Integrating Climate Change Considerations into the CLD Sub-Project Investment Cycle

February 2023

Acknowledgements

This resource note was produced by the Community and Local Development (CLD) and Social Dimensions of Climate Change (SDCC) Global Solutions Groups (GSG) in the Social Sustainability and Inclusion (SSI) Global Practice (GP) at the World Bank, with the generous support of the SSI GP and the Human Rights Inclusion and Empowerment Trust Fund (HRIETF). Helen Liu (Extended Term Consultant, SSIGL) and Cristina Coirolo (Senior Social Development Specialist, SSIGL) authored the manual, under the strategic guidance of Susan Wong (Lead Social Development Specialist, OPSIS), Margaret Arnold (Senior Social Development Specialist, SSIDR) and Nicolas Perrin (Lead Social Development Specialist, SAWS4). The team is also grateful to the task teams and PIUs of the SSI West Africa operations, whose engagement was critical for the development of this toolkit.

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Introduction

Communities most affected by climate change need support in strengthening their resilience to climate-related shocks and stressors and adapting to changing conditions. Development interventions therefore need to utilize inclusive delivery mechanisms that can effectively involve those communities and support them in local level development and climate action. Community and Local Development (CLD) operations are one such mechanism, in that they empower communities to take the lead and strengthen grassroots institutional systems and capabilities required for effective and sustainable transformative change.

The CLD sub-project investment cycle is rooted in the inclusive and meaningful participation of local people in decision-making, by placing them at the center of the cyclical process of needs identification, development planning, and sub-project implementation, while working in partnership with local government actors towards resilient local development. This cyclical process is now being enhanced further with the integration of climate change considerations, in line with the Principles for Locally Led Adaptation developed by the Global Commission on Adaptation.

While CLD projects necessarily incorporate activities at both community and local government levels, projects often focus the majority of activities at either one of those levels, with the process being driven from either the community or local government level, with tradeoffs in both cases (i.e., the quality of representation, costs and timing, the granularity of needs diagnostics, etc.). This guide endeavors to address both types of projects and provides an example of the investment cycle steps that are typical for projects that are either community driven or local government driven.

Diagram 1 below provides a general overview of the phases and steps of a standard one-year sub-project investment cycle when driven at the community level. Diagram 2 below illustrates the phases and steps of the sub-project investment cycle when driven at the local government (LG) level. These two diagrams are only indicative of a standard process and should be adapted according to each country and project context, where the points of entry may be different.

The diagrams are then followed by a table (Table 1) that provides a detailed overview of each step for processes driven at either the community or the local government levels, along with the ways in which climate change (CC) is integrated into each step.

The table is then followed by detailed implementation guidance for each step, where *the integration of climate change considerations is highlighted and explained in boxes*.

This guidance is intentionally generic in nature, to enable broad applicability in numerous contexts. It is expected that each project that uses this guidance will adapt, further develop, and build upon this foundational guidance with the specifics of their project and country context, including more detailed facilitation steps and methods that are context appropriate.

Diagram 1: The CLD Sub-Project Investment Cycle – General Overview (Community Driven Approach)

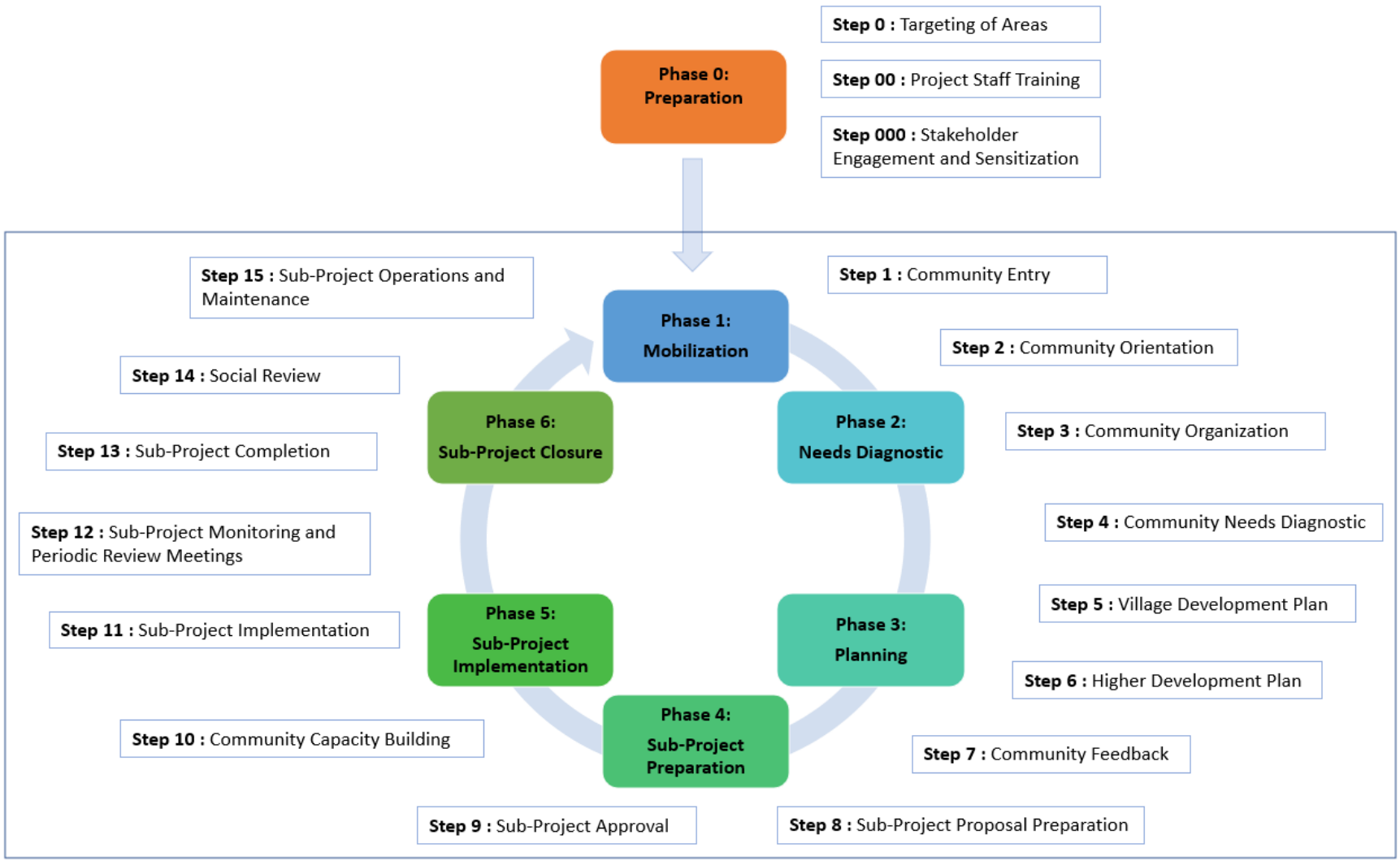

Diagram 2: The CLD Sub-Project Investment Cycle – General Overview (Local Government Driven Approach)

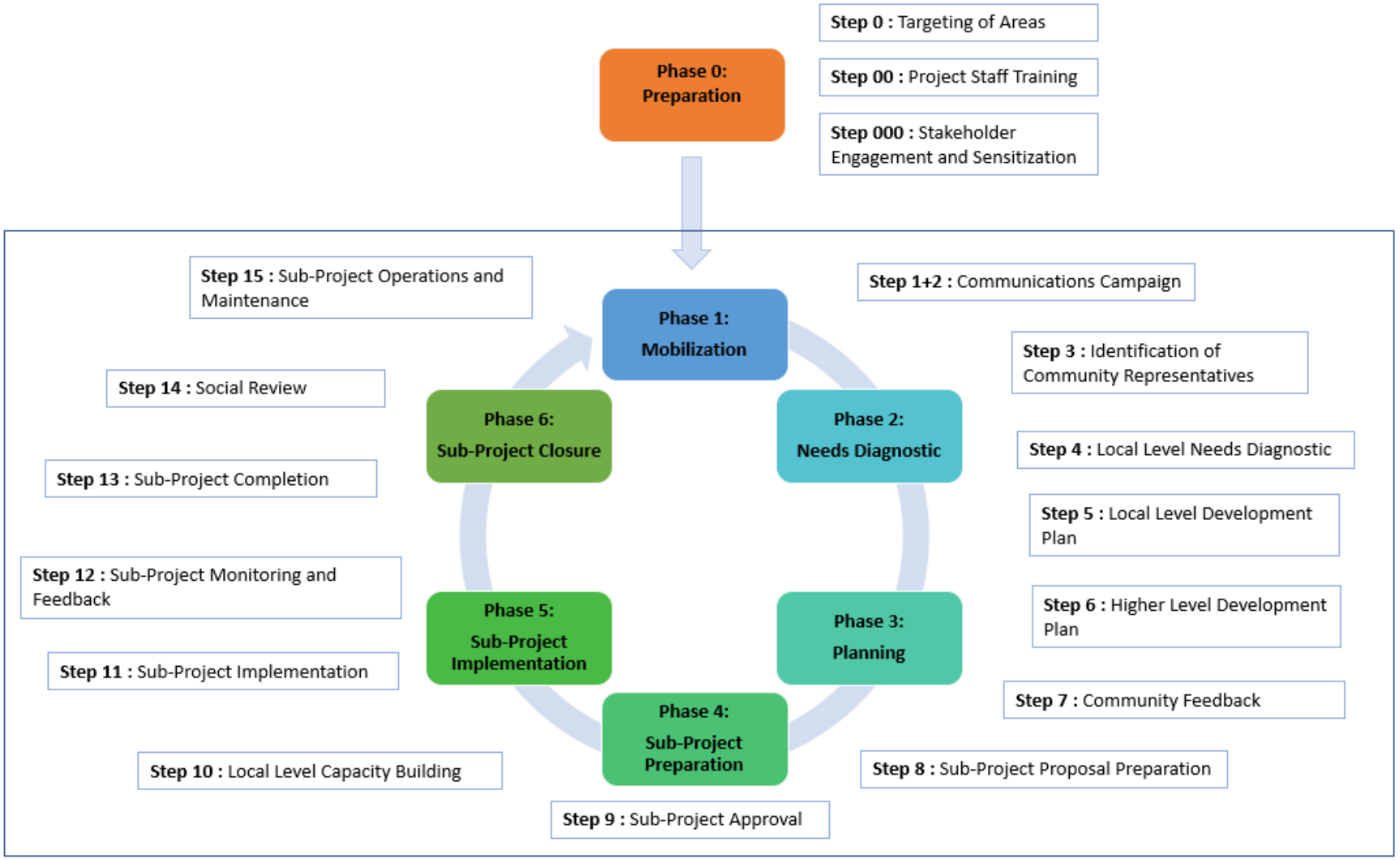

Table 1: The CLD Sub-Project Cycle - Detailed Overview with Climate Change Considerations

Phase	Step	Activity (Community Driven)	Activity (Local Government Driven)	CC Integration Action	Duration	Timing	Who
(0) Preparation	**0**	**Targeting of Areas** • Determine targeting criteria • Gather data related to targeting criteria • Identify targeted areas for implementation according to the criteria	**Same**	• Include data on CC risks and vulnerabilities in the targeting criteria • Gather short- and long-term CC data from CC information services or sources for use in the diagnostic and planning phases	Variable	Pre-cycle	Project staff; steering committee; local authorities
	00	**Project Staff Training** • Using implementation manuals, facilitation guides, and training manuals, train project implementation staff on the details of the project and the steps they need to implement as per their specific roles and responsibilities	**Same**	• Include training modules on how the project will integrate CC, and the integration actions that each staff member needs to ensure	Variable	Pre-cycle	Project staff; CC specialists
	000	**Stakeholder Engagement and Sensitization** • Orient national and sub-national stakeholders on project objectives, activities, and processes	**Same**	• Identify and include CC actors • Discuss CC and project related CC topics and actions	Variable	Pre-cycle	Project staff; local authorities; NGOs; donors
(1) Mobilization	**1**	**Community Entry** • Advance visit to village leaders to introduce project staff, start to develop a community profile, and make preparations for the first village assembly	**Not Applicable**	• Include brief information on CC and how the project integrates CC • Include CC information in the community profile	0.5 days	Month 1	Community facilitators (CFs); village leaders
	2	**Community Orientation** • Village assembly (#1) to introduce project objectives, activities, and processes	**Communications Campaign** • Inform target communities about the project objectives and processes	• Include information on CC and how the project integrates CC considerations	0.5 days	Month 1	CFs; community leaders; all villagers
	3	**Community Organization** • Village assembly (#2) to establish village development committees (VDC)	**Identification of Community Representatives** • Identify local representatives of different social and community groups • Invite community representatives to participate in local level needs diagnostic and planning process	• Ensure that representatives from groups most affected by climate change are included	0.5 days	Month 1	CFs; LGs; all villagers

(2) Needs Diagnostic	**4**	**Community Needs Diagnostic** • Village assembly (#3) to conduct a participatory assessment with focus groups to understand and analyze the situation and development needs and priorities of different groups in the community	**Local Level Needs Diagnostic** • Local level workshop/meeting with local representatives to conduct a participatory needs assessment with focus groups to understand and analyze the situation and development needs of the local area and various groups (this should be in accordance with any existing process of local development planning)	• Ensure that projected climate change impact scenarios are considered in the diagnostic process • Integrate participatory climate risk assessment tools, ensuring that they bring together scientific climate data about projected climate change impacts with indigenous knowledge about past and current changes and impacts facing the community, exploring exposure, vulnerability, and coping strategies of different groups and how these intersect with socio-economic vulnerabilities	1-2 days	Month 1	CFs; all villagers/local representatives
(3) Planning	**5**	**Village Development Plan** • Village assembly (#4) to prepare a Village Development Plan (VDP), including the prioritization of identified activities, based on the results of the needs diagnostic	**Local Level Development Plan** • Local level workshop/meeting with local representatives to prepare a local level development plan, including the prioritization of identified activities, based on the results of the needs diagnostic	• Ensure that projected climate change impact scenarios are considered in the planning process • Include CC criteria in the prioritization (i.e., investments must promote climate resilience, are climate smart, avoid maladaptive activities, etc.) • Include a dedicated climate section in the development plan that makes it more visible and highlights its importance	1-2 days	Month 1	CFs; Technical Facilitators (TFs); all villagers/local representatives; CSO representatives
	6	**Higher Level Development Plan** • Prepare cost estimates of prioritized activities • Review VDPs, cost estimates, and select sub-projects for approval • Incorporate selected sub-projects into higher level (i.e., cluster, district, commune, etc.) annual or multi-annual development plans) • Link and coordinate with sectoral plans and other government and donor funded activities	**Higher Level Development Plan** • Prepare cost estimates of prioritized activities and selected sub-projects • Incorporate selected sub-projects into higher level (i.e., regional, national, etc.) development plans • Link and coordinate with existing regional or national sectoral plans and other government and donor funded activities	• Review issues of aggregate risk and impacts of proposed sub-projects on climate risks and resilience over different timescales • Ensure alignment and harmonization of proposed sub-projects with higher level climate change strategies and plans	1-2 days	Month 2	CFs; TFs; VDCs/LGs; local and sectoral authorities; CSO representatives

	7	**Community Feedback** • Village assembly (#5) to report back to communities on approved and/or unapproved sub-projects, and the content of local level development plans	**Community Feedback** • Representatives communicate back to communities about the selected sub-projects and the content of the local level development plan	• Provide feedback on how the selected investments will include measures to enhance resilience to impacts of climate change and strengthen climate resilience of community members	0.5 days	Month 2	CFs; VDC/local representatives; all villagers
(4) Sub-Project Preparation	**8**	**Sub-Project Proposal Preparation** • Technical meetings to prepare sub-project proposal packages • Consultations with villagers about the sub-project proposal • Village assembly (#6) to validate the sub-project proposal package	**Sub-Project Proposal Preparation** • Technical meetings to prepare sub-project proposal packages • Consultations with benefiting villagers about the sub-project proposal	• Integrate climate resilient design standards and practices in technical designs • Include CC criteria in ESF screening of sub-project proposals • Consult with the community on elements such as siting, livelihood modalities, design, and timeline for construction, based on their knowledge and experience of CC risks related to these	Variable	Month 3	CFs; TFs; VDC/LG; all villagers
	9	**Sub-Project Approval** • Local authorities and technical line ministries approve the sub-project proposal package • Signing of financing agreement and transfer of funds	**Sub-Project Approval** • Local authorities and technical line ministries approve the sub-project proposal package • Local level financing released	• Ensure proper CC screening and that sub-projects (both infrastructures and livelihood activities) meet all criteria for climate resilience	Variable	Month 4	CFs; TFs; VDC/LG; local and sectoral authorities
(5) Sub-Project Implementation	**10**	**Community Capacity Building** • Train VDCs on technical skills (i.e., financial management, procurement, monitoring, etc.) • Train VDCs on soft skills (i.e., leadership, inclusion, etc.) • Train livelihood groups on livelihood activities	**Local Level Capacity Building** • Training of local and community representatives on soft skills (i.e., leadership, inclusion, etc.)	• Include training modules that raise knowledge and awareness of projected climate change impacts and adaptation strategies • For livelihood activities, ensure that training is focused on climate adaptive knowledge and technologies that build on the integration of traditional and scientific/technical knowledge	Variable	Month 5-7	CFs; TFs; VDC/local representatives; livelihood groups
	11	**Sub-Project Implementation** • Implementation of procurement and construction activities, and/or livelihood activities • Ensure proper financial management of sub-project funds	**Same**	• Ensure that procured services and contractors are following CC integration guidelines	Variable	Month 5-7	CFs; TFs; VDC/LG; contractors

	12	**Sub-Project Monitoring and Periodic Review Meetings** • Regular village meetings where village monitoring committees report on financial and physical progress and community can provide feedback and ask questions	**Sub-Project Monitoring and Feedback** • Representatives communicate regularly with sub-project communities about implementation progress and to allow for feedback	• Integrate climate resilience indicators in sub-project M&E plans • Feedback on CC aspects during community feedback meetings	Appropriate regular intervals	Month 5-7	CFs; TFs; VDC/local representatives; all villagers
(6) Sub-Project Closure	**13**	**Sub-Project Completion** • Final inspection reports • Technical and financial audit reports	**Same**	• Ensure that CC resilience factors are included in the technical inspection	Variable	Month 8	CFs; TFs; VDC/LG; sectoral authorities
	14	**Social Review** • Village assembly to review experience from the completed cycle, draw lessons, celebrate accomplishments, and make recommendations for the next sub-project investment cycle	**Social Review** • Review meeting with local representatives to collect feedback and make recommendations for the next sub-project investment cycle	• Include CC as a topic in the social review, assessing whether the sub-project has operationalized LLCA principles and helped build resilience and support adaptation among the most vulnerable groups	1 day	Month 9	CFs; TFs; VDC/LG; all villagers; local and sectoral authorities
	15	**Sub-Project Operations and Maintenance** • Ensure operationalization of the O&M Plan	**Same**	• Include actions for ensuring climate resilience in O&M plans	Continuous	Month 9-12	CFs; TFs; VDC/LG; all villagers; sectoral authorities

1. Implementation Notes

To effectively carry out these CLD processes, it is important to ensure that the following resources are provided:

1) **Human capacity:** Ensuring that an appropriate implementation structure, including a cadre of capable community and technical facilitators, deployed either by government, CSOs, or external facilitating partners, etc., is mobilized and trained to understand and correctly facilitate each step of the process, and in local languages.
2) **Financing:** Ensuring that an appropriate amount of funding is designated and included in the budget for financing not only point 1), but also for organizing and implementing the activities in each step of the cycle.
3) **Time:** Ensuring that there is enough time budgeted for implementing the process. These steps and processes take time, but are a worthwhile investment for ensuring community and local ownership and the relevance and sustainability of investments.

Step 0	*Targeting of Areas*

Objectives: Determine targeting criteria and identify geographical target areas for implementation.

Process:

1. Determine targeting criteria (i.e., poverty and exclusion, security risks due to conflict or criminality, availability of services such as health and education, access to roads and markets, vulnerability to natural hazards and climate change, the potentialities of the area, the level of intervention of the state and partners, etc.) for selecting geographic or administrative areas for project intervention. This can be done by project preparation counterparts, members of the project steering committee, Project Implementation Units, local government representatives, etc.

   Operations with an explicit objective related to strengthening climate resilience should include targeting criteria related to climate risks and drivers of vulnerability to ensure that communities with high exposure and sensitivity and limited adaptive capacity to climate-related risks are prioritized to benefit from the project, such as:
   - Areas with high incidence of climate-related hazards (i.e., flooding, drought, storms, fires)
   - Areas with high rates of land degradation, deforestation, coastal erosion, etc.
   - Areas challenged by availability of water
   - Areas characterized by limited capacity to cope with shocks and stressors and adapt to changing conditions (i.e., areas with high poverty levels; limited access to basic infrastructure and services such as health, education, social protection, agricultural extension services, etc.; limited donor/government/CSO development, adaptation, DRM initiatives and resources, etc.)

2. Collect data from various sources (i.e., government or donor surveys, research reports and studies, government data and plans, CSOs, NGOs, development partners, etc.) about the criteria identified.

   Identify providers of scientific and statistical data on CC and related vulnerability, such as:
   - Ministries of Environment
   - Meteorological Departments
   - Local Government Authorities
   - Donors such as the World Bank or UN
   - NGOs and CSOs

   Gather key short- and long-term spatially explicit scientific CC data (including for use in the CLD needs diagnostic and CLD planning process), such as:
   - Historical disaster data
   - Current climate-related hazards
   - Downscaled projections of future changes in temperature and precipitation, secondary impacts, and implications for key socio-economic sectors and livelihoods
   - Maps of physical and agro-ecological zones
   - Existing climate risk, vulnerability, and resilience assessments
   - Existing climate change adaptation / DRM strategies and initiatives
   - Local knowledge-based accounts of major events and shocks and of changing trends over time

- Satellite photos of the project area over time to illustrate changes in natural resources and physical assets over time

3. Use the data to rank and then select the target areas, at each level of administration (i.e., districts, areas, zones, regions, counties, communities, etc.).

- Consider significant weighting for climate change risk and vulnerability criteria

Step 00	*Project Staff Training*

Objectives: Train implementation staff on the details of the project and the steps they need to implement as per their specific roles and responsibilities.

Process:

1. Develop facilitator guides for community facilitators, with step-by-step guidance on how to implement each step of the sub-project investment cycle. Consult with subject matter experts in the Project Implementation Unit (PIU) for their inputs on each respective technical area, as needed.

   Consult with the CC Specialist, and include content on CC, such as:
   - Brief introduction on climate change and the concept of locally led climate action (LLCA)
   - How the project addresses climate-related risks and supports LLCA
   - How climate change considerations are integrated into subproject management
   - How to support and/or facilitate a community and local level participatory diagnostic and planning process that integrates participatory climate risk assessment tools and resilience planning principles

2. Develop trainer manuals that help guide trainers when they train community facilitators and all other field-based staff, with the community facilitator guides (Step 1) as the base content upon which to develop the trainer manuals.

   - Include modules on how to implement the CC aspects of the project, as specified in the facilitator guides
   - Include module on communicating climate science to local and community stakeholders (see Annex 6 for further information).

3. Develop an appropriate training structure (i.e., cascade) and conduct ToTs as needed, to ensure that trainers are fully capacitated to deliver the specified training.

4. Identify the target participants of each training module and organize the training sessions.

5. Conduct the trainings in accordance with the timeline of the project (i.e., deliver modules at the point in the project cycle in which the content will be applied).

6. Evaluate the trainings and revise or update the materials as needed.

Step 000	*Stakeholder Engagement and Sensitization*

Objectives: Orient national and sub-national stakeholders on project objectives, activities, and processes.

Process:

1. Identify the stakeholders that should be informed about the project, including local authorities, line ministries, and external stakeholders such as donors, NGOs, and CSOs.

Identify and include CC actors such as: • Stakeholders that are formally responsible for climate change (i.e., relevant ministries and departments - environment, climate change, water, agriculture, NRM, planning, etc.) • Stakeholders involved in climate action and responses to disasters and climate impacts (i.e., DRM agencies, local authorities, CSOs, NGOs, donors, etc.) • Stakeholders that have knowledge and expertise relevant to climate action and building resilience, including knowledge on the climate system and climate risks (i.e., Ministry of Environment, meteorological departments, CSOs, NGOs, donors, etc.) • Stakeholders that are impacted by climate change (i.e., communities, CSOs, local government departments, etc.)

2. Develop orientation and communications material for transmission and distribution to stakeholders.

Include CC information in orientation and communications materials: • Basic information on current expected climate change impacts in the country / project area • How the project aims to address climate-related challenges

3. Conduct workshops or other meetings where the project authorities present the project and stakeholders are invited to learn about it and ask questions.

• Provide a brief introduction on CC and the concept of LLCA
• Discuss how the project integrates CC considerations, such as:
  • Involvement of CC actors in implementation structure and human resources, including on steering and technical committees
  • Integration of CC considerations into the project's technical management and guidelines (i.e., the Project Implementation Manual (PIM) and training and capacity building activities, manuals, and materials)
  • Integration of CC considerations into project management (i.e., climate change integration actions integrated in Annual Work Plan and Budget (AWPB), project reporting, project communication plan and materials, and digital innovations)
  • Integration of participatory climate risk assessment and resilience planning into the CLD sub-project / investment cycle
  • Integration of climate resilience assessment as part of technical screening of investments
  • Use of climate resilient building standards in infrastructure sub-projects
  • Ensuring livelihoods support builds resilience of beneficiaries to current shocks and stressors, supports adaptation of livelihoods to changing conditions, and avoids

maladaptive activities that will become unviable over the medium or longer-term due to projected climate change impacts

- Establishing linkages to existing national, regional, fand sectoral CC strategies and action plans
- Inclusion of CC indicators into the project's M&E/MIS system (i.e., indicators for measuring integration of climate change considerations into sub-project/investment cycle and proxy indicators for measuring changes in resilience and adaptive capacity as a result of the selected investments)

Step 1	*Community Entry*

Objectives: Conduct an advance visit to village leaders to introduce project staff, start to develop a community profile, and make preparations for the first village assembly. **(For LG driven projects, please start directly with Step 2).**

Process:

1. Introduce yourself and any other project staff, explaining your roles and responsibilities.

2. Give a brief overview of the project (i.e., objectives, activities, processes, and timeline).

- Provide a brief introduction on CC and the concept of LLCA. Ensure that messages and format are accessible and tailored to local contexts and languages. See Annex 6 for further guidance.
- Include brief information on how the project integrates CC considerations:
  - Why this matters to the village.
  - Part of the objectives of the project are to strengthen resilience to shocks and stressors and support climate change adaptation, and where possible, mitigation
  - Climate change will be integrated into all aspects of the project, from the needs assessment and planning process to the selection, implementation, and M&E of sub-projects and investments.
  - The project will ensure that all sub-project investments are able to withstand current and future climate-related impacts and strengthen the resilience of beneficiaries (i.e., ensuring resilience *of* investments and *through* investments).

3. Explain the main objectives and activities of the first village meeting.

4. Agree on a date, time, and place for the first village meeting that is convenient, neutral, and easily accessible for the largest number of villagers to attend (especially women and other minority or marginalized groups).

5. Agree on methods and actions to be undertaken to notify villages and mobilize them for the meeting (i.e., door to door, announcements at religious gatherings or markets, CSO memberships and networks, social media, etc.).

6. Provide communication material about the project that the village leaders can distribute during their mobilization efforts (i.e., leaflets, brochures, etc.).

7. Gather information for an initial community profile with information about demographics, geography, social institutions, and social service facilities and services.

Include CC information in the community profile, such as:

- Information on the landscape and geography, natural resources, and land use
- Current climate-related hazards
- Future projected changes in temperature and precipitation and secondary impacts (i.e., increased drought, more intense flooding events, more frequent storms, etc.) as well as implications for socio-economic sectors, livelihoods, infrastructure relevant to project

(e.g., reduction in crop yields, lower livestock productivity, decreasing fish stocks, reduced access to food, increased competition and conflict over dwindling natural resources, displacement, infrastructure less able to withstand extreme events, etc.)

- Current levels of vulnerability to impacts of climate change
- Current coping and adaptive strategies used by the community, local climate change plans, donor/government/CSO adaptation interventions, etc.

Step 2	***Community Orientation (Community)***
	Communications Campaign (LG)

Objectives: For a community driven approach**,** conduct village assembly (#1) to introduce project objectives, activities, and processes. For an LG driven approach, conduct a communications campaign to inform the target communities about the project objectives and processes.

Process:

1. For a community driven approach, ensure that participation quorum and social inclusion requirements are met and that participants are comfortable. For an LG driven approach, ensure that all relevant communication channels (i.e., meetings with local leaders, radio broadcasts, flyers or brochures, etc.) are utilized to spread information about the project.

2. Present a summary project orientation, including project goals and objectives, the project cycle and activities, environmental and social safeguards considerations including the grievance redress mechanism, funding allocations and eligible sub-projects, and community engagement and social inclusion requirements.

   - Provide a brief introduction on CC and the concept of LLCA. Explain why CC is important to know, and how it affects them directly. See Annex 6 for guidance on communicating climate science to community and other project stakeholders.
   - Explain how the project aims to help address the impacts of CC by:
     - Assessing climate risks and impacts during participatory needs diagnostic activities
     - Incorporating local and traditional knowledge and practices with scientific climate data in participatory diagnostic and planning activities
     - Aligning activities and community resilience planning with local, regional, and national CC strategies and priorities
     - Building infrastructure that supports adaptation and can withstand the current and future impacts of CC
     - Implementing livelihood activities that do not exacerbate climate-related risks and drivers of vulnerability (i.e., charcoal making, deforestation of gallery forests, sawing wood, additional pressure on natural resources such as land or water, which could lead to an increase in conflicts between pastoralists and farmers, etc.) and that do not accentuate gender inequalities, increased marginalization of excluded groups, etc.
     - Strengthening the capacities of local communities and institutions to understand climate risks and uncertainties and generate solutions on different time scales

3. Explain the various project actors and their roles in the process.

   Explain the role of each actor as it pertains to CC considerations, such as:
   - The community: shares their knowledge and experience on CC events and coping mechanisms
   - Community Facilitators: help to ensure CC integration and compliance with social and environmental standards

- Village Development Committee: helps the community to consider CC aspects during the diagnostic and planning process (community driven approach only)
- Higher level committees and technical line ministries: consider issues of uncertainty and aggregate risks and potential spillover risks (e.g., impacts of proposed sub-projects on the environment and implications for exacerbating or alleviating climate-related risks, including of neighboring communities; identification of climate resilience measures to be addressed at higher level, e.g., adoption of watershed or ecosystem-based approaches)
- Local elected and sectoral authorities: support identification of CC-related criteria and data collection for targeting areas for project intervention; facilitate stakeholder engagement and sensitization, including on climate change-related aspects of the project; participate in higher level development planning based on scientific climate data and outcomes of community diagnostic; ensure alignment and harmonization of proposed sub-projects with higher level climate change strategies and plans; ensure proper CC screening and that sub-projects (both infrastructures and livelihood activities) meet all criteria for climate resilience and climate smart adaptation; ensure that CC resilience factors are included in the technical inspection of sub-projects, and; facilitate the social audit, including on topics related to CC.

4. Agree with villagers on when the second village meeting will take place – to elect the village representatives (community driven approach only).

5. Thank participants.

Step 3	***Community Organization (Community)***
	Identification of Community Representatives (LG)

Objectives: For a community driven approach, conduct village assembly (#2) to establish the Village Development Committee (VDC). For an LG driven approach, identify local representatives of different social and community groups.

Process (Community driven approach):

1. Ensure that participation quorum and social inclusion requirements are met and that participants are comfortable.

2. Explain the structure of the community committee(s) and review the roles and responsibilities of each position.

3. Explain the selection criteria for each position and committee, including any quotas for women or other groups.

   Ensure representatives or representation from groups most affected by climate change, such as:
   - Women
   - Pastoralists
   - Farmers
   - Youth
   - Elderly
   - Persons with disabilities
   - Other marginalized or socially excluded groups (e.g., ethnic minorities, Indigenous Peoples, migrants, sexual and gender minorities, etc.)

4. Explain the voting/selection process.

5. Gather and confirm nominations.

6. Conduct the election/selection, using the preferred method.

7. Conduct an open public count and announce the elected representatives.

Process (LG driven approach):

1. Consult with local government authorities to identify community leaders, including area representatives as well as representatives of different social groups, such as women, youth, different livelihood groups, displaced persons, etc., especially those groups that are most effected by climate change (explained in the box above).

2. Invite these representatives to participate in local level needs diagnostic and planning processes (next steps).

Step 4	Community Needs Diagnostic (Community)
	Local Level Needs Diagnostic (LG)

Objectives: For a community driven approach, conduct village assembly (#3) to conduct a participatory assessment with focus groups (i.e., women, youth, ethnic minorities, persons with disabilities, specific livelihood groups, etc.) to understand and analyze the situation and development needs and priorities of different groups in the community. For an LG driven approach, conduct local level workshops/meetings with local representatives (i.e., government authorities, communities, civil society organizations, etc.) to conduct the assessment (this should be in accordance with any existing process of local development planning).

Process:

1. Ensure preparation of scientific data on future climate scenarios for presenting to the community/representatives in a brief and accessible format and language, including:
   - Information on the landscape and geography, natural and socio-economic resources, and land use in the project area
   - Current climate-related hazards and observed historical changes
   - Future projected changes in temperature and precipitation and secondary impacts (i.e., increased drought, more intense flooding events, more frequent storms, etc.) as well as implications for socio-economic sectors, livelihoods, infrastructure relevant to project (e.g., reduction in crop yields, lower livestock productivity, decreasing fish stocks, reduced access to food, increased competition and conflict over dwindling natural resources, displacement, infrastructure less able to withstand extreme events, etc.)
   - Existence of local climate change plans, donor/government/CSO adaptation interventions, etc.

2. Ensure that participation quorum and social inclusion requirements are met and that participants are comfortable. For community driven approach, participation is open to all villagers. For LG driven approach, participants are the local and community representatives. These participants are then divided into focus groups, such as women, youth, men, livelihood groups, etc.

3. Explain the activity and its objectives, including the tools that will be used. The below is a group of 5 standard tools.[1] Each tool takes about 1 hour to implement, but can be more or less depending on the depth of facilitation and discussion.

Participatory Diagnostic Tool	Objective	Climate Change Objective

[1] For more tool options, please see the following toolkits:
- Climate Vulnerability and Capacity Analysis Handbook (CARE)
- Planning for Resilience: A Practitioners Manual (CARE)
- Resilience Assessment Toolkit (Adaptation Consortium)
- Pamoja Voices Climate Resilience Planning Toolkit (International Institute for Environment and Development)

Resource and Hazard Mapping (1)	To learn the knowledge and experience of different social groups concerning human and social service resources and economic and livelihood resources, and to identify any problems and issues relating to these resources	To identify how key resources, infrastructures, and social groups in the community are impacted by climate-related shocks and stressors, and the coping and adaptive strategies used to respond to these
Seasonal Calendar (2)	To document the patterns of different livelihood activities in relation to the seasons, and to discuss periods of stress or scarcity that different socio-economic groups experience at different times of the year and the various issues and strategies they use to deal with changes in these, including changes in seasonal weather patterns and extreme events, and the availability of resources	To document how seasonal weather patterns and the incidence of weather-related hazards shift over the year, how these changes impact livelihood activities, and ways that the community responds to these changes. This exercise also documents any longer-term changes (e.g., over 5, 10, 20 years) in seasonal weather patterns and incidence of hazards
Asset Analysis (3)	To identify the differences between women's and men's access to public and economic resources and assets and the decision-making process around the management of those resources	To identify the implications of the use and control of public and economic resources and assets on the ability of men and women to cope with climate-related shocks and stresses in the present and adapt their livelihoods to changing conditions over time
Venn Diagram (4)	To understand what groups the community considers to be most important, what groups can be mobilized to support resilient village development, and what constructive or hindering relationships should be taken into account in village development	To identify what groups are important in helping the community manage climate and disaster risks and adapt their livelihoods to changing climatic conditions over time
Historical Timeline (5)	To understand the community's knowledge and perspective of social and economic trends and changes over time, their impacts on the community, and to provide the community with basic information on possible future climate change scenarios and projections in their location	To understand the community's knowledge and perspective of past climate-related shocks and stressors, and changes they have experienced or observed in the frequency, intensity, and/or timing of these climate-related hazards and changes over time, impacts on livelihoods, etc. of changes over time

It is not necessary to use every tool; this should be determined based on the specifics of the project. For example, if it is gender focused project, Asset Analysis may be more important; if it is a livelihoods focused project, Seasonal Calendar would be more important; if it is a conflict resolution project, Venn Diagram may be more important. It is therefore suggested to consider the detailed implementation

guidance of each tool (in annexes 7-11) to gauge which tool(s) may be more important than others, based on the specific focus of the project.

Also, the project may be limited in the amount of tools it can implement because of the availability of time, resources, and capacity. In this case, the tools are listed in order of priority, with the Resource and Hazard Mapping as well as the Seasonal Calendar being the most important. None of the tools are harder or easier, or more or less costly, to implement. However, in all cases, facilitators need to be trained properly on how to implement them, whichever tools are selected.

4. **Present future climate change scenarios**: present to the plenary the localized climate change projection data from scientific sources, so that all participants have a clear and common understanding of likely future climate risks, and can take this into account for their focus group discussions.
   - Explain current and future climate impacts in simple and clear terms. Technical climate change language and concepts oftentimes do not resonate with local and community stakeholders. It will be necessary to interpret scientific climate knowledge and repackage it in ways that make sense to community stakeholders
   - Explain that climate scientists are able to develop a general indication of how the climate will change in the future, but that there are still uncertainties, and that this information should be combined with the lived experience of the community to get the most realistic scenario that the community should plan for.
   - See Annex 6 for further guidance on communicating climate science to communities.

5. Organize the focus groups according to the preferred method; it is recommended that groups are no larger than 40 people.

   - Ensure that the voice of women and other groups that are the most affected by CC are heard through specific dedicated focus groups.

6. Proceed with the facilitation of each tool in parallel. Not every group needs to do every tool.

   - While the tools are relevant for each group, usually there is not enough time for each group to do every tool. It is therefore recommended to have groups do the tools that are most relevant to their CC situation (i.e., livelihood groups should do at least the seasonal calendar, women's groups should do at least the asset analysis, etc.).

7. Rejoin all groups together into a plenary session where each group shares the key information and takeaways obtained from implementing their respective diagnostic tools.

   Ensure that information related to climate change risks and impacts is included in the key takeaways.

8. Thanks participants and explain that the next step will be to use this information to formulate a Village Development Plan.

Step 5	*Village Development Plan (Community)*
	Local Level Development Plan (LG)

Objectives: For a community driven approach, conduct a village assembly (#4) to prepare a Village Development Plan (VDP), including the identification of priority activities, based on the results of the needs diagnostic. For an LG driven approach, conduct workshops/meetings with local level representatives to prepare a Local Development Plan (LDP), which should be a part of or in accordance with any existing process of local development planning. Where applicable, LDPs that are multi-year may need to be updated annually for budgeting purposes and to prioritize and monitor progress on investments.

Process:

1. Ensure that participation quorum requirements are met and that participants are comfortable.

2. **Explain the VDP/LDP:** Explain that the diagnostic has helped the community/representatives to analyze its current and past situation, and now it is time to use this information to help them make a plan for the future – a Village Development Plan (VDP) / Local Development Plan (LDP). Explain what the VDP/LDP will be used for (i.e., selection of sub-projects to be funded by the project; preparation of higher-level development plans; informing sectoral line ministries and other donors about the needs of the village for consideration from other possible funding sources; a valuable tool to inform all future development activities; etc.).

3. **Presentation of key takeaways from diagnostic tools:** Ask villagers/representatives from the diagnostic focus groups to present to the plenary a brief summary of the key takeaways from the discussion and analysis of the participatory diagnostic tools.

   Include in the summary the different information learned about the climate change risks that the community(ies) faces, which groups are most vulnerable to these changes and how, and the strategies that have been used to adapt and respond to these changes.

4. **Presentation on future climate change scenarios**: present to the plenary again the localized climate change projection data from scientific sources, so that all participants have a clear and common understanding of likely future climate risks, and can take this into account for their development planning.
   - Explain the future hazard scenarios in detail, explaining how they were developed and what are the information sources.
   - Explain that climate scientists are able to develop a general indication of how the climate will change in the future, but that there are still uncertainties, and that this information should be combined with the lived experience of the community(ies) to get the most realistic scenario that the community(ies) should plan for.

5. **Organize the focus groups:** Explain that there will now be another round of focus group discussions where each group will discuss and list their most important problems and needs, based on the discussion and analysis from the participatory diagnostic activities. Then organize the focus groups according to the preferred method. Ensure that partition of focus groups is able to solicit the needs and priorities of the most vulnerable groups, especially for women, youth, and minority groups.

- Ensure that the voice of women and other groups that are the most affected by CC are heard through specific dedicated focus groups.

6. **Identification of main problems and needs**: Facilitate the focus groups to discuss and arrive at a list of the most important development problems and needs of that group.

The groups should make their list with the results of the needs diagnostic process and climate projection data in mind. Ensure that they consider their resilience and adaptation needs and priorities, based on their vulnerability to future climate risks by looking at the impacts of these hazards in the past on their resources, livelihoods, and social relations, as revealed during the participatory diagnostic tools.

7. **Identification of potential development activities**: Facilitate the focus groups to discuss the needs and the potential development activities that can help the group and the community/local area to overcome their/its problems and achieve a developing and prospering community/local area in 5-10 years.

Ensure that groups consider the likely exposure of their community/local area to the future climate change scenario, and what activities could help them to reinforce or adopt good strategies (and avoid maladaptive strategies that could increase vulnerability or exposure) for adapting to the effects of climate change.

8. **Prioritization of development activities (in groups):** Facilitate the focus groups to prioritize these development activities (i.e., through voting by secret ballot or by hand, through pairwise ranking exercises, through consensus methods, etc.).

Include the consideration of climate change criteria as part of the prioritization criteria, such as:
- Does the activity address the most urgent current or future climate hazards? How?
- Who benefits from this activity? Does it help the groups most vulnerable to manage current and future climate hazards?
- Does it avoid maladaptive activities?

9. **Report back of group priorities:** Rejoin all groups together into a plenary session where each group shares the priority activities they have identified.

Ensure that the group explains how the prioritized activities will contribute to the group's ability to cope with current shocks and stressors, adapt to shifting climatic conditions, and support mitigation, where possible.

10. **Consolidate the list of development activities:** Gather these priorities into a consolidated list and discuss the list to reach agreement on a consolidated list of development activities for the village as a whole.

Include the consideration of climate change criteria as part of the discussion. For example, over different time frames (5 years, 10 years, longer):
- What interventions help to promote climate resilience?

- What does each group need to help reduce exposure and sensitivity to climate risks? Do the priority activities from any group potentially affect the livelihoods and well-being of any other group? What could be done to prevent this?
- Do the priority activities from any group potentially affect or cause problems for the effectiveness or ability to achieve the priority of another group? What could be done to prevent this?

11. **Prioritization of development activities (in plenary):** Conduct a prioritization activity of the consolidated list (i.e., through voting by secret ballot or by hand or by dot voting, through pairwise ranking exercises, through consensus methods, etc.) with the village plenary. Clearly explain the prioritization criteria (i.e., the total number of beneficiaries, the number of poor and marginalized who will benefit, the urgency and immediacy of the need, the capacity of the village/local government to both implement and maintain the infrastructure or activity, etc.).

Include the consideration of climate change criteria as part of the prioritization criteria, such as:

- Does the activity or project support resilience to the most urgent current or future shocks or stressors? How?
- Who benefits from this activity? Does the project support the resilience of the people most impacted by and vulnerable to the effects of climate change?
- Is the activity or project climate resilient/able to withstand current and future projected impacts of climate change?

12. **Put together the VDP/LDP:** Explain that the VDP/LDP will contain all the key results of the participatory needs diagnostic, the current situation and development challenges, and the proposed priority interventions of the village/local area to improve their socio-economic conditions, regardless of funding source. Assist the community/representatives to put together the VDP/LDP, providing a standard VDP/LDP template for all villages to use.

Include a dedicated climate section in the VDP/LDP, such as:

- Present and future climate-related hazard profile - the current situation and challenges of the village/local area as it relates to CC, with an overview of the current climate context, future climate context, and priority adaptation areas; this should include both the scientific data and information as well as the information provided by the focus groups during the participatory diagnostic
- Exposure and vulnerability - a description of current and future climate risk exposure and vulnerability, including livelihood and producer systems, economic and social sectors; existing coping and adaptive strategies; and how each prioritized proposed interventions improves these strategies
- Differentiated impacts of each adaptation solution – which vulnerable groups are helped by each prioritized proposed interventions to adapt and be resilient, including women, youth, ethnic minorities, people living with disabilities, and any other marginalized or vulnerable group, in terms of both social sectors and economic livelihoods

Prioritized Investment	How it deals with CC Risks and Hazards	Vulnerable groups that benefit

13. **Thank participants** and explain that they should feel proud of developing this plan all together, which expresses the real situation and the solutions to their needs and problems as they see it. This plan can now serve as a basis for which to inform any development funding and activities in the community, including for this project, and can and should be updated regularly in the future to correspond with the changing situation in the community/local area. Explain where copies will be kept and distributed (i.e., the VDC and/or the local government office, online, etc.).

Step 6	*Higher Level Development Plan*

Objectives: For a community driven approach, review the VDPs from a given area, the cost estimates of prioritized activities, and select sub-projects for approval; incorporate selected sub-projects into higher level development plans (annual and/or multi-annual) where possible and/or appropriate; link and coordinate with existing sectoral plans and other government and donor funded activities to the extent possible, all for holistic territorial development and producing local level/higher level plans that describe the needs and development priorities of that area. For an LG driven approach, note that there may be varying levels of access and ability to coordinate with higher level plans, in which case the below guidance may or may not apply.

Process:

Preparation:

1. Ensure or establish the administrative structure (including how village/local level representatives fit in).

2. Ensure that rough cost estimates are prepared for the priority projects.

3. Prepare a large map of the cluster area.

4. Prepare a summary of the priority activities identified in each VDP/LDP.

Implementing the planning meeting:

5. Ensure that participation quorum requirements are met and that participants are comfortable.

6. Explain the objectives of the meeting.

7. Display the map and review the VDPs/LDPs.

8. **Facilitate a discussion** on the following:
   - *What is the area's state of development, social composition, needs, and priorities?*
   - *What are the aggregate effects of these proposed sub-projects?*
   - *What could be possible joint projects that can benefit more than one village/local area?*
   - *How can we maximize the use of the envelope to impact the greatest number of people in need?*
   - *How can we best address the needs of the most vulnerable?*
   - *How can we best improve access to quality social services?*
   - *How can we best support the economy or livelihood activities on which many people depend?*

Include climate change as a discussion topic:
- *Which sub-projects can best promote adaptation to current and future climate-related risks and impacts, taking into account issues of uncertainty and prioritizing actions that increase resilience under a range of possible future scenarios?*

- *Are there proposed sub-projects that negatively affect the climate vulnerability of other villages in the area? (i.e., water supply system in Village A affects the availability of water for Village B; felling of trees for opening of a road, etc.)*
- *Are there proposed village-level sub-projects that should be coordinated to strengthen impact? (i.e., adoption of regional approaches such as watershed or ecosystem management)*

9. **Review eligibility and ineligibility criteria** of activities or sub-projects (positive and negative list) under the project.

Include the consideration of climate change criteria as part of the eligibility criteria, such as:

Eligible
- Contributes to resilience to current shocks and stresses
- Contributes to capacity to adapt to shifting conditions
- Is able to withstand current and future impacts of climate change (infrastructure)

Ineligible
- Supports maladaptive activities (e.g., use of seed varieties or livestock species that are not able to withstand current or future projected conditions, etc.)

10. **Identify the village/local area sub-projects selected** for funding and the indicative allocation of project funds for each selected sub-project.

11. **Facilitate a discussion on the following questions:**
    - What proposed investments are aligned with local/regional/national priorities?
    - Where can we find potential economies of scale (i.e., for managing proposed investments related to watersheds and land resources; risk mitigation and disaster prevention proposed investments such as early warning systems or flood prevention measures, etc.)?
    - What proposed investments can best align with the technical capacity, support, and resources available (i.e., to ensure sustainability)?

12. **Facilitate the making of the annual or multi-year local development plan**, or the integration of the selected sub-projects into existing plans.

Include a dedicated climate section in the plan, such as:
- Present and future climate hazard profile - the current situation and challenges of the village/local area as it relates to climate change, with an overview of the current climate context, future climate context, and priority adaptation areas; this should include both the scientific data and information as well as the information provided by the focus groups during the participatory diagnostic
- Exposure and vulnerability - a description of current and future climate risk exposure and vulnerability, including livelihood and producer systems, economic and social sectors; existing adaptive capacity and existing resilience strategies; and how each prioritized proposed interventions improves these strategies

- Differentiated impacts of each adaptation solution – which vulnerable groups are helped by each prioritized proposed interventions to adapt and be resilient, including women, youth, ethnic minorities, people living with disabilities, and any other marginalized or vulnerable group, in terms of both social sectors and economic livelihoods

Climate Risk or Hazard	Prioritized Investment that deals with the climate risk or hazard	Vulnerable groups that benefit

13. Review information provided on local/higher level development plans and budgeted activities to ensure no duplication or contradiction with existing plans.

Ensure that the plans and selected sub-projects are aligned and harmonized with:

- National and sub-national climate change commitments, priorities, action plans and strategies
- National and subnational sectoral climate change strategies (i.e., agriculture, water, NRM, etc.)

14. Consider what other funding sources are available.

15. Ensure that operations and maintenance (O&M) arrangements are possible with the relevant sectoral departments.

Step 7	*Community Feedback*

Objectives: With a community driven approach, conduct a village assembly (#5) to report back to communities on approved and/or unapproved sub-projects, and the content of local level development plans. With an LG driven approach, community or local representatives should communicate back to their constituencies about the same, or use a communication campaign to do so.

Process:

1. Ensure that participation quorum requirements are met and that participants are comfortable. Ensure that all social groups that will be impacted by the sub-project are actually present.

2. Support the VDC/local representatives to summarize for the community the sub-projects that were selected, and those that were not selected for funding, with explanations on the decision-making process and the main justifications from the discussions at the higher planning level.

   - Explain how the selected sub-projects and local development plans respond to present and future climate-related risks and promote the resilience of the community and vulnerable groups.

3. Support the VDC/local representatives to respond to questions, comments, and feedback from the community members.

4. Support the VDC/local representatives to explain the next steps of the sub-project cycle, including the processes for the sub-project proposal preparation and approval.

Step 8	*Sub-Project Proposal Preparation*

Objectives: Conduct technical meetings and consult with villagers to prepare detailed sub-project proposals and conduct village assembly (#6) (community driven approach only) to validate the sub-project proposal with villagers.

Process: Once the village sub-projects are selected, the next step is to develop detailed sub-project proposals, through the following activities:

1. **Technical meetings:** The VDC/LG, CF, TF, and sectoral experts check that the sub-project is eligible, discuss safeguard requirements, identify the number of beneficiaries and the expected impact (in services, income, etc.), identify the rough cost estimate, and discuss the preparation of the technical design.

2. **Technical survey and community consultation:** the VDC/LG, TFs, with the support of the community, survey the targeted investment, such as a road, water pipeline, building, or other infrastructure. Villagers are consulted on design elements such as the route of a road or irrigation channel, or the size, number of rooms, and materials used in building construction, etc.

   Ensure that the community is asked about their knowledge and experience of how climate change has affected different kinds of infrastructures and livelihood activities, and what adaptations would be needed, such as:
   - Siting and location of infrastructures, based on how climate change events in the past have affected different locations
   - Adaptive livelihood technologies that have been used or are needed
   - Timing of community involvement in construction and maintenance of local infrastructure

3. **Technical design and detailed cost estimate:** The VDC/LG and TF prepare the technical design and detailed cost estimates.

   Ensure that sub-project designs are climate smart, such as:
   - Climate smart connectivity investments – (i.e., tree buffers on roadsides, etc.)
   - Natural resource management and nature-based solutions that support climate adaptation and mitigation – (i.e., tree/mangrove planting, agroforestry, climate-smart agriculture, etc.)
   - Climate smart water supply and sanitation systems – (i.e., drainage canals that also help address water scarcity in the region and support flood risk management
   - Rehabilitation and equipping of public infrastructure – (i.e., electrification and lighting that are energy efficient and consider climate friendly technologies such as solar power, climate risk reduction building codes to climate proof infrastructures from seasonal flooding, landslides, temperature extremes, etc.)
   - Climate adaptive livelihood activities – (i.e., promotion of climate-smart agricultural practices and production, suitability of alternative crops, seed varieties with multifunctional use, drought-resistant seed varieties, changing timing of seeding and harvesting, use of energy efficient tools/equipment, use of livestock feed that produce less methane and do not destroy the natural resources base

4. **Safeguards planning:** The VDC/LG, TF, and CF undertake screening for social and environmental risks and prepare – if required - social and environmental risk management plans in consultation with project affected communities and other stakeholders.

5. **Implementation workplan:** The VDC/LG, with the support of the TF and CF, develops a workplan for sub-project implementation activities and their timing.

6. **BOQ (Bill of Quantities):** The VDC/LG, with the support of the TF, prepares the BOQ that specifies the number of laborers, machinery, materials, tools, and associated costs.

7. **Procurement Plan:** The VDC/LG with the support of the TF prepares a procurement plan with the type of labor and goods, cost estimates, starting date, and procurement methods that will be used.

• Ensure that procurement guidelines encourage the inclusion of climate risk management and mitigation measures such as installation of solar panels, LED lights, and use of reflective paint, raising critical infrastructure above current and future flood levels, etc. • Ensure that procured services and contractors are following CC integration guidelines

8. **O&M Plan:** The VDC/LG with the support of the CF and TF prepare an O&M Plan that outlines O&M activities, inputs, costs, and training needs.

• Ensure O&M plans incorporate climate risk management.

9. **Final Sub-Project Proposal:** The VDC/LG, with the support of the CF and TF, complete the final sub-project proposal package with all attachments (i.e., design, BOQ, budget, procurement plan, workplan, O&M plan, etc.)

10. **Community Validation:** The VDC/LG, supported by the TF and CF, organize a village assembly (#6) (community driven approach only) to consult with villagers and get their inputs and validation on the sub-project proposal. Ensure that:
    - Villages confirm the design elements
    - User needs of the poor and marginalized are met, such as accessibility concerns for persons with disabilities, design functionality for women, etc.
    - Cultural and social concerns are taken into account in the design
    - Villagers understand and are committed to the estimated O&M costs
    - Villagers understand how construction work will be organized
    - Any potential negative impacts are addressed

Step 9	*Sub-Project Approval*

Objectives: Consult with local authorities and technical line ministries for approval of the sub-project proposal package; transfer funds to the community for implementation (community driven approach only) or release financing for implementation (LG driven approach).

Process:

1. Local authorities and technical line ministries review and approve the sub-project proposal package, or return the proposal to the VDC/LG if there is any concern or if the documentation is incomplete.

   - Ensure that CC screening has been done properly and that the sub-project (both infrastructures and livelihood activities) meet all criteria for climate resilience and climate smart adaptation.

2. VDC and the financing authority sign the financing agreement (community driven approach only).

3. Implementation funds are transferred to the VDC bank account (community driven approach only).

Step 10	Community Capacity Building (Community)
	Local Level Capacity Building (LG)

Objectives: With a community driven approach, train VDCs on technical skills (financial management, procurement, monitoring, etc.) and soft skills (leadership, inclusion, etc.), as well as to train livelihood groups on livelihood activities (if applicable). With an LG driven approach, train local and community representatives on soft skills.

Process:

1. Ensure that training modules for building the capacity of VDCs/local representatives and/or community livelihood groups have been developed accordingly. Ensure that trainer manuals have been developed by which trainers can use to guide them through the delivery of the training in a systematic way to VDCs/local representatives and/or community livelihood groups.

   - Include modules that raise knowledge and awareness of climate change projections, impacts, and adaptation strategies
   - For livelihood activities, ensure that training is focused on climate adaptive knowledge, practices, and technologies in agricultural, business, or natural resource management practices that improve resilience to climate change, such as efficient water use and use of climate smart practices. Include traditional knowledge-based solutions to the extent possible.

2. Prepare a training and capacity building schedule of VDCs/local representatives and/or community livelihood groups, with relevant modules to be delivered at a time just before the knowledge and skills discussed in the training need to be applied.

3. Deliver the modules according to the schedule. Be sure to consult with participants for the most convenient timing and location for the training, especially for women or other vulnerable groups.

4. Conduct training evaluations and follow-up activities.

Step 11	*Sub-Project Implementation*

Objectives: Support the VDC/LG to implement sub-project procurement and construction activities, and ensure proper financial management of sub-project funds.

Process: The VDC/LG should take a major role in managing each of the following activities, which helps to build up their experience and confidence and to win them trust and legitimacy from the community(ies).

1. **Implementation workplan:** The implementation workplan should have been developed during the sub-project proposal preparation, and should be used by the VDC/LG on a daily and weekly basis to assign and monitor tasks. The workplan should:
    - Identify activities and outputs for each phase of work
    - Break down activities into manageable tasks
    - Identify who is responsible for each task
    - Identify a starting time and finishing time for each task
    - Put activities into a series of steps, each with a time allocation
    - Identify when funds need to be withdrawn (i.e., to pay for materials or labor)

2. **Budget Preparation:** The VDC/LG prepares a budget covering expenditure for each month during implementation in a year, based on the implementation workplan and the procurement plan.

3. **Organizing Labor (where applicable):** Community members may be hired to work on construction. Efforts should be made to ensure that every willing household will be able to have some workdays. Men and women will receive equal pay for equal work. Laborers must be at least xx years old. During construction, the VDC/LG will:
    - Organize the worker teams, who will lead them, how they will be paid (daily wage, lump sum, or both), and when they will be paid
    - Organize the recording of labor during construction
    - Set the wages according to the local rate and with agreement from the community, with men and women paid the same amount
    - Payment will be made directly to each individual worker, and in public

4. **Community Consultations:** Before construction starts, the VDC/local representatives should meet with the community to explain the work to be done, the schedule, the types (skilled and unskilled) and numbers of workers needed, how they will be selected and organized, and the proposed wages. They should also provide information on the materials to be procured and the costs involved. This information should be posted on the noticeboard and/or communicated through other means, and should include:
    - The work to be done, the schedule for each task, and the targets for each day/week
    - The number of laborers needed for each task, the work teams, and working days/hours
    - The budget for paying the workers
    - The method and amount of payment for workers

5. **Procurement:** With assistance from the TF, the VDC/LG will procure the needed materials, services, and labor, following the procurement guidelines and the procurement plan in the sub-project proposal.

6. **Local Materials:** The community may provide local materials (i.e., sand and stones) as part of their contribution to the construction. The VDC will supervise collection and delivery of these materials to the construction site by the community.

7. **Storage and Security:** The VDC/LG should store tools, equipment, and materials near the site and ensure their safekeeping in a community facility. Someone should be assigned to manage the tools, equipment, and materials. This task involves:
    - Checking off materials delivered to the store, and checking they are the right quantity.
    - Organizing proper storage of materials i.e., cement stored in a certain way
    - Organizing security for the storage
    - Keeping a record of materials removed from the store

8. **Supervision:** The VDC/LG will supervise the work to ensure that the work is done correctly. Supported by the TF, it will:
    - Review the agreed work plan and technical standards with the foremen and check on the satisfactory completion of tasks and review implementation progress
    - Help to correct mistakes and solve problems

9. **Financial Management:** Withdrawing funds from the bank account, payment of expenditures, managing small amounts of cash, and keeping records of all financial transactions.

10. **Reporting:** Organizing regular meetings with the community to report on construction progress and expenditure.

Step 12	Sub-Project Monitoring and Periodic Review Meetings (Community)
	Sub-Project Monitoring and Feedback (LG)

Objectives: For the community driven approach, conduct regular village assembly meetings where village monitoring committees report on financial and physical progress and the community can provide feedback and ask questions. For the LG driven approach, local representatives should communicate regularly with sub-project communities about implementation progress and allow opportunities and mechanisms for feedback.

Process:

1. The VDC/LG, CFs, and TFs monitor:
    - Progress of activities – what has been done, what has not been done
    - The effective or ineffective use of resources
    - Operational problems and their causes and possible solutions
    - What outputs and results are being produced
    - The technical quality of the sub-project, such as whether correct methods and materials are being used in the construction
    - Whether safeguards measures are being properly implemented
    - Financial and procurement activities

    - Whether CC integration measures are being properly implemented
    - Whether there have been any hazard events or changes that require further adaptation of the investments being undertaken

2. The VDC/local representatives ensures that all villagers and stakeholders are informed about the financial and physical progress of sub-project implementation, through posting on the village notice board, or communicating through media or other modes of communication, including periodic village assembly review meetings where the community can provide feedback and ask questions.

Step 13	*Sub-Project Completion*

Objectives: To complete sub-project final inspection reports and technical and financial audit reports.

Process:

1. The VDC/LG, CF, and TF make a visit to the sub-project site to verify that all sub-project activities have been done in line with the approved design, or amended during the course of the sub-project, and completes the final sub-project inspection and completion forms.

   Ensure that CC factors are included in the technical inspection, such as:
   - CC-related specifications and activities have been executed in line with approved designs and plans

2. The VDC/LG prepares the final financial report documenting the total amount of funds received and spent on the sub-project.

3. All sub-project completion forms are completed and sent to the financing authority.

4. The financing authority confirms that the funds accounted for by the VDC/LG are consistent with the approved sub-project budget.

5. The VDC/LG displays all information on the village notice boards and prepares the social review.

6. In case of suspension or termination of sub-project activities due to force majeure or material break of contract, the VDC/LG, with support of the TF, attempts to resolve the situation with corrections actions in a suitable time frame, but may suspend or terminate the sub-project in severe cases or if corrective actions are ineffective.

Step 14	*Social Review*

Objectives: Conduct a village meeting (community driven approach) or review meeting with the local representatives (LG driven approach) to review experience from the completed cycle, draw lessons, celebrate accomplishments, and make recommendations for the next sub-project investment cycle.

Process:

1. **Organizing the meeting**: Set and publicize a date and send invitations at least 10 days in advance of the meeting. The VDC/LG should set a date and time that is most convenient to a diverse range of villagers.

2. **Preparation for the meeting**: The VDC/LG, supported by the CF and TF, prepare presentations on sub-project implementation, including results, financial management, procurement activities, summary of grievances received and addressed, community participation, O&M arrangements, etc. in advance of the meeting.

   Prepare a presentation on CC, with the following information:
   - How the sub-project addresses problems related to climate change risks, and how it will contribute to the climate resilience of the community, particularly for which groups
   - How the sub-project is designed and implemented in a climate-resilient and climate smart manner

3. **Sub-project site visit:** Where possible, villagers/local representatives visit the completed sub-project to get better insight into the completed sub-project, quality and appropriateness of the construction, and safeguards questions. This should be done just before the Social Review meeting, and should be supported by the VDC/LG, CF, and TF.

4. **Presentation by the VDC/LG** on the preparation process of the VDP/LDP, which includes the selection process of the village/local area sub-projects, activities, and achievements, and on sub-project implementation in the different areas of responsibility (i.e., implementation and results, financial management, procurement, grievances, community participation, etc.).

5. **Community Satisfaction Scorecard:** Villagers/VDC or local representatives/LG vote (using the preferred method, and disaggregated by gender) on their satisfaction with the sub-project implementation process and results.

   Include in the scorecard criteria:
   - If the sub-project addresses the climate risks and vulnerabilities that it was meant to address

6. **Open discussion and community feedback:** Villagers/local representatives discuss in small groups what went well, what did not go well, and what needs to be improved about the sub-project investment cycle. A consolidated summary is presented to the plenary, which then agrees on recommendations.

   Include in the discussion:

- Any problems encountered during sub-project implementation, with both infrastructure and livelihood activities, related to climate change

7. **CFs and TFs summarize feedback** from the Social Review meetings. The VDC/LG indicates 1) which recommendations to adopt, why, and how 2) which recommendations not to adopt and why not 3) which ones to forward to the financing or local authorities for consideration.

8. **After the meeting, the VDC/LG assisted by the CF prepares and signs the minutes** of the open social review meeting within 10 days of the meeting. These minutes are publicly displayed on the village/LG notice boards in local languages within 15 days of the meeting. Copies of the minutes are sent to the granting and local authorities within 15 days.

Step 15	*Sub-Project Operations and Maintenance*

Objectives: To ensure operationalization of the O&M Plan.

Process:

1. Ensure that the O&M Plan prepared during sub-project proposal preparation includes:
   - The O&M activities that are needed and who is responsible for doing them
   - What materials, spare parts, and tools are needed for maintenance, and their costs
   - Annual maintenance budget, amount of user fees, how they will be collected and managed
   - Environmental or social mitigation measures needed to support O&M

   Include actions for ensuring climate resilience in O&M plans, such as:
   - Any required disaster preparedness and/or regular maintenance activities required to ensure continued climate resilience of investments

2. Determine how O&M will be organized (which will be different for each different type of infrastructure).

3. Ensure follow up of these activities with the persons responsible for O&M, including the VDC/LG, community members, and sectoral or technical line departments or authorities.

Annex 1: Principles for Locally Led Climate Action

In 2021, the Global Commission on Adaptation launched Eight Principles for Locally Led Adaptation (LLA). These principles underlie the climate change integration approach being detailed in this Toolkit, and include the following:

1. **Devolving decision making to the lowest appropriate level:** Giving local institutions and communities more direct access to finance and decision-making power over how adaptation actions are defined, prioritized, designed, implemented; how progress is monitored; and how success is evaluated.

2. **Addressing structural inequalities faced by women, youth, children, disabled, displaced, Indigenous Peoples and marginalized ethnic groups:** Integrating gender-based, economic, and political inequalities that are root causes of vulnerability into the core of adaptation action and encouraging vulnerable and marginalized individuals to meaningfully participate in and lead adaptation decisions.

3. **Providing patient and predictable funding that can be accessed more easily:** Supporting long-term development of local governance processes, capacity, and institutions through simpler access modalities and longer term and more predictable funding horizons, to ensure that communities can effectively implement adaptation actions.

4. **Investing in local capabilities to leave an institutional legacy:** Improving the capabilities of local institutions to ensure they can understand climate risks and uncertainties, generate solutions, and facilitate and manage adaptation initiatives over the long term without being dependent on project-based donor funding.

5. **Building a robust understanding of climate risk and uncertainty:** Informing adaptation decisions through a combination of local, traditional, Indigenous, generational and scientific knowledge that can enable resilience under a range of future climate scenarios.

6. **Flexible programming and learning:** Enabling adaptive management to address the inherent uncertainty in adaptation, especially through robust monitoring and learning systems, flexible finance, and flexible programming.

7. **Ensuring transparency and accountability:** Making processes of financing, designing, and delivering programs more transparent and accountable downward to local stakeholders.

8. **Collaborative action and investment:** Collaboration across sectors, initiatives and levels to ensure that different initiatives and different sources of funding (i.e., humanitarian assistance, development, disaster risk reduction, green recovery funds, etc.) support each other, and their activities avoid duplication, to enhance efficiencies and good practice.

Annex 2: CC Specialist ToR (example)

Functions and Responsibilities

Under the Ministry and the Project Coordinator, the Climate Change Specialist's main responsibility is to establish and ensure the meaningful and effective integration of climate change considerations into all relevant project functions and activities throughout all project components and sub-components, and the monitoring and quality control of the implementation of climate change integration measures.

The Climate Change Specialist is responsible for the following tasks relating to the integration of climate change considerations into the project:

Technical Planning and Management

- Develop and continually update a project CC integration action plan that includes information on the integration activities, their implementation timelines, and the resources needed, over the course of the project.
- Establish a CC integration implementation structure by identifying or recruiting CC focal persons or CC specialists in each of the target regions and districts to support and be responsible for the project's CC integration work at sub-national levels.
- Assess and compile information on the national climate change landscape in the country, including the policy and institutional framework, national and sectoral strategies, and any recent, current, and planned climate change work being done by ministries, CSOs, and other donors, and identify the gaps and where the project fits in.
- Compile any existing guidelines and toolkits that could inform or be applicable to the project.
- Ensure integration of CC aspects and considerations in all project technical guidelines and instruments, including the Project Implementation Manual, training and capacity building plans, training modules and manuals, facilitation manuals for community engagement, livelihood training, youth engagement, and infrastructure and construction manuals.
- Ensure the inclusion of CC aspects in project management, including preparation of the annual work plan and budget, project reports, project communication materials, and project monitoring and evaluation indicators and systems.

Operationalizing CC integration in the community investment cycle

- Ensure inclusion of CC criteria in targeting and selection of clusters and communities for implementation.
- Ensure a climate profile is included in the community profile at community entry.
- Ensure that information on CC considerations is included in community orientation and mobilization activities.
- Gather and compile local level climate data for use in the local level needs diagnostic and planning stages, and put in place mechanisms for ensuring the continual capture of any data updates.
- Incorporate CC participatory tools in the community needs diagnostic.
- Ensure CC criteria is incorporated in sub-project prioritization and selection processes
- Ensure climate change considerations are mainstreamed in community development plans, and that a dedicated climate section is included.

- Ensure integration of CC criteria in the technical screening of sub-project proposals, and determine a list of climate resilient infrastructure and activities.
- Ensure that sub-project investments are climate resilient, both infrastructure and livelihood activities, and that the latter support adaptation and avoid maladaptive activities.
- Ensure CC indicators are integrated in sub-project M&E plans.
- Ensure actions for climate resilience are included in operations and maintenance plans.

Coordination

- Identify and liaise with CC actors (both governmental and non-governmental) and ensure the inclusion of CC actors and CC topics in consultation with local stakeholders.
- Assess how the project could establish relevant sector linkages and external partnerships, and subsequently implement these.

Qualifications

The Climate Change Specialist will need to demonstrate the following qualifications and expertise:

- Hold a Master's degree in climate change, sustainable development, environmental management, natural sciences or any other diploma deemed equivalent and having climate change as a basis.
- Have at least eight (8) years of general experience in climate change adaptation, conducting climate change risk assessments, resilience planning, and/or management of sustainable development projects/programs that work at the local or community levels.
- Have held for at least three (3) years a position of Climate Change or Environmental Specialist on at least one (1) development project financed by the Technical and Financial Partners (AfDB, WB, AFD, etc.).
- Have good knowledge and understanding of locally led climate action and adaptation principles and approaches, and the methodologies and processes for putting these into practice, including participatory CC diagnostic tools.
- Have a good knowledge of the country's national climate change commitments, the national and local policy, legal, and institutional framework for climate change in the country, and information sources for local and national climate data.
- Have excellent digital skills, including the use of common software (Word, Excel, Power Point, etc.), for design, communication, and project management and analysis.
- Organized, rigorous, and able to produce quality results within given deadlines under pressure.
- Demonstrate good supervision and team works skills and have the ability to oversee the work of others and collaborate with a diversity of stakeholders while also being able to work independently and take responsibility for their tasks.
- Have full proficiency in the English language.

Annex 3: PIM Climate Change Section (example)

Climate Change

1. As climate change is an issue that affects all areas of community development, this aspect will be taken into account in all important areas of project management. This includes those explained in the table below:

Aspect	Key climate change integration actions
Capacity-building	Climate change modules will be included in staff training and capacity building programs, especially for community facilitators.
Technical staff capacity	The Project Management Unit (PMU) at both national and regional levels will identify climate change focal points within the team, and define their roles and responsibilities related to climate change in their overall ToRs and mission ToRs.
Partnerships	Climate change concerns will be integrated into conventions, protocols, and agreements with partners.
Communication	Climate change information will be integrated into the project plan and communication materials.
AWPB	The costs of actions related to the integration of climate change into sub-project activities will be taken into account in the ABWP, including any staffing or consultancy costs.
Monitoring	The project will monitor the inclusion of climate change aspects into the project cycle, to ensure that they are being taken into account and implemented with quality.
Digital innovations	All information related to climate change will be included in the communication flows via the CLD application.

2. Integrating climate change considerations into the sub-project investment cycle is a key element of the project. The main objectives of this are to:

- Promote **locally led** climate action by ensuring **participatory** climate risk assessments and resilience planning
- **Link and coordinate** community resilience activities and planning with local, regional, and national climate change strategies and priorities
- Integrate **indigenous and traditional knowledge and practices** with climate science
- **Improve the capacity of local communities and institutions** to understand climate risks and uncertainties and generate solutions over different time scales
- Ensure that **investments do not exacerbate climate change vulnerabilities**

Therefore, appropriate tools will be used to support communities in taking climate change into account in each phase and step of the sub-project investment cycle, as shown below:

CLD Phase	Key climate change integration actions
Preparation	The Project Management Unit (PMU) will include criteria related to vulnerability to climate change impacts in the targeting of beneficiary communities of the sub-projects. Community Facilitators (CFs) will also collect preliminary local

	climate data, including from scientific and traditional knowledge-based sources when assembling an initial profile of each target community.
Orientation	During the first meetings with the target communities or representatives, CFs will discuss the themes of climate change risks and impacts, and will explain how the project will take into account climate change aspects to promote adaptation, mitigation, and resilience. This is also an opportunity to raise awareness on climate change in the communities.
Needs Diagnostic	CFs will sensitize communities on localized climate data and climate change projection scenarios. Communities can then use this information to support a climate-informed assessment of their development challenges and needs. In addition, CFs will facilitate the use of participatory assessment tools which specifically help the community to identify and analyze problems and risks related to the impacts of climate change, as well as to identify what coping strategies and possibilities for resilience can be further developed, or what maladaptive activities should be avoided.
Planning	CFs will support the community to use the diagnostic results and the climate change projection scenarios to identify and prioritize development activities in the short to long term, developing or updating a community or local development plan, which would also contain a dedicated section on climate change. These will also include consideration on prioritizing activities that can help the community and vulnerable groups to strengthen their resilience to the adverse effects of climate and mitigate their vulnerability. CFs and regional CC focal points will also help community clusters and local governments to examine the aggregate effects of climate change from the community level plans and in the implementation of selected sub-projects, in order to employ a climate smart approach to territorial development.
Implementation	Climate risk mitigation and adaptation actions will be integrated into sub-project preparation (i.e., technical designs), as well as in implementation procedures, to ensure that they are climate-resilient and support adaptation. Climate change modules will also be included in capacity building trainings to community groups or committees who are responsible for sub-project implementation.
Closure	Actions to ensure climate resilience in O&M plans will be taken into account.

Annex 4: Guidelines for Integrating Climate Resilience into Sub-project Design (example)

The purpose of this guide[2] is to support communities and local governments to integrate climate change considerations into the design of sub-projects. This includes integrating both climate adaptation measures (adapting to the current or expected effects of climate change) as well as climate mitigation measures (reducing greenhouse gas emissions). This guide provides a reference to technical facilitators responsible for developing detailed designs and costing of the selected sub-projects. It is by no means exhaustive, and provides guidance for the most common sub-project types. If national policies or guidelines on building climate resilient infrastructure exist, they can be used as a basis to tailor this document.

Upgrading or rehabilitation of social Infrastructure (i.e., primary and secondary school, community hall, basic health care center, youth center, childcare facility, etc.)
Potential Climate Change Risks: • Risk of inundation from flooding • Indoor thermal discomfort • Increased electric cooling demand
Climate Resilience Considerations: ✓ Select sites at higher elevations to minimize the potential risk of exposure to flooding. ✓ Ensure that the site is at least 100 meters clear of any watershed. ✓ Avoid glazed windows in favor of slats. Where possible, place windows at opposite ends to facilitate cross-ventilation. ✓ Consider large windows which reduce the need for artificial lighting while improving daylight and aeration. ✓ Provide deep overhanging eaves of at least 1.5 meters to shield the windows from direct sun radiation. ✓ Orient the building in the direction of the wind to reduce the effect of heatwaves during the dry season. ✓ Ensure the size of the rooms are adequate but not unnecessarily large. Smaller rooms, where internal space has been used efficiently, use less energy as they can be cooled and illuminated more efficiently than larger rooms. ✓ Ensure the internal layout of the design does not restrict air motion (such as too many dividing elements). ✓ Use light color materials (low heat-storing capacity) in floor tiling. ✓ Install skylights for natural lighting, and ensure that the location of the skylight does not directly expose it to radiation. ✓ Use energy efficient lights (LED) and not fluorescent/incandescent bulbs. ✓ Wall and ceiling surfaces should be light- colored. ✓ Install green roofs and make provision for trees to be planted around the building. ✓ Construct (install) rainwater harvesters of adequate capacity. ✓ Where air conditioners and fridges are to be procured, they must be at least 3-star rated.

[2] This guide was adapted from a guide developed by the Ghana Project Implementation Unit (PIU) of the Gulf of Guinea Northern Regions Social Cohesion Project (P175043)

Upgrading, rehabilitation, and/or expansion of all-weather rural roads

Potential Climate Change Risks:

- Reduced lifespan due to flooding
- Potential increase in erosion and slope instabilities
- Higher temperatures can cause tarred road surfaces to soften and expand resulting in rutting and potholes formation, particularly in high-traffic areas
- Increased occurrence of extreme rainfall events may weaken or wash out the soil and culverts that support roads and bridges
- Increased wildfires resulting from extended periods droughts may shorten the lifespan of roads

Climate Resilience Considerations:

Road Surfaces

- ✓ For sealed roads, use bitumen grade AC – 10 for normal surfacing and resurfacing. However, for asphaltic roads, use grade AC-20.
- ✓ Consider greater use of concrete or pavement blocks especially in high traffic areas due to its higher temperature resistance and other advantages, (longer lifetime, possibility of increased load, lower need for maintenance) albeit slightly higher construction cost.
- ✓ In collaboration with the Forestry Division, plant trees along the road to protect the road surface from direct sunlight. The trees must be properly aligned and at sufficient distance from the road to prevent potential safety risks.
- ✓ Increase road surface curvature (cumber) for rapid surface water removal.
- ✓ Ensure compaction is well done (especially for earth roads).

Road Drainage Systems

- ✓ Drainage system capacity should be adapted to higher intensity and frequency of extreme rainfall events.
- ✓ Complement the increased drainage volumes with the provision of water retaining facilities (i.e., dams, reservoirs) at suitable locations along the road.
- ✓ Ensure adequate structural protection measures are provided (i.e., dikes, embankments).
- ✓ The design for culverts should be adjusted to accommodate higher water volumes within a short period of time.

Expansion, rehabilitation, upgrading and equipping of public local market infrastructure (i.e., market shed, buildings, stalls, warehouses, storage and cold chain facilities, solar installations, energy-efficient lighting, parking and slaughter areas, waste management, water and sanitation infrastructure, etc.)

Potential Climate Change Risks:

- Risk of inundation from flooding
- Indoor thermal discomfort
- Increased electric cooling demand

Climate Resilience Considerations:

- ✓ Establish markets at higher elevations to prevent the risk of flooding, and at least 100 meters clear of any watershed or flood line of any waterbody.
- ✓ Provide deep overhang roofs (eaves), at least 2m over sheds.
- ✓ Provide adequate storm water drains.

- ✓ Install off-grid solar powered street lighting for the market. Streetlights should not be connected to the national grid.
- ✓ Designate places on the site for tree planting.
- ✓ The roofs for the sheds must be green colored.
- ✓ Ensure the height of the sheds are high enough (minimum 10 feet).
- ✓ Ensure the envelop of the market enables good aeration.
- ✓ Provide adequate skylights for warehouses.

Climate-resilient and climate-proofed water and sanitation structures (i.e., waste disposal sites, public latrines, etc.)

Potential Climate Change Risks:

- Methane, a greenhouse gas generated from anaerobic digestion of biodegradable waste in landfills is a major climate stressor.
- Risk of dumpsites being flooded.

Climate Resilience Considerations:

- ✓ Site any proposed dumpsite at least 100m away from any water body or community water source.
- ✓ Under the direction of the District Agriculture Director, establish a composting site close to the dump site.
- ✓ Educate the community to segregate biodegradable waste (food leftovers, fruit peels, leaves etc.) from non-biodegradable ones (plastics, clothing, etc.).
- ✓ Under the guidance of the Agric director, undertake composting using the biodegradable waste.
- ✓ As much as possible, only non-biodegradable waste should be disposed at the dumpsite.
- ✓ Avoid excessive compaction to minimize anaerobic digestion, which is a catalyst for the generation of methane.

Soil and water conservation measures, watershed management, and restoration of degraded lands (i.e., small irrigation canals, flood control structures, emergency shelters, livestock mobility corridors, wells and boreholes, vaccination pens, community ponds, tree nurseries, etc.)

Potential Climate Change Risks:

- Significant increase in daily rainfall maximum
- Significant increased flows during the rainy season and significant decrease in flows during the dry season
- Potential increase in evapotranspiration
- Increased water demand

Climate Resilience Considerations:

- ✓ Provide additional coverage of clay cores and clay materials to minimize desiccation risks. Thin clay covers will desiccate during the hot season.
- ✓ Grass to be planted on the embankment must be local drought resistant species.
- ✓ Use pitching or face protection to minimize the potential risk of increased erosion of upstream face

Annex 5: Climate Change Integration Action Plan (example)

Project Activity	CC Integration Action	Timeline	Responsible	Resources
Preparation of project implementation	Conduct CC scoping study	June-July	CC Specialist	(Cost, etc.)
Recruitment of facilitating partner NGOs	Include climate change expertise to ensure CC in community participatory processes	June-July	CC Specialist	
Communications and community awareness raising	Develop communications materials for raising community awareness on projected climate changes and their impacts, and contribute to the strategy for dissemination of the information	August	CC Specialist	
Deployment of CLD application	Ensure that the application is able to communicate climate information between government and communities	August	CC Specialist and CFs	
Staff training	Develop and deliver climate change modules for the community facilitators; train community facilitators on climate diagnostic tools that will be used in the community diagnostic	August; November	CC Specialist	
Preparation of annual workplan and budget	Ensure that training for staff on climate change is budgeted	September – October	CC Specialist	
Project orientation with stakeholders, including mayors and municipal councils	Prepare orientation messages and materials on climate change integration in the project	September	CC Specialist; CC Focal Points in the regions	
Community Needs Diagnostic	Collect and compile climate data and transform into scenarios for use in the community diagnostics; develop facilitation guidelines for climate diagnostic tools and ensure their proper implementation	October	CC Specialist and CFs	
Local development planning	Ensure there is a climate change section in the village development plans	November	CC Specialist and CFs	
Sub-project implementation	Draft ToRs and recruit technical consultants needed for sub-project implementation of livelihood sub-projects	January	CC Specialist	

Annex 6: Climate Change Training Module (example)

Note: Below is an example of content for a generic training module aimed towards orienting Community Facilitators (CFs) on climate change and the ways in which the project integrates climate change. This type of module would normally be given as part of a larger training given to CFs at the beginning of a project, which would contain many other topics such as participatory approaches, gender and inclusion, the steps of the sub-project cycle, etc. More sections should be added as relevant, such as how to use the CLD application for capturing climate related data at the community level, how to communicate climate change projection data and scenarios to communities (see Annex 12) and how to facilitate the climate diagnostic tools (see Annexes 7-11). If directed at a different audience, the content should be tailored appropriately, with other topics added. For example, if local government officials are the audience, they could be trained on how to source climate change vulnerability and project data, and how to screen sub-project proposals for climate risks (see Annex 4). If community committees are the audience, additional topics could be how to raise awareness in the community on climate change risk and actions for adaptation.

Overview: This session looks at the concept of climate change, its effects on the people living in the project area, how people in the project area are responding to climate-related challenges, how climate change considerations are integrated into the project, and the role of community facilitators.

Objectives: By the end of the session, participations will be able to:

1) Understand the current and future effects of climate change on the areas where the project works
2) Understand how communities are responding to the climate-related challenges they face
3) Explain how the project is working to address the impacts of climate change
4) Understand the role of the community facilitator in integrating climate change aspects into the implementation of project cycle activities

Time: 60 min

Materials:

Steps:

1. Climate Change in (country) (30 min)

Ask: *"What climate changes are happening in (country)?"* Get responses from the participants. Add to their ideas with the following (tailored based on specific climate risks affecting project location):

- Temperatures are increasing
- Heat waves have become common in all parts of the country
- Precipitation is changing; periods where it is becoming less (drought) and periods where it is becoming more (flood)
- More water scarcity
- High winds and storms, forest fires, and coastal erosion
- These changes have already happened and are very likely to continue and become even worse in the future (higher temperatures, more heat waves, more variability in rainfall patterns, more

extreme events like flooding, storms, erosion, drought, land degradation, disappearance of certain animal and plant species, appearance of new diseases).)

Ask: "*What are the human-made causes of this climate change?*" Add to their ideas the following:

- Over-exploitation of vegetation cover
- Bush fires, especially late in the season
- Poaching
- Excessive use of chemical inputs (herbicides, insecticides, fungicides, synthetic mineral fertilizers)
- Poor waste management
- Overgrazing
- Non-rotary monoculture

Ask: *"How do these changes impact the communities living in the areas where the project works?"* Buzz groups and report back. Add to their ideas with the following:

- People's livelihoods are affected - farmers cannot grow crops well and herders cannot find places to water their animals and they can die
- People, especially women, have to travel further for water and this impacts their time and also their safety
- Floods and violent winds damage homes and other infrastructures
- There are more diseases and health issues
- There are less natural resources, and this results in more conflict between people
- Higher food prices and debts
- More conflict in the household, including more violence against women and girls
- More conflict between households or communities, for example, between farmers and herders over diminishing resources like land and water
- Rural exodus

Ask: *In what ways is the community managing climate-related challenges? In what ways are these strategies effective / ineffective? Buzz groups and report back.* Add to their ideas with the following examples:

Strategies for managing climate related challenges

- Shift livelihood activities (abandon agriculture or herding animals)
- Change livelihood inputs (use different crops, rely on different species of animals)
- Sell animals
- Dig more boreholes for water
- Buy water
- Build water reservoirs for off-season crops
- Relocate to a new area (permanently or seasonally)
- Receive support from government, NGO, or donor program
- Adopt new short-cycle crop varieties
- Setting a new seasonal calendar; taking into account weather forecasts

2. Climate Change and the project (10 min)

Ask: "*How do you think the project is trying to help address the impacts of climate change?*" Get some responses.

Explain: *As we have just discussed, shocks and stressors from climate change can harm livelihoods, worsen inequalities, and have a negative impact on development. This vulnerability is both determined by and can further exacerbate pre-existing factors and conditions, like poverty, violence, conflict, and ecosystem degradation. This is why not all groups experience the impacts of climate change in the same way. Some groups are more vulnerable than others, especially socially excluded or marginalized groups, such as women and girls, Indigenous Peoples, ethnic minorities, and people with disabilities. However, these groups and all communities are already responding to climate risks and have a great deal of knowledge and experience to bring to the table when it comes to observing changing climatic patterns and managing climate and other risks. These response strategies are often based in traditional knowledge that is developed and passed on at the local level, and can form the basis of sustainable climate responses. The project is therefore aiming to promote locally led climate action and build social resilience - the ability to withstand, recover from, and reorganize in response to crises so that all members of society may develop or maintain the ability to thrive.*[3] *It aims to do this by:*

- *Ensuring climate risk and resilience assessments are integrated in participatory planning activities*
- *Connecting and coordinating community resilience activities and planning with local, regional, and national climate change strategies and priorities*
- *Integrating local and traditional knowledge and practices with scientific climate data*
- *Ensuring that infrastructure investments can withstand current and future climate change impacts and support adaptation and mitigation, where possible*
- *Ensuring that livelihood investments do not lead to maladaptive activities (such as charcoal making, deforestation of forests for agricultural purposes, etc.) that won't be viable or that could be harmful in 5 or 10 years*
- *Ensuring that investments don't exacerbate the drivers of vulnerability to climate change, such as conflict, gender inequalities, further marginalization of excluded groups, etc. (i.e., making sure that livelihood investments don't put extra pressure on natural resources like land or water, which could lead to increased conflict between herders and farmers*
- *Improving capacities of communities and local institutions to understand climate risks and uncertainties and generate solutions over different timescales*
- *Promote the use of renewable energy (solar panels, solar kits, wind generators, etc.)*

3. Integrating climate change considerations into the community project cycle (20 min)

Explain: *It is important to know how climate change considerations are taken into account at each of the 6 phases of the community project cycle. As a community facilitator, you have an important role to play in this.*

Activity: Divide participants into 6 groups, and assign a project cycle phase to each group. *Think about the different activities that take place in your assigned phase, and how you can implement the integration of climate change considerations into those activities and processes.* Discuss and then report back in groups. Fill in with the below, where incomplete.

[3] Arnold et al., 2014. "Climate and Disaster Resilience: The Role for Community-Driven Development." Social Development Department. World Bank, Washington, DC.

Phase	How to Integrate Climate Change Considerations
1) Community Orientation	- Explain to the community how the project will be working on climate change
2) Community Diagnostics	- Share with the community what the scientific climate data says in terms of the regional and local current and projected climate change impacts, and how this compares with their local knowledge of observed changes - Facilitate tools that identify and assess the climate change risks and their impacts, and create a picture of vulnerabilities and risks for and resilience/capacities of different groups
3) Community Planning	- Help the community to identify the adaptation strategies and actions that can address vulnerability to climate change impacts, as well as opportunities to build in mitigation (e.g., through use of solar panels, efficient use of wastewater, etc.) - Ensure that the community considers the relevant climate-specific criteria in their sub-project prioritization and selection process - Ensure that the village and cluster development plans mainstream climate change considerations where relevant and that the plans include a dedicated climate section
4) Sub-Project Preparation	- Check with the technical facilitators that the sub-project technical proposals are climate resilient, both for infrastructure, livelihood, and youth activities
5) Sub-Project Implementation	- Ensure that the sub-project implementation is effectively carrying out any plans related to climate action - Build community capacity on climate change through sensitization or training activities
6) Sub-project closure	- Ensure that questions on climate change are addressed during the social audit - Ensure that climate change aspects are included in the O&M plans

Summarize: *Climate change is a very important topic, and addressing its impacts is one of the main objectives of the project. As a community facilitator, it is therefore important to keep climate change considerations in mind as you implement the project cycle activities. This is important for ensuring that climate action related to development planning will be led by the community, and that this also feeds into higher level climate change action plans and strategies.*

Annex 7: Resource and Hazard Mapping

What is it? A map of a village/cluster/local area drawn by community members/representatives to show the key features of a village/local area and provide the focus for a discussion on natural and productive resources, social service infrastructure, services available in the community, and the social composition of a community.

Why use it? To learn the knowledge and experience of different social groups concerning human and social service resources and economic and livelihood resources, and to identify any problems and issues relating to these resources.

To identify how key resources, infrastructures, and social groups in the community are impacted by climate-related hazards, and the coping and adaptive strategies the communities use to respond to these.

Facilitation Steps:

1) **Introduction**

- Distribute a marker to as many participants as possible, especially to women and other marginalized groups.
- In certain contexts, such as those characterized by a high degree of conflict or social tension, or where women or marginalized groups are not comfortable "holding the marker," it can be useful to have men, women, or specific vulnerable groups draw different maps. This can also help reveal differences across groups in relation to key resources, perceptions of risk, and coping strategies.
- Explain the objective: *Our aim is to make a map of the community/local area to show both social and economic resources, including existing infrastructure and services. You are the experts – can you show us how your village can be mapped on the ground?*

2) **Draw village/local area boundaries and natural landmarks and resources**

- Ask a volunteer to draw the village boundaries on the flipchart.
- Ask someone to draw the major feature which can be used to **orient** everyone (i.e., a major road or river, etc.). Example: "*Here we are on this road and here is the river.*"
- Ask participants to add other physical or natural landmarks and resources like roads, water bodies, hills/mountains, forests, and fields.
- Multiple people should work on the map at the same time.

3) **Draw existing social, economic, and cultural infrastructure and facilities**

- Ask participants to draw where existing social service infrastructures are, such as schools, health facilities, domestic water facilities, etc. Keep asking – "*What else needs to be added?"*
- Ask participants to identify economic and livelihood resources, such as croplands, irrigation facilities, dams, reservoirs, livestock grazing pastures and water points, fishing areas, markets, roads, forests, etc. Keep asking – "*What else needs to be added?"*

- Ask participants to draw the location of settled areas, including houses, and cultural landmarks, such as religious facilities and historic or sacred sites.
- Keep control of the process so that everyone knows what is happening and what is being drawn.
- Ensure that women and other marginalized groups are involved in the making of the map; ensure that they have a marker, and if they are silent, encourage them by asking, "*Are the men the only ones who understand this village? Can we hear from the women?"*

4) Discuss and analyze each infrastructure and resource

- *Who uses it? Who is not able to use or access it? Why? Please consider marginalized groups such as women, youth, poor households, persons with disabilities, ethnic minorities, etc.*
- *How is it managed? Why is it managed in this way? Who controls or manages it? Are there any issues around this?*
- *What is its condition? What is the source for maintaining it?*
- *If it has any problems, what are they?*
- *Is it affected by conflict or insecurity? How?*

5) Identify climate change hazards

- Ask participants to identify the types of hazards that affect their area, including but not limited to climate-related hazards. These can include natural hazards, including both geophysical and climate-related, political crises and/or conflict, diseases and epidemics, technological shocks, etc.
- Ask participants to identify the areas, resources, or facilities on the map which are affected by these different types of hazards
- Ask participants to identify any safe places they can go to in case of natural hazards or disasters.

6) Discuss and analyze the hazards and their impacts

- *What are the impacts of these hazards on well-being, livelihoods, and relations between groups?*
- *Who are the groups in the community that are most impacted by or most vulnerable to these different hazards? Why? Please consider marginalized groups such as women, youth, poor households, persons with disabilities, ethnic minorities, etc.*
- *Who is able to access the safe places? Why or why not?*
- *What is done or what strategies are used to protect community assets and resources when these hazards occur? Are these effective? Why or why not?*

7) Summarize

- Summarize the main points and key takeaways from the discussion and analysis to make sure all ideas are captured, and everyone understands the results.
- Record them on a flipchart to be used as the basis for the report back.

- Explain that the main issue identified here will be used to help propose solutions for the Village/Local Development Plan.

Annex 8: Seasonal Calendar

What is it? A matrix that provides a structured way for different socio-economic groups to explain their livelihood activities and local adaptation strategies throughout the different times of the year.

Why use it? To document the patterns of different livelihood activities in relation to the seasons, and to discuss periods of stress or scarcity that different socio-economic groups experience at different times of the year and the various issues and strategies they use to deal with changes in these.

To document how seasonal weather patterns shift over the course of the year, how these impact livelihood activities and the availability of resources, ways that the community(ies) responds to these changes, and observed changes in seasonal weather patterns over longer periods of time (5, 10, 20 years).

Facilitation Steps:

1) **Introduction**

- Explain the objective: *Our aim is to make a calendar that shows the different months of the year and the major livelihoods or tasks that happen in each month. Then we can discuss any issues around these activities.*

2) **Draw the outline of the calendar on the flipchart**

- Ask a volunteer to fill in the months of the year along the top row.
- In the first left column, ask a volunteer to add one row each for food security, health, and holidays/festivals.

• Add a row for each of the seasons (rainy, dry, hot or cold seasons) • Add a separate row for type of hazard that occurs throughout the year, including weather-related hazards (e.g., floods, drought, storms, heat waves, etc.) and other types of hazards (e.g., common seasonal illnesses for people and livestock, etc.)

- Ask participants to write or draw pictures in more rows in the first left column to represent the different livelihood tasks or activities done by community members; the main ways in which people generate food or income. Put each activity on a different row.

• Ask participants to identify the main natural resources used to support livelihood activities and maintain households (i.e., pasture, soil, water, trees, etc.) and make a row for each.

3) **Fill in the calendar**

- Ask participants to fill in the calendar for each activity, marking what happens with that activity at each month in the year.
- You can propose the use of different colors or symbols to distinguish the intensity of each event or activity, for example to highlight periods of very high workload or scarcity of food or water resources. Be clear that everyone understands what the symbols mean.

- For the rows on seasonal patterns, ask participants to show how these change throughout the year. Participants can represent this by drawing clouds with light or heavy rain, windy periods, and temperature (i.e., a small sun for 'cold' periods and a large sun for 'warm' periods).
- Ask participants to consider the characteristics of a "normal" season, such as adequate rainfall for a productive harvest, when rainy and dry seasons occur as expected (this can then serve as a reference for understanding the effects of CC).
- For the rows on natural resources, ask participants to show how the quality and quantity of these resources change throughout the year.

4) Discuss and analyze

- *What are the number of households that are involved in each livelihood activity?*
- *What are the main livelihoods that women rely on? What are the main issues that women face in relation to their livelihood activities?*
- *Which livelihoods do poor, ethnic minority, and vulnerable households rely on?*
- *What is the average income per household for each livelihood activity? Is it enough to cover their expenditures throughout the year? What do they do if it is not?*
- *What are the main problems related to each livelihood? What factors prevent them from functioning adequately for the people who rely on them?*
- *What do people do when they cannot do their main livelihood?*
- *Do formal or informal institutions help or hinder any of these activities?*

- *What are the characteristics of each season, such as the level of intensity and frequency of rainy seasons or dry seasons?*
- *Have there been any changes in the timing of seasons and climate events as compared to 10, 20 or 30 years ago? What are the changes that you have observed and experienced?*
- *What have been the impacts of these changes on each livelihood activity? On the amounts of income generated from these? On the availability of food or essential resources?*
- *What changes have been made to each livelihood activity to adapt to these changes in the climate? What strategies have been the most effective in managing these changes? Are there any barriers to using these strategies (i.e., political, economic, social, or cultural)? Do you think these strategies will be effective 10 years from now?*
- *How have the changes in climate affected the quality, quantity, availability, or value of the natural resources? What does the community do to cope with or adapt to these changes?*
- *Do you have access to seasonal forecasts? If so, how has this helped each livelihood group to manages the changes?*

5) Summarize

- Summarize the main points and key takeaways from the discussion and analysis to make sure all ideas are captured and everyone understands the results.
- Record them on a flipchart to be used as the basis for the report back.
- Explain that the main issue identified here will be used to help propose solutions for the Village/Local Development Plan.

Annex 9: Asset Analysis

What is it? A diagram that shows the important public and economic resources or assets ***owned*** and ***controlled*** by men and women.

Why use it? To identify the differences between women's and men's access to public and economic resources and assets and the decision-making process around the management of those resources.

To identify the implications of the use and control of public and economic resources and assets on different levels of resilience to shocks and stressors between women and men

Facilitation Steps:

1) Introduction

- Explain the objective: *Our aim is to learn more about the **USE** and **CONTROL** of community and economic resources by men and women.*
- Place the two sets of drawings on the ground with a space between them. Each set has 3 drawings - 1) women, 2) men, 3) women and men.

2) Identify the resources and assets

- Ask participants to make a list of important public and economic/livelihood resources, assets, and infrastructures used in the community (i.e., social service infrastructures like schools or domestic water points, natural resources like lakes and forests, productive assets like agricultural land or livestock, community assets, etc.). If they have done a resource and hazard mapping exercise, they may refer to the map for some ideas.
- Ask participants to draw each resource on two separate cards, so that there are two copies of each resource card.

3) Identify the user groups of each resource or asset

- On the first set of drawings, ask participants to place the first copy of resource cards under the pictures of either the man, woman, or man/woman, based on who ***uses*** each resource or asset.

4) Identify the groups that control each resource or asset

- On the second set of drawings, ask participants to place the second copy of resource cards under the picture of the man, woman, or man/woman, based on who ***controls*** each resource or asset (control means who takes decision on those resources, such as who has access to them, when they are used, when they are sold, where they are sold and to whom, when they are repaired or maintained, etc.).
- Explain that the cards should be placed under "men" or "women" if there is a clear dominating group; the cards should be placed under "men and women" only if it is equally shared control.

5) Discussion and Analysis

- *Is any group excluded from the use of an asset or resource? If so, why? What are the main challenges that women face compared to men?*
- *Is any group excluded from the control of an asset or resource? If so, why? What are the main challenges that women face compared to men?*
- *What are the differences between the two diagrams? What differences do you see between those who use each resource and those who control them?*
- *What is the cause of these differences? Why is the status of women different (either less or more) than that of men?*
- *What are the consequences if women mostly use a resource/asset while men control it? What are the limitations of this way of managing resources?*
- *Is it important to include the users of a resource in decision making about that resource? How can the community ensure this?*
- *What should village/local planning do to enable users to have equal access to the control of the resources that they use?*

- *Which assets and resources are most important for each group when it comes to managing the different types of hazard the group faces? What about for managing climate-related shocks and stressors in particular, such as droughts and floods?*
- *How do the systems of control and management of these resources or assets affect each group's ability to cope with shorter-term seasonal challenges and climate shocks (i.e., if only one group controls water resources, how does this affect the other group's ability to survive drought)?*
- *How do the systems of control and management of these resources or assets affect each group's ability to adapt their livelihoods to changing conditions (i.e., shift to cultivating more climate-resilient crops, or to more climate-resilient livelihood activities, etc.)*
- *Does the control and decision-making concerning the utilization of each resource change when the community is affected by climate shocks or pressures? Other types of hazards? How?*

6) Summarize

- Summarize the main points and key takeaways from the discussion and analysis to make sure all ideas are captured and everyone understands the results.
- Record them on a flipchart to be used as the basis for the report back.
- Explain that the main issue identified here will be used to help propose solutions for the Village/Local Development Plan.

Annex 10: Venn Diagram

What is it? A diagram that shows the key groups or institutions both within and outside the community/local area, both formal and informal, their influence on the community/local area, and the type of relationships they have with each other.

Why use it? To understand what groups the community(ies) considers to be most important, what groups can be mobilized to support resilient village/local development, and what constructive or hindering relationships should be taken into account in village/local development.

To identify what groups are important in helping the community to respond to shocks and stressors, including weather-related events

Facilitation Steps:

1) **Introduction**

- Explain the objective: *Our aim is to make a list of the different groups, organizations, and institutions in the village/local area and outside the village/local area (who we consider important), and then to look at how they are related to village/local development.*

2) **List the stakeholders**

- Ask participants to make a list of the key groups, organizations, and institutions both in the community and outside the community, both formal and informal, which have relevance to the community's development. Some examples could be the following:
    - **Within the village/local area:** Village chief; village elders; religious leaders; teachers; community-based organizations, women's groups; farmer's groups; youth groups; social welfare groups, etc.
    - **Outside the village/local area**: Local administrators; health service providers; financial service providers; agricultural extension workers; traders of local products; NGOs; government departments; police; etc.

3) **Determine their influence**

- Discuss which groups have high importance to the community/local area's development and the reasons why, and which have low importance and the reasons why.
- Write or draw a symbol of each group on one circle each, with the most important groups on the larger circles, and less influential groups on the smaller circles. Size = importance.

4) **Make the diagram**

- Draw a big circle on the ground, which represents the community/local area.
- Ask participants to place the circles of each group on the diagram to show their influence or relationship with the community and with each other:
    - Circles not overlapping = no relationship or contact between groups

- Circles with a small overlap = some interaction or influence between groups
- Circles with a large overlap = a lot of interaction or influence between groups

5) Discussion and Analysis

- *Why is each group placed where it is?*
- *Which groups work on social, economic, or religious issues in the community/local area? How?*
- *Which groups include women, youth, and ethnic minorities and which groups exclude them?*
- *What types of information, resources, or services do you receive from these different groups?*
- *How can the links with important outside groups be strengthened?*
- *Which groups can play an important role in village/local development, and in what way?*
- *Are there any groups that are hindering the community/local area from reaching its development goals? How?*

- *Do your interactions with these groups change when the community/area is affected by a climate-related shock or stress? If so, how (i.e., if your access to a particular service is interrupted by a flood, if the organization provides emergency aid in the event of a disaster, etc.)?*
- *Which groups provide support when you are affected by the climate-related shocks and pressures?*
- *What role can these groups play in enabling different people to better respond to climate risks and adapt to climate change?*

6) Summarize

- Summarize the main points and key takeaways from the discussion and analysis to make sure all ideas are captured and everyone understands the results.
- Record them on a flipchart to be used as the basis for the report back.
- Explain that the main issue identified here will be used to help propose solutions for the Village/Local Development Plan.

Annex 11: Historical Timeline

What is it? A diagram that shows events in the community/local area throughout a certain historical period and facilitates a conversation about possible future climate change impacts.

Why use it? To understand the community's knowledge and perspective of trends and changes over time, and to understand their social and economic impacts on the community.

To understand the community's knowledge and perspective of past climate change shocks and stresses, changes they have experienced or observed in the frequency and intensity of these climate hazards and changes over time.

Facilitation Steps:

1) Introduction

- Explain the objective: *Our aim is to identify the important changes that have occurred in the community/local area over time, and to understand the impact of these changes on the community's social and economic situation.*
- Construct the timeline of 20 or 30 years.

2) Recalling major events

- Ask participants to recall major development events in the community/local area, such as when major infrastructures were built, or any major changes or social services in the community.
- Ask participants to recall major changes in land use, such as the introduction of new crops, deforestation, etc.
- Ask participants to recall major social changes or events over time, such as times of major migration, or times of significant conflict and insecurity, etc.
- Ask participants to recall major climate-related disaster events, such as droughts, floods, or cyclones.
- Write each event down on separate cards, so that these cards can be moved around on the timeline, as needed.
- Place these cards on the timeline.

3) Identifying trends

- Ask participants to identify any trends or changes in the frequency of these events over time in the last 20-30 years (i.e., conflicts occurring every 5 years, major migration occurring every 3 years, etc.).
- To help participants visualize the trends and patterns, it may help to space out the cards to show long gaps or short gaps in time.
- Ask participants to identify any trends or changes in the frequency of climatic events over time (i.e., droughts occurring every 4 years, fires occurring every 5 years, pest infestations, sea level rise, etc.).

- Ask participants to identify changes in the patterns of when rainy and dry seasons begin and end, and changes in the temperature.
- Ask participants how these changes affected households in the community, and if there were different impacts on different social and livelihood groups (men, women, boys and girls, people with disabilities, farmers, fishermen, etc.)

- Ask participants to identify any trends or changes over time in the provision of services, such as the quality or access of education, health services, financial services, transportation services, communication services, changes in technology, etc.

- Ask participants to identify any trends or changes in the availability and quality of natural resources (i.e., water for livestock or household use, soil quality and arable land for farming, forest area for gathering forest products, availability of fish in fisheries, etc.).
- Ask participants how these changes affected households in the community/local area, and if there were different impacts on different social and livelihood groups (men, women, boys and girls, people with disabilities, farmers, fishermen, etc.)

4) Analyzing the impacts

- *How have these patterns or trends changed over time? Are they more frequent or less frequent?*
- *What has caused these changes?*
- *How have these changes affected your livelihoods and the local economy, both positively and negatively?*
- *How have these changes affected different groups, particularly women, youth, ethnic minorities, and other marginalized groups? Who is most vulnerable to these changes? Why?*
- *How have you responded to these changes? What strategies are most effective? Why?*
- *What institutions have aided the community(ies) to respond to these changes and implement effective strategies? How?*
- *What factors hinder or undermine the effectiveness of these strategies? Why?*

- *What was done in response to major disasters in the past, by men and women? Was this effective as preparedness or mitigation for more recent disasters?*
- *How have you adapted to the changes in these climatic patterns over time? What adaptive strategies have worked well and what haven't? Why?*
- *Has your access to weather or climate information changed over time? How has this affected your ability to respond to potential climatic changes and events?*

5) Summarize

- Summarize the main points and key takeaways from the discussion and analysis to make sure all ideas are captured and everyone understands the results.
- Record them on a flipchart to be used as the basis for the report back.
- Explain that the main issue identified here will be used to help propose solutions for the Village/Local Development Plan.

Annex 12: Communicating Climate Science

Technical climate change language and concepts oftentimes do not resonate with local and community stakeholders. It is necessary to interpret scientific climate knowledge, such as on observed and future changes in temperature and precipitation trends, and repackage it in ways that make sense to community stakeholders and resonate with their lived experiences and realities.

The objective of communicating climate science to communities is to (1) facilitate a general understanding of the causes and impacts of climate change, now and in the future, and (2) provide a basis for dialogue with communities / local representatives on climate challenges faced by communities, local observations of changes over time, autonomous, government, donor, and other responses, and gaps and priorities for support. This dialogue will occur through the climate-informed needs diagnostic and village/local development planning processes.

Process:

1. Compile data relevant to project country / region on:
   - Current climate-related hazards and observed historical changes
   - Future projected changes in temperature and precipitation and secondary impacts (i.e., increased drought, more intense flooding events, more frequent storms, etc.) as well as implications for socio-economic sectors, livelihoods, infrastructure relevant to project (e.g., reduction in crop yields, lower livestock productivity, decreasing fish stocks, reduced access to food, increased competition and conflict over dwindling natural resources, displacement, infrastructure less able to withstand extreme events, etc.)

2. Interpret and re-package climate data in ways accessible and relevant to a community audience. Some key points to keep in mind:
   - Keep the messages accurate but simple. It is not necessary to explain all the details of climate change. There are trade-offs between complexity and clarity. See Box below as an example of the type and level of detail of the information about climate change to be communicated to community and local stakeholders.
   - Consider literacy levels of the audience and communications formats they are most accustomed to, and make sure to accommodate needs of participants with any physical disabilities and sensory impairments.
   - It can be helpful to use visualization materials to communicate about climate change, including images, diagrams, animations, videos, etc. It is helpful to tailor visualization materials to the audience. For example, if communicating with rural communities, images or a video including farmers will be more appropriate than materials including climate experts.

What communities need to know about climate change

Climate change causes. Communicate that climate change is caused by the burning of oil, gas, coal, and trees all over the world, and that gases are forming a kind of transparent blanket around the world, letting the sunlight come to our planet but preventing the heat from escaping back into space. The warming of the earth is changing the weather.

Climate change impacts. Summarize climate change impacts relevant to your country context in simple terms. For example, weather can become more extreme. When it is raining the rains may be heavier. When it is dry the drought may last longer. Ice and snow on mountains are melting which might at first lead to more water in rivers and then to less (when the glaciers are no longer there). Storms and cyclones may be stronger and go to unusual places, and more rain may fall out of them. Also, the seasons may change. The rainy season may begin earlier or later. Winters may be less cold, but snow may fall in great quantities.

How these impacts affect people. Illustrate how climate change impacts will affect communities in terms that are relevant to the country / project region. For example, there may be reductions in crop yields, more livestock may die, fish stocks could decrease, all of which could make it harder for communities to secure enough food. There could be increased competition and conflict over natural resources like water and trees for fuel wood. Some buildings, bridges, and roads might be cut off during certain parts of the year because of flooding, storms, or other extreme events. Communities could be cut off from markets or forced to move to other areas to find work. The main point to convey here is that, while there have always been weather related challenges, climate change means that impacts are getting worse. Poor, elderly, sick, and socially marginalized people suffer the worst consequences.

Uncertainty. It is also important to highlight that scientists all over the world are busy trying to understand what is going on, but because of the complexity of the problem they find it difficult to say exactly what will happen. This is why it is important to combine scientific knowledge with the lived experience of communities and local actors to get the most realistic scenario that the community should plan for.

Integrating local and scientific climate knowledge. Local communities have rich traditional knowledge and practices around managing climate-related challenges that have much to contribute to climate solutions. A major objective of the approach developed in this Toolkit is to inform investment decisions through a combination of local, traditional, Indigenous, generational and scientific knowledge that can enable resilience under a range of future climate scenarios.

(Adapted from Red Cross Red Crescent Climate Guide: Communications)

Annex 13: Additional Resources

- ADA Resilience Assessment Toolkit https://www.adaconsortium.org/images/publications/Resilience%20Assessment%20Tool%20Kit.pdf

- Arnold et al., 2014. "Climate and Disaster Resilience: The Role for Community-Driven Development." Social Development Department. World Bank, Washington, DC. https://openknowledge.worldbank.org/handle/10986/17553

- CARE Climate Vulnerability and Capacity Analysis Handbook https://careclimatechange.org/cvca/

- CARE Practical guide to Participatory Scenario Planning https://careclimatechange.org/practical-guide-to-participatory-scenario-planning-seasonal-climate-information-for-resilient-decision-making/

- Red Cross Red Crescent Climate Guide https://www.climatecentre.org/downloads/files/RCRC_climateguide.pdf

- Resilience Rating System: A Methodology for Building and Tracking Resilience to Climate Change https://openknowledge.worldbank.org/handle/10986/35039

- World Bank Participatory Scenario Development Approaches for Identifying Pro-Poor Adaptation Options: Capacity Development Manual https://documents.worldbank.org/en/publication/documents-reports/documentdetail/323051468326176845/participatory-scenario-development-approaches-for-identifying-pro-poor-adaptation-options-capacity-development-manual

Many of these resources can also be found on the World Bank CLD website at https://worldbankgroup.sharepoint.com/:f:/r/sites/gsgCDD/Documents/CDD%20and%20Climate%20Resilience,%20DRM/Climate%20Change%20Integration%20into%20the%20CDD%20Planning%20Process%20-%20Resources?csf=1&web=1&e=Ua1DLp