thinks the climate will change in the future. 	 When explaining the future timeline, ask them; will floods happen more frequently or less frequently – if so, how many per decade; how many crop failures will there by between now and 2080? Will climate impacts be more severe / more common soon, or will it happen closer to 2080? 	



Lesson Plan			
Session Segments and Material Used:	Activities and Instructional Sequence:	Facilitation Tips	
	Draw example timeline for group like below: Built a new Reforestation High yields Built a new Reforestation High yields Better water management 1980 Prought, Big forest forest	2050 er, heat es	
4. Application Exercise (15-min.) Materials & Handouts:	 Split into groups. (see Facilitation Tips) Groups report out on their work. Larger group affirms/strikes examples. Ask the group: How did you decide when the climate impacts / events would occur? Did you think about whether they will be more frequent as we get closer to 2080? What will be the impact on coastal communities? Impact on fisheries? Agriculture? Open for questions. 	• Assign one C-CAP staff member to each sub- group. The C-CAP staff's role is to give guidance, to keep work progress on track, and most importantly, to: ask guiding questions bring out new ideas from the group and raise issues that the group overlooks.	
 5. Testing & Evaluation (5-min.) Materials & Handouts: Newsprint—Session Objectives 	 Open for questions. Review objectives newsprint and in group discussion ask committee members to: Cite the climate projections for temperature; rainfall; cyclones; sea level rise; and ocean acidification. Name at least one local impact of each. Thank group. 		



Part 2F – Lesson Plan 4: Climate Risk and Community Asset Mapping

Time:	1 hour 15 minutes
Facilitators:	 Country Mobilizer C-CAP Technical Team Member(s) Host Country Government Counterpart
Participants:	C-CAP Community Committee
Learning Objectives:	 By the end of this session, participants will: Identify built/natural infrastructure resources across the following categories Social Infrastructure (clinics, schools, municipal buildings, and community centers); Economic Infrastructure (built/natural resources that support tourism, forests, agriculture, fisheries, ports, and commerce); and Water and Coastal Infrastructure (water and sanitation systems, drainage systems, mangroves, erosion control sites) through focus group discussion and reporting.

- Explain the difference between products, tools and infrastructure;
- List three examples of built and natural infrastructure.
- Identify, catalogue and map infrastructure vulnerable to climate change using handheld GIS technology.

Lesson Plan			
Session Segments and Material Used:	Activities and Instructional Sequence:	Facilitation Tips	
 6. Motivation (5-min.) Materials & Handouts: <i>Newsprint</i>—Session Title and Objectives List 	 Review Newsprint – Session Title and Objectives CM to lead ICEBREAKER. 		
 7. Presentation (20-min.) Materials & Handouts: PowerPoint / Poster— Types of Infrastructure —Social, Economic, Water, Coastal 	 Explain to group that USAID wants to strengthen resilience across entire communities. USAID will achieve this by focusing on small scale social, economic, water and coastal infrastructure that improves the lives of entire communities. Note to group that in the last session we identified climate change risks and impacts. Our next step is to: Identify important built / natural infrastructure; and Describe how <u>climate change risks</u> <i>impact</i> community infrastructure. Ask group to define infrastructure. Using <i>facilitation tips</i>, help community to understand differences between: Built and natural infrastructure; and 	 Infrastructure is often difficult for communities to grasp / understand. Built Infrastructure—Sea wall, jetty, clinic, school Natural Infrastructure— Mangroves, Reef, sea grass, plantation grounds Be sure to guide responses to distinguish between infrastructure (something that enables an activity) and a product or tool. Product—Yam, Fish Tool—Plow, fishing equipment. Infrastructure—Feeder road, bush plot, jetties, local market boathouse Reaf 	



Lesson Plan			
Session Segments and Material Used:	Activities and Instructional Sequence:	Facilitation Tips	
	 'Infrastructure,''Products,' and 'Tools.' Ask group for examples of built and natural infrastructure (<i>see facilitation tips</i>). Ask groups for examples of social, economic, coastal and water infrastructure (<i>see facilitation tips</i>). Use Poster / Powerpoint. Open up for questions. 		
 8. Practice (guided) (5 minutes) Materials & Handouts: Newsprint— Community Map (so all groups draw map with same main landmarks / direction) Newsprint— Map Key: Infrastructure type, Importance, Vulnerability & Risk Newsprint (6) Markers (8) 	 Note that in this session we will split back into the same three groups (men, women and youth) and assign each group a type of infrastructure (Social, Economic/Coastal, Water). Review Newsprint of Community Map and Newsprint of Map Key that lists: Infrastructure Type, Importance to the Community, Climate Change Vulnerability & Risks. Do an example as a group – ask group for an example of Infrastructure: Mark the infrastructure where it belongs on the blank community map; List the infrastructure on Map Key newsprint. Ask and list importance / utility of the infrastructure (one sentence for each reason) Ask and list climate change vulnerability of infrastructure and climate risks. 	 Call attention when a participant correctly sites an infrastructure type; and always, respectfully, correct when they are wrong, sharing the correct answer. Hint at climate change risks, impacts and vulnerabilities that the group overlooks. 	
 9. Application Exercise (20-min.) Materials & Handouts: Newsprint (4) Markers (8) 	 Split into groups. (<i>see Facilitation Tips</i>) Groups report out on their work. Larger group affirms/strikes examples, and adds infrastructure and risks that was overlooked. Open for questions. 	 Assign one C-CAP staff member to each sub-group. The C-CAP staff's role is to give guidance, to keep work progress on track, and most importantly, to: ask guiding questions bring out new ideas from the group; and hint at infrastructure types, climate change risks, impacts and vulnerabilities that the group overlooks. Call attention when a participant correctly sites an infrastructure type, climate change cause or impact; and always, respectfully, correct when they are wrong, sharing the correct answer. 	



Lesson Plan				
Session Segments and	Facilitation Tips			
Material Used:	*			
Material Used: 10. Testing & Evaluation (10-min.) Materials & Handouts: • Newsprint—Session Objectives • PowerPoint/Poster— Googlemap • Camera	 Open for questions. Note that the next steps are to travel with the Social Mobilizer and anyone who is interested to take GPS points and photos of the infrastructure that they identified. Explain that these GPS points will be uploaded into a Googlemap that they can access – and we will bring a print out at the next meeting so they: Have a visual view of their infrastructure and risk areas. Can use the maps for DRR and Land Use Planning Can use it for future projects and activities. Show GoogleMap Poster/PowerPoint Slide. Overview next C-CAP steps: IPI Community Agreement EIA / Engineer Design Tender Construction Review objectives newsprint and in discussion ask committee members to: Explain the difference between products, tools and infrastructure; List three examples of built and natural infrastructure. Thank group. Take group picture. [Follow traditional community protocol, whether 			
	inan includes prayer, closing speech, etc.			



Part 2G - Climate Risk and Community Asset Mapping

This session should be led by the Country Mobilizer, C-CAP staff, the Social Mobilizer and any other interested community members. Listed hereunder are the necessary steps needed to achieve the desired results.

GPS Waypoints and Photographs in the Community

- 1. C-CAP team to draft a complete list of social, economic, water and coastal infrastructure that was identified in Lesson 4: Risk and Community Asset Mapping.
- 2. Social Mobilizer to guide C-CAP team to each infrastructure point listed.
- 3. Country Mobilizer to geo-reference each identified point with a handheld GPS device.
 - a. Record the GPS coordinates.
 - b. Be sure to also record in a notebook the infrastructure/risk type its GPS coordinates (waypoint). While this may take more time, it is a good backup in case the digital recording (on GPS) did not register for some reason.
- 4. C-CAP Team Member or Country Mobilizer to photograph the infrastructure point.
 - a. It is always good to take a number of photos from different angles where possible.
- 5. Double check to make sure you've captured each infrastructure point.

Within One Week of Returning to the Office

- 6. Upon return to office, create your Google Map.
- 7. Go to Google Map and log on to our account:
 - a. Username: coastalcommunityadaptation@gmail.com
 - i. All lower case with no gaps between words
 - b. Password: Contact STA/CLO/CLS for password
- 8. Create map using **classic maps** (underneath the "Create Map" prompt on Google Maps).
 - a. Name and describe your map use a simple name following this example "C-CAP
 - Community Mapping: Ahau, Kingdom of Tonga; January 18, 2013"
 - b. Enter a brief description and a map key
- 9. Plug GPS in and import waypoints
 - a. Click on "import" in the top left hand corner of Google Maps (ensure you have your GPS unit connected to your computer already).
 - b. On the pop up box on the middle of your screen which asks which file you importing go to "browse".
 - c. From "browse" click on (in sequence) **computer garmin garmin GPX file date of GPS coordinates** (coordinates appear in dated files) and then download.
- 10. The map will appear with the GPS icons and a list of GPS coordinate numbers down the left hand side.
- 11. You can then enter the details for each GPS icon by clicking on the icon.
- 12. Set and Use Same Format for All Waypoints
 - a. Name the Risk using a red icon and explain what the risk is. Example area flooded during heavy rain provoking increased incidence of waterborne diseases.



- b. Infrastructure using a blue icon. You can add other infrastructure for informational purposes with yellow icons.
- i. Brief Description of Significance to the community
- ii. List of Vulnerabilities to climate change impacts such as drought, higher rainfall, coastal erosion, storm surge, king tides, sea level rise.



APPENDICES



APPENDIX 1

Site Selection Recommendation Report

[see next page]...



C-CAP Year # Community Scoping Activity Site Selection—[Country, Island Group/Province here]



C-CAP Year <mark>#</mark> Site Selection

C-CAP Site Selection is based on core selection criteria designed to target communities that meet the community profile outlined in the C-CAP Contract with USAID and those which have strong governance systems and interest in the project. Criteria are also designed to ensure that each group of communities are located in the same island group and/or province/district to reduce logistical and budgetary challenges that would prevent C-CAP from achieving its project goals.

Site selection nominations in each country are made by the country's National Project Advisory Committee (N-PAC) and C-CAP's partner line ministry. C-CAP conducts 'scoping' exercises to explore the viability of proposed C-CAP sites. Following 'scoping exercises,' C-CAP issues this document, a Site Selection Recommendation Report for partner line ministry concurrence and to inform the N-PAC. Reports address each site's performance against the following core criteria:

- Host Ministry advice and/or endorsement;
- Proximity to other C-CAP sites;
- Whether the community borders the coast;
- Whether the community has a larger population than 100;
- Vulnerability of community assets to the impacts of climate change; and
- Strength of community governance.

C-CAP Year 2 Site Selection for [country name] was carried out during site nomination and 'scoping' trips that took place in [list timeframe here], as reported below.

Site Nominations

To meet the project's goal to work with [#] communities by the end of C-CAP's year [#] of implementation, the C-CAP Team engaged with [Line Ministry and/or N-PAC] to identify [#] communities for a 'scoping' exercise to collect sufficient background for the N-PAC to advise on final site selection.

On [date], C-CAP [Title and Name of C-CAP Personnel] met with [Line Ministry and/or N-PAC, Title, Person's Name], to discuss site selection. [Mr./Ms. Name] advised [list the individual's site selection recommendations here. Break down in bulleted list,

- 1. Name of Community 1:
 - a. Reference their reason for making the recommendation;
 - b. Site any evidence they presented that justifies their recommendation; and
 - c. List any guidance or support provided for scheduling the scoping trip]
- 2. Name of Community 2:
 - a.

Site Scoping

[Provide background here on the island group and/or province/district; the proximity of each nominated community to each other; the proximity of each community to the coast; common characteristics between the communities; and any known impacts of climate change affecting any/all.]





Create and insert GoogleEarth image of the Island Group, District/Province with markers for each community

[Community 1 Name – Day Month Year]

[Cite community name, location and description of the geography. List population size and number of households¹. Describe common livelihoods practiced in the community. List any relevant historical, economic, political information. Cite known or observed climate change impacts or vulnerabilities.]



[Create and insert GoogleEarth image of the community]

¹ Don't forget to site your sources. Use the most recent national census figures; but if it's not from the past five years, site secondary information as well.



Describe the meeting – who attended from C-CAP, host government and estimate number of people who attended and their group affiliation (town council, etc.). Following introductions by [Community Authority Figure Name], C-CAP provided background on the project and primary goal for the meeting—to collect background information to support the C-CAP site selection process. Following overviews of the site selection process, the Committee indicated that the most acute impact of climate change experienced in the community is / are [list climate risks/impacts here]. [Cite any evidence/V&A/climate study provided by the community.] [Describe community response to the meeting, including: interest in the project; climate change concerns; etc.].

[Community 2Name – Day Month Year]

C-CAP Site Selection Recommendation

As outlined in the table below and summary of each community's performance against C-CAP's site selection criteria, C-CAP would recommend the following as Year 2 project sites: [List sites here]. Compared to [any communities not selected], [name of selected communities] align more closely with C-CAP's selection criteria, particularly in regards to [list here the criteria on which the selected communities were better aligned].

	[Community1]	[Community2]	
Host Ministry advice and/or endorsement	Yes	Yes	Yes
Nearby other C-CAP sites	Yes	Yes	Yes
Borders the Coast	No	Yes	Yes
Does the community have a larger population than 100	Yes	Yes	Yes
Vulnerability of community assets to the impacts of climate	High	High	Highest
change			
Strength of community governance	Strong	Stronger	Stronger

Host Ministry advice and/or endorsement

Describe communities' performance against indicator outlining any community/communities that better met criteria. One paragraph or less is fine.

Geographic location of community and proximity to population centers / other communities Describe communities' performance against indicator outlining any community/communities that better met criteria. One paragraph or less is fine.

Proximity to the Coast

Describe communities' performance against indicator outlining any community/communities that better met criteria. One paragraph or less is fine.

Size of the community

Describe communities' performance against indicator outlining any community/communities that better met criteria. One paragraph or less is fine.

Vulnerability of community assets to the impacts of climate change

Describe communities' performance against indicator outlining any community/communities that better met criteria. One paragraph or less is fine.



Strength of community governance Describe communities' performance against indicator outlining any community/communities that better met criteria. One paragraph or less is fine.

Interest in C-CAP

Describe communities' performance against indicator outlining any community/communities that better met criteria. One paragraph or less is fine.



APPENDIX 2 *C-CAP Gap Analysis Template*

Gap Analysis Inputs – [Country Name]

[Country Name]

To identify synergies with C-CAP activities and avoid duplication of development efforts, the C-CAP team carried out a gap analysis of environment sector activities being implemented in the [island group / province / district name], with focus on C-CAP partner communities. The C-CAP team facilitated project identification in [month, year] through interviews with [List government partners interviewed, with titles here]; and the following [community representatives/Social Mobilizers]: [Community Rep 1's Name, Title (community name); Community Rep 2's Name, Title (community name)...]. When available, project descriptions were supplemented by official program background information available online.

[Island Group / Province / or District Name]

[Name and list any environment sector / climate change development projects being implemented at the Island Group / Province or District Level.]

[Name of Project Being Implemented at Island Group / Province or District Level] [Provide one-paragraph overview of the project and list goals/objectives in bulleted form:

-; and
- <mark>....</mark>]

[Include summary of how C-CAP could use lessons learned or tools from these projects on C-CAP. Also include any opportunities for collaboration.]

[Community 1 Name]

[For each project, include at least one paragraph to describe the project and when it ran. List who implemented it. What were the project goals? What did it achieve? Are there lessons learned? How can C-CAP learn from or build on results (if at all). In what ways did the community benefit from the project? If there project is ongoing, describe how we will coordinate activities and liaise with the project team.]





Image X: Hunga Town Hall – Solar Panels Image X: Hunga Youth Coconut Oil Processing Station Photo document projects when you can!



V&A Concepts and Socioeconomic Background

Through a focus group discussion with [name of group or individuals interviewed here], [name of community] reported on community governance structures and identified resources and vulnerability across the following categories: Community Governance, Disaster Preparedness, Water Resources, Community Health, Power Sources, Agriculture, and Fisheries.

[In this section, C-CAP must report on the information collected through the <u>V&A Concepts and</u> <u>Socioeconomic Background Questionnaire</u> found in **Appendix 6**. Simply list answers in bulleted form under each question.]

Community Governance

0

- How are the various community leaders and representatives chosen?
- What was the duration of service of the last three village leaders, including the current village leader? \circ
- What is the community's management system?
- How many committees are there and what are these?
- What is the community's communications system and dispute resolution system?
- What is the status of community cohesion and collaboration in community activities? $_{\odot}$
- What types of religion/denominations exist?
- Are there any village development plans or community investment/business plans? (if yes, was any training provided or financial assistance received?)

Evacuation Centre & Disaster Preparedness

- Please describe the last cyclone, drought and/or flooding event in the community (when? what were the impacts? how did the community respond? was this effective?)
- Is there a disaster management plan? (if yes, how effective is it?)
- How is the community warned of an impending extreme weather event?
- Is there a community evacuation centre?
- Is there a plan to ensure that the community has adequate food and water during a cyclone, drought or flooding event?
- Are there any traditional knowledge-based practices that the community uses to address climate-induced disasters? (if yes, what are these?)
- Are any community members trained in first aid? (if yes, how many?)

0

0

0

0



Water resources and infrastructure (tanks, pumps, dams, pipes, reservoirs, taps, wells, boreholes, spring, stream, rainwater)

- What are the most prominent source(s) of water (e.g. well, spring, borehole, rainwater, stream etc) o
- What is the water availability throughout the year (e.g. annual rainfall distribution, number of dry months per year, any problems during the dry season or frequency of drought)?
- What is the water quality of the prominent source(s)?
- What is the current water distribution system?
- What are the types and capacities of water storage dedicated for the whole community? $_{\odot}$
- What are the types and capacities of water storage at the household level?
- Thinking about gender, who accesses and manages these resources
 o

Community Health and Health Infrastructure

- What is the availability or presence of health services facilities?
- How far is the nearest health centre?
- What range of services does the nearest health centre provide?
- What is the incidence of water borne diseases (e.g. diarrhea, skin diseases, leptospirosis etc)?
- What is the incidence of vector borne diseases (e.g. dengue, malaria etc)? o
- Are there any other diseases prevalent in the community?

 - What types of toilets are used by households?
- What is the current waste management system for human waste, kitchen organic waste and inorganic waste?

 \cap

- Is there a health committee? (if yes, are there any planned activities?)
- Does the community use traditional knowledge-based practices to address health and sanitation issues? (if yes, what are these?)

0

Electricity / Power Sources

- What are the energy sources for cooking (e.g. fuelwood, kerosene, gas, electricity etc)? \circ
- List, according to importance, the energy sources for lighting (e.g. kerosene, diesel generators, solar, electricity from mini hydro dam, electricity from main grid etc).
 - 0



Communication technology and system

• What kinds of information communication technology (e.g. mobile phones, Internet, radio, television) or social media (e.g. Facebook, twitter) are used in the community? Which are used to learn more about extreme weather events? (How effective has this been?)

• Have you, or do you, use information communication technology (e.g. mobile phones, Internet, radio, television) or social media (e.g. Facebook, twitter) to learn more about climate change? (if yes, how effective has this been?)

0

0

Farmland/ grazing land food gardens

- What are the main root crops, vegetables and tree crops/fruit trees that are used as food sources?
- What are the productivity levels of these crops listed above?
- Are there any economic crops (if yes, how much money does the community earn weekly?)?
- What is the approximate total size/area of farming land?
- What are the predominant land use pattern and systems?
- What is the relative soil fertility of the community farm lands?

Inshore (mangrove, coral reef, coastal ecosystem)) and riparian (freshwater) fisheries

- What are the main fish types (non-fin and fin) that are used as food sources?
 - 0
- What are the productivity levels of these marine/freshwater products?
- Are there any economic marine/freshwater products (if yes, how much money is earned weekly?) o
- What is the estimated area of the fishing ground owned by the community?
- Do you farm livestock? (if yes, what type and how many?)
- Are there any traditional knowledge-based practices that the community uses to manage food resources and ensure food security? (e.g. food preservation or planting techniques etc)?
- Thinking about gender, who accesses and manages these resources?

Key/ Major environmental and socioeconomic issues related to the natural resources (inshore/ freshwater resources and farmland) and riparian (freshwater) fisheries

- What percentage of the total land area is currently utilized and what percentage is natural vegetation cover?

0

- Are there incidences of burning vegetation? (if yes, what are the impacts?)
- Are there incidences of overgrazing? (if yes, what are the impacts?)

0



- Are there incidences of logging? (if yes, what are the impacts?)
- Are there occurrences of invasive species (if yes, what are the impacts?)
- What is the level of use of natural resources for fuel-wood and housing materials etc?
- Are there any traditional knowledge-based practices that the community uses to manage terrestrial resources? (if yes, what are these?)
- How many fishing boats (and types) are owned by the community?
- What are the types of fishing techniques used by the community?
- What is the approximate amount of catch/per week? (specify and quantify the species)
- What is the approximate amount of catch consumed locally/per week? (specify and quantify the species)
- What is the approximate amount of catch sold to market?
- What are the trends in catch? (e.g. increasing or decreasing, or a differentiation of the trends at species level?)
 o
- Are there any community-based marine/freshwater management practices, policies or laws in place?
- Are there any traditional knowledge-based practices that the community uses to manage marine/freshwater resources? (if yes, what are these?)
- Thinking about gender, who accesses and manages these resources?
 o

[Community 2 Name]

• • • • • • • • • • • • • • •



APPENDIX 3 C-CAP Activity Sign In Sheet

Date	 Time Started	Time Ended
Country		
Community		
Activity		

Family Name	First Name	Title			Are You	•••	Organization	Phone Number
			Male	Female	More than 30 years old	Less than 30 years old		
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								



Family Name	First Name	Title			Are You	•••	Organization	Phone Number
			Male	Female	More than 30 years old	Less than 30 years old		
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								



APPENDIX 4

Baseline Survey

This survey is designed to est interventions over time.	tablish if there is an increased	understanding of C-CAP based
PART A: General Information	on	
Surveyed by:	Date:	Time:
Province:	Village	e:
Respondent's full name:		
Household clan/family:	f household members:	
1. How long have you been st	taying in the village? Identify	if possible number of years.
PART B: Knowledge on 2. What is climate change?	the meaning of Climate Char	nge
	explain	
	CApium	
PART C: Knowledge on	the direct and underlying ca	uses of Climate Change
3. What do you think causes	climate change?	
a		
b		
с		
d		
e		
f		
g		
h.		



•	
1.	

PART D: Knowledge on the impacts of Climate Change

4. What impacts, if any, do you think climate change may have?

a
b
c
d
e
f
g
h
i
PART E: Knowledge on the community measures adapting to the impacts of Climate Change
5. Do you think anything can be done to tackle the impacts of climate change?
YesNoDon't know
6. If yes, what do you think can be done to address the impacts of climate change?
a
b
c
d
e
f
g
h.

Thank you for your time.



APPENDIX 5 *Baseline Survey Scoring Guide*

Log Scoring Guide – Assessment by CM

C-CAP Components	Criteria					Total
	5	4	3	2	1	
Climate Change	Has detailed and thorough knowledge and explanations are relevant	Has detailed knowledge although explanations may be contradictory	Has some knowledge, with average explanations	Has little knowledge, with contradictory explanations	Has no knowledge	
Adaptive Measures	Can easily identify the issues and adaption measures are relevant	Can identify the issues although some adaptation measures may not be relevant	Can identify some issues, with an average understanding of adaptation measures	Can only identify a few issues and only knows a few adaptation measures	Can't identify any issues or adaptation measures	
Overall Total Points						/10





APPENDIX 6

Climate Change Gap Analysis V&A Concepts and Socioeconomic Background

The following questions—many of which were excerpted C-CAP partner USP PACE-SD's V&A methodology—must be asked in each community. This important community background information is needed for appropriate design and planning of C-CAP activities and to inform USAID of the socioeconomic status, resources and vulnerability in the community. Information collected will be reported in the Climate Change Gap Analysis (a contractual deliverable). The ideal time to collect this information is during the 'scoping and site selection' phase of C-CAP.

C-CAP General Gap Analysis Questions

- What is the community population?
- How many households are in the community?
 - In order to gather the most informed population statistics for each community the Country Mobilizer should collect data from several sources such as 1) National level census data where possible, 2) documented interview with the highest level community representative, 3) health workers at the nearest Aid Post or Health Clinic. This information should be well documented to include sources, interview dates, names and phone numbers of sources.
- What is the village history / important background on the community?
- Is the village known for anything in the island group / country?
- What are the most common livelihoods / jobs in the community?
- What are the active groups in the community (youth, women's groups)?
- What community projects have been completed in the past five years? Who funded them?
- What were successes and lessons learned?
- Are any new projects expected?
- What climate change impacts or environmental degradation has the community seen?
- Are there any individuals interested in technology, computers who would be interested in working with C-CAP on GIS?
- Are there any former/current USP students in the community?

Community Governance

- How are the various community leaders and representatives chosen?
- What was the duration of service of the last three village leaders, including the current village leader?
- What is the community's management system?
- How many committees are there and what are these?
- What is the community's communications system and dispute resolution system?
- What is the status of community cohesion and collaboration in community activities?
- What types of religion/denominations exist?
- Are there any village development plans or community investment/business plans? (if yes, was any training provided or financial assistance received?)

Environmental Management Projects

- Are there any plans relating to the development or management of natural resources? (if yes, was any training provided or financial assistance received?)
- What projects have been implemented in the last 30 years? (Have these been implemented by the community or through external assistance?



- Has a climate change adaptation project been implemented by the community?
- What in-kind contribution would the community be willing to provide for this project?
- What cash contribution would the community be willing to provide for this project?

Evacuation Centre & Disaster Preparedness

- Please describe the last cyclone, drought and/or flooding event in the community (when? what were the impacts? how did the community respond? was this effective?)
- Is there a disaster management plan? (if yes, how effective is it?)
- How is the community warned of an impending extreme weather event?
- Is there a community evacuation centre?
- Is there a plan to ensure that the community has adequate food and water during a cyclone, drought or flooding event?
- Are there any traditional knowledge-based practices that the community uses to address climate-induced disasters? (if yes, what are these?)
- Are any community members trained in first aid? (if yes, how many?)

Water resources and infrastructure (tanks, pumps, dams, pipes, reservoirs, taps, wells, boreholes, spring, stream, rainwater)

- What are the most prominent source(s) of water (e.g. well, spring, borehole, rainwater, stream etc)
- What is the water availability throughout the year (e.g. annual rainfall distribution, number of dry months per year, any problems during the dry season or frequency of drought)?
- What is the water quality of the prominent source(s)?
- What is the current water distribution system?
- What are the types and capacities of water storage dedicated for the whole community?
- What are the types and capacities of water storage at the household level?
- Thinking about gender, who accesses and manages these resources

Community Health and Health Infrastructure

- What is the availability or presence of health services facilities?
- How far is the nearest health centre?
- What range of services does the nearest health centre provide?
- What is the incidence of water borne diseases (e.g. diarrhea, skin diseases, leptospirosis etc)?
- What is the incidence of vector borne diseases (e.g. dengue, malaria etc)?
- Are there any other diseases prevalent in the community?
- What types of toilets are used by households?
- What is the current waste management system for human waste, kitchen organic waste and inorganic waste?
- Is there a health committee? (if yes, are there any planned activities?)
- Does the community use traditional knowledge-based practices to address health and sanitation issues? (if yes, what are these?)

Electricity / Power Sources

- What are the energy sources for cooking (e.g. fuelwood, kerosene, gas, electricity etc)
- List, according to importance, the energy sources for lighting (e.g. kerosene, diesel generators, solar, electricity from mini hydro dam, electricity from main grid etc)

Communication technology and system

• What kinds of information communication technology (e.g. mobile phones, Internet, radio, television) or social media (e.g. Facebook, twitter) are used in the community? Which are used to learn more about extreme weather events? (How effective has this been?)



• Have you, or do you, use information communication technology (e.g. mobile phones, Internet, radio, television) or social media (e.g. Facebook, twitter) to learn more about climate change? (if yes, how effective has this been?)

Farmland/ grazing land food gardens

- What are the main root crops, vegetables and tree crops/fruit trees that are used as food sources
- What are the productivity levels of these crops listed above
- Are there any economic crops (if yes, how much money does the community earn weekly?)
- What is the approximate total size/area of farming land?
- What are the predominant land use pattern and systems?
- What is the relative soil fertility of the community farm lands?

Inshore (mangrove, coral reef, coastal ecosystem)) and riparian (freshwater) fisheries

- What are the main fish types (non-fin and fin) that are used as food sources
- What are the productivity levels of these marine/freshwater products listed in (g)
- Are there any economic marine/freshwater products (if yes, how much money is earned weekly?)
- What is the estimated area of the fishing ground owned by the community?
- Do you farm livestock? (if yes, what type and how many?)
- Are there any traditional knowledge-based practices that the community uses to manage food resources and ensure food security? (e.g. food preservation or planting techniques etc)
- Thinking about gender, who accesses and manages these resources?

Key/ Major environmental and socioeconomic issues related to the natural resources (inshore/ freshwater resources and farmland) and riparian (freshwater) fisheries

- What percentage of the total land area is currently utilized and what percentage is natural vegetation cover?
- Are there incidences of burning vegetation? (if yes, what are the impacts?)
- Are there incidences of overgrazing? (if yes, what are the impacts?)
- Are there incidences of logging? (if yes, what are the impacts?)
- Are there occurrences of invasive species (if yes, what are the impacts?)
- What is the level of use of natural resources for fuel-wood and housing materials etc?
- Are there any traditional knowledge-based practices that the community uses to manage terrestrial resources? (if yes, what are these?)
- How many fishing boats (and types) are owned by the community?
- What are the types of fishing techniques used by the community?
- What is the approximate amount of catch/per week? (specify and quantify the species)
- What is the approximate amount of catch consumed locally/per week? (specify and quantify the species)
- What is the approximate amount of catch sold to market?
- What are the trends in catch? (e.g. increasing or decreasing, or a differentiation of the trends at species level?)
- Are there any community-based marine/freshwater management practices, policies or laws in place?
- Are there any traditional knowledge-based practices that the community uses to manage marine/freshwater resources? (if yes, what are these?)
- Thinking about gender, who accesses and manages these resources?



APPENDIX 7 *Community Catering Invoice Template*

INVOICE

To:	USAID Coastal Commu	unity Adaptation Project	
From:			
Date:			
Subject:	Invoice for Catering Ser	vices Provided	
This invoice is f	or catering services provide	ed by	(name of group)
in	villaş	ge for the USAID Coastal Commu	unity Adaptation Project
(C-CAP) Comm	nunity Risk and Asset Mapp	oing Workshop held from:	am/pm to
;	am/pm on	(date). Refreshments w	ere provided at a cost of
_	/person.		

Item	Justification	Cost / Item (list currency)	Quantity	Total Cost
Workshop Refreshments	Refreshments provided for(# of hours) C- CAP workshop.	/person		
			Total:	

	Catering Provider	C-CAP Witness
Name:		
Title:		
Signature:		
Date:		