Loss & Damage Handbook

For community-led assessment of climate-induced loss and damage:

A 7 step guide »

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Community map, Myanmar
PHOTO: TERESA ANDERSON/ ACTIONAID

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Community meeting, Faridpur, Bangladesh
PHOTO: TERESA ANDERSON/ ACTIONAID

Introduction

As the adverse impacts of climate change are becoming more severe in many parts of the world, vulnerable communities are facing loss or damage to their homes, livelihoods, social structures and ecosystems.

ActionAid is working with vulnerable communities to build their resilience to climate change, using ActionAid's Resilience Framework[1] based on participatory methodologies led by women and young people. These approaches and tools are explained in ActionAid's Resilience Handbook.[2] Similarly ADRRN and CANSA with their strong membership base of home-grown national NGOs in the Asian region are using various participatory methodologies that help in identifying risks and vulnerabilities, and identifying strategies to build resilience.

Unfortunately, in some parts of the world climate change impacts are so severe that opportunities to strengthen resilience can be limited. In these cases, it is recognised that there are limits to adaptation, and that communities are facing loss and damage as a result of climate change.

The methodology in this *Handbook for Community Assessment of Loss & Damage* should be used as a complement to the Resilience Handbook, in cases where climate impacts are so severe that communities are facing loss & damage. NGO facilitators can use this approach when engaging with climate-impacted communities.

1. ActionAid Resilience Framework, 2016 https://actionaid.org/publications/2016/through-different-lens-actionaids-resilience-framework
2. ActionAid Resilience Handbook, 2016 https://actionaid.org/publications/2016/resilience-handbook

The participatory tools in this handbook have been developed so that communities can assess the losses and damages they have experienced as a result of climate change, and understand the trends and future changes that climate change impacts may bring.

Facilitators can use the participatory analysis to help communities deepen their understanding of climate trends, and to initiate strategic planning to reduce vulnerability to future potential losses.

Communities can use these tools together to assess and record the economic and non-economic losses and damages they have experienced. They can then use this information for a number of purposes including:

- Understanding climate change trends and taking action to avoid or reduce future disasters and losses;
- Giving clear information to local and national authorities to help them understand and map the trends and impacts of climate disasters, and to plan to avoid future disasters;
- Engaging with government to request relief, support or compensation based on the assessment;
- Compiling evidence of climate-induced loss and damage so that national government can demand support from the international community.

The community, NGOs and authorities can therefore use information gathered through this process for planning, strategic interventions and informing authorities.

This Handbook can either be used before or after ActionAid's Resilience Handbook. For communities who have already begun to use the Resilience Handbook, the Loss & Damage Handbook can complement their resilience activities, to assess the climate-induced Loss & Damage they have experienced. Alternatively, for communities who are new to the concept of climate change even as they suffer from climate-induced disasters or slow-onset impacts, this Handbook can be used to facilitate understanding of climate trends, analysis of the Losses & Damages experienced, and encourage resilience-building processes and the use of the Resilience Handbook. *(See also section below: "When to use this Handbook?")*

Climate change and loss & damage

In recent years and in many places around the world, floods, droughts, hurricanes, cyclones, typhoons, rising sea levels, soil erosion, desertification and changing rainfall patterns have become more frequent and more severe. Many communities are experiencing harm to their livelihoods, food security, homes and safety as a result of these disasters.

These events are becoming more frequent because of global climate change. Climate change is largely caused by industrialisation and pollution, which creates increased levels of warming greenhouse gases (GHGs) in the Earth's atmosphere. Industrialised countries have produced most of this pollution, by using fossil fuels for energy, factories, cars and planes. Poorer communities in vulnerable countries have had relatively little fossil fuel use and industrialisation, and are not the ones responsible for making the pollution that causes the global climate change problem. Sadly, however, these poorer countries and communities are facing the heaviest climate impacts. Unfortunately, climate change and its impacts are likely to become even more severe in the years to come.

ActionAid, ADRRN and CANSA work with communities across Asia and the globe to strengthen resilience to these climate change impacts and disasters. As regional networks in Asia, ADDRN and CANSA work to strengthen the region's resilience to climate impacts. Both promote coordination, information sharing and collaboration among CSOs and other stakeholders on issues of climate change, disaster risk reduction (DRR), adaptation, resilience and policy response.

ActionAid is a member of both networks. A human rights-based approach[3] (HRBA) to community resilience is explained in ActionAid's Resilience Framework[4] and Resilience Handbook[5] documents. For practitioners and communities working to understand and respond to climate change, we recommend first using these approaches to build resilience as a priority. This approach to resilience draws on a range of tools and strategies that facilitate community participation, empower women, promote agroecology and implement DRR. For example, women farmers might use agroecological practices to increase their crop diversity and improve the water retention in their soils, enabling them to harvest healthy yields in the face of low rainfall.[6] Community members may undertake DRR training, make community plans and undertake preparations and drills to protect people, livestock, food and livelihoods from future disasters such as cyclones.[7] Additional methodologies for strengthening resilience through improving women's access to markets can also be found in ActionAid's training handbook on Gender Sensitive Access to Markets.[8] ActionAid's approach to strengthening communities' resilience to climate change goes beyond technical approaches, to emphasise people's - particularly women's - empowerment, to leave a lasting legacy of analytical and planning skills, knowledge and confidence, so that communities will continue to strengthen their resilience to future climate change impacts even after projects have ended.

Unfortunately, in some cases, climate change impacts are so severe that it may not be easy or possible to adapt. This is called the "limits to adaptation," because adaptation efforts will only provide limited help. In cases like these, for example when communities lose their crops, homes or lands because of climate change, this is called "climate-induced loss and damage" or "loss and damage" for short.

When things are irreversibly lost and cannot be repaired or recovered, such as loss of income and food security due to crop failure, or salinization or loss of land due to rising sea levels, this is counted as a "loss". When things are damaged and then require money to repair, such as boats, homes and roads damaged by floods or cyclones, this is counted as "damage." Poor communities facing loss and damage from climate change impacts can often not afford to lose their incomes, or repair their homes.

In international United Nations (UN) negotiations on climate change, the world's countries come together to discuss these climate change impacts and how to address them. Poorer countries whose citizens and communities are facing climate-induced loss and damage, say that wealthier countries who are responsible for causing the climate change problem should provide financial support to help them to cope with the effects of these climate disasters. To support this call, vulnerable countries and civil society advocates may need or wish to collect evidence of the loss and damage faced by communities as a result of climate change.

Community assessment of loss and damage

When disasters take place, including climate disasters such as floods or cyclones, NGOs and aid agencies already use a range of tools to assess their impact. Existing practices include questionnaires, observation or focus group discussions, and are often undertaken by professional researchers visiting the community in the aftermath of a disaster. These approaches can certainly serve to identify many important loss and damage impacts faced by communities. However community dynamics can often hold back women and marginalised community members from participating in the assessment processes. Studies show that gender, disability, ethnicity and other factors

3. ActionAid's Human Rights Based Approach (HRBA) supports people living in poverty to become conscious of their rights, to organize themselves to claim their rights and to hold duty bearers to account. We build on the international human rights law, but go beyond a legal or technical approach supporting people to analyse and confront power imbalances and take sides with people living in poverty
4. ActionAid Resilience Framework, 2016 https://actionaid.org/publications/2016/through-different-lens-actionaids-resilience-framework
5. ActionAid Resilience Handbook, 2016 https://actionaid.org/publications/2016/resilience-handbook
6. http://www.actionaid.org/sites/files/actionaid/lessons_from_ready_for_anything.pdf, http://www.actionaid.org/sites/files/actionaid/crsa_handbook_final.pdf, http://www.actionaid.org/publications/agroecology-scaling-scaling-out
7. https://reliefweb.int/sites/reliefweb.int/files/resources/Ref_Doc_In_Case_of_Emergency_ActionAid.pdf
8. http://www.actionaid.org/publications/gender-sensitive-access-markets-training-handbook

can create specific barriers or burdens that increase vulnerability to disasters, and that women and marginalised community members are most likely to suffer impacts. The participation of women and marginalised community members in processes to assess and understand disasters is therefore critical.

Questionnaires, when used on their own, may not themselves serve to empower the community. If the research, analysis and advocacy is undertaken by external professionals on the community's behalf, the community themselves may miss out on the opportunity to reflect and learn from their experiences.

ActionAid has therefore developed this participatory research methodology for a number of reasons. Firstly, the inclusive and participatory process enables marginalised voices to participate more effectively, so that they can be better heard and reflected, enabling a fuller and more accurate picture of the realities, challenges and opportunities. Secondly, participatory practices in which community members draw, discuss and debate the outcomes together, helps them to see, remember and benefit from the insights and analysis, and for collective knowledge to leave its mark long after the external researchers have left. Thirdly, the participatory process can itself empower and strengthen solidarity. It encourages community members to use their knowledge to be active agents who by working together can plan, organise and better shape their own futures and that of their community.

In areas experiencing climate-induced loss and damage, communities and NGO practitioners, (including ActionAid and its local partner organisations) can use this new *Handbook for Community-Led Assessment of Loss and Damage* as a module to complement the approaches outlined in the ActionAid Resilience Handbook as well as Humanitarian response efforts.

When climate-induced disasters such as floods, cyclones, droughts or sea-level rise hit communities, they can use these tools to assess and record their losses and damages, and to make claims for support from relevant actors and authorities.

ActionAid's approaches to resilience and assessing loss & damage are designed to be inclusive, participatory and empowering, so that the views of the people who are most vulnerable and at risk to climate change disasters can be heard. The participatory tools are therefore designed to enable all members of the community – including women, men, persons with disabilities, ethnic minorities and marginalised people – to participate actively, to speak up and share their view or experiences, and to learn together.

Using stones & leaves to draw community map, Nepal
PHOTO: ACTIONAID NEPAL

By working together to map resources, infrastructures, livelihoods, hazards, changes in seasons, impacts and changing trends, community members can build up a clearer picture of the historical changes that have taken place and the scale of the impact. In order to build an accurate and fair picture of the real vulnerabilities, risks and impacts, the process must therefore empower and include women, marginalised community members, young people and children.

Thus, the purpose of this handbook/ methodology is to enable communities to gauge and increase local awareness of climate change, loss and damage and the gendered impacts; to trigger discussions and strategies to build resilience; to identify the limits to adaptation strategies; and to assess the real impacts of loss and damage on the ground. This approach can be powerful because community members themselves become the main investigators and analysts. Moreover, this tool can be used as a way to identify key areas for engagement with local, national and international authorities for considering and addressing climate-induced loss and damage.

In Summary, the community, NGOs and local authorities can therefore use information gathered through this process for planning, strategic interventions, and engaging with governments, including:

- Understanding climate change trends and taking strategic action and alternatives to avoid or reduce future disasters;
- Collecting evidence and giving clear information to local and national authorities to help them map the impacts of climate disasters and plan to avoid future disasters;
- Requesting relief, support or compensation for climate-induced loss and damage;
- Compiling evidence of climate-induced loss and damage so that national governments can demand support from the international community.

A 7-step guide for community-led assessment of loss and damage from climate change impacts

The following seven steps use different tools through which a community can identify the losses and damages they have experienced from disasters, particularly climate change disasters. Most of the steps and tools are participatory, to be used by the community together. One of the steps is a process to interview individual expert stakeholders such as local authorities, disaster management experts and climate scientists, thus enriching the community analysis with expert knowledge.

This process will be most effective if it is carried out in stages, over a month or more.

The first three steps use tools such as the participatory creation of maps and calendars to identify risks, hazards and livelihoods, and to understand how these have changed over the course of recent decades as a result of climate change. Step four encourages the community to reflect on this information to understand the overall trends of climate change, disasters and loss and damage. The maps and calendars developed from these first four steps provide the basis for a baseline, and can be kept by the community to be displayed as a visual aid and discussed at future meetings.

Step five then takes these maps and calendars indicating climate change impacts, and shows these to expert stakeholders for their response and input in key informant interviews, which are then reported back to the community. Step six and seven then unpacks the concept of “loss and damage” more specifically, and facilitates the calculation of the economic loss and damage suffered, so that it can be consolidated and clearly reported. Finally, in step seven the community take their findings to the relevant authorities to facilitate a more effective disaster response and future planning.

While this methodology can be used to help communities calculate their economic losses and damages such as the cost of crop losses or damage to homes, it does not try to undertake the difficult job of agreeing a price for non-economic loss and damage (NELD) such as the loss of sacred sites, language, culture, social networks,

or the impact of psycho-social trauma. This would be too difficult and the numbers too open to debate for this methodology. Opinions differ on the appropriateness of putting an economic price on the loss of a family member. In countries such as India, the government provides some compensation for loss of life in the form of alternative livelihood sources or monetary compensation. This may or may not be the case in all countries, and should be considered according to context and culture.

When to use this handbook?

There are a number of different scenarios and ways in which this *Handbook for Community Assessment of Loss and Damage* can be used.

Climate change impacts can take the form of either slow-onset events (such as changing rainfall patterns, rising sea levels or desertification), or extreme sudden-onset events (such as floods, cyclones,[9] droughts or wildfires). It is not appropriate to use the full methodology in the immediate aftermath of a sudden-onset disaster, during the emergency response phase, although some of the tools in Step 6 may be used as part of a humanitarian response and recovery process. However after the emergency phase is over (after at least 3 months) the process may be initiated. The methodology can also be undertaken in "peace time" when the community is not in the midst of a disaster, and can have more opportunities for reflection and discussion. It is also recommended that some of the tools such as the Hazard Mapping, are used on a regular basis – perhaps every two years – to assess ongoing changes as a result of climate impacts.

We note that this handbook has been developed based on field tests in rural areas, as agricultural or fishing communities are highly dependent on the climate system for their livelihoods and food security. The relevance of this handbook in urban areas has not been tested.

Social & hazard map, Nepal.
PHOTO: ACTIONAID NEPAL

9. Note that tropical storms are called "cyclones", "hurricanes" or "typhoons" depending on the region of the world that they occur in.

Step 1

Mapping risks

In the first step of the handbook, the community draws a map to provide a clear picture of the risks they face and the resources available. If a new project is about to be initiated in the area, for example on climate resilience or disaster preparedness, this step can also contribute towards collecting data for a baseline study.

Tool 1.1: Risk and resource mapping

Purpose: This participatory research tool helps the community to understand the risks and vulnerabilities they face due to their geography and hydro-metrological hazards. The map also can identify locally-available resources.

Expected time: 3 hours

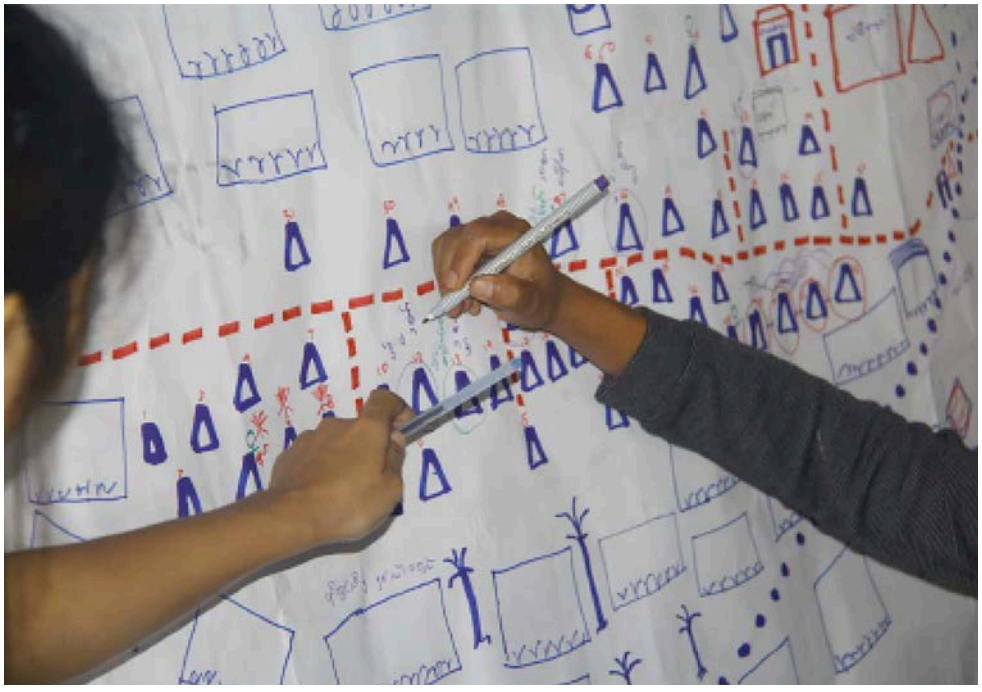
Participants: Participants should be divided into different groups of 5-15 people, representing different perspectives, for example:

a. Farmers (including women farmers)
b. Women
c. Young people
d. Mixed livelihood

One person in each group should be nominated to facilitate the discussion.

Materials needed: Flip charts and coloured marker pens. Post-it notes can be helpful to place elements onto the paper for discussion and agreement, before starting the drawing process.

Alternatively, some communities may feel more comfortable drawing directly onto the earth using a stick, and leaves, twigs or local materials.



Risk & resource mapping, Myanmar.
PHOTO: ACTIONAID MYANMAR

This exercise is used to help the community to come to a shared understanding of vulnerability in the context of climate change impacts, and to understand that some people are more vulnerable than others. It also is used to help the community to understand their relationship to resources and services, including the "commons" so that this loss and damage can be calculated at a later stage.

Facilitator's guide:

- Ask the participants to think about their community, its geography and layout, including:
  a) Their homes, fields, water sources and storage facilities;
  b) Noting in particular the areas and resources that are vulnerable to natural disasters such as floods, cyclones, droughts.
- Draw a map of the village onto the large flip chart paper or on the ground using sticks, leaves and other materials.
- Use the map to generate a discussion about risks, disasters and vulnerability.
- Identify the hazard points/ locations/ reasons that make people and households vulnerable.
- Identify key landscape changes that have occurred over the last 10-20 years, for example any changes in the size of the village due to river erosion or rising sea levels. Draw this on the map using a different colour or dotted line.
- Identify any safe spaces or shelters that can protect people and assets from hazards.
- Mark each household in the village on the map. Mark the households that are headed by women or children, and those with persons with disabilities or people who are chronically sick.
- Assign a number (eg 1-50) for each household on the map. This number system will be used during the Hazard Risk Index (Tool 3.1)
- Add key infrastructures and services (schools, roads, common lands, resources) including service providers outside the physical boundary of the community, such as the market place or the sub-regional office of the government.
- Community assets that are not associated with economic benefits, such as religious and sacred sites or areas of biodiversity, may also be recorded on the map as non-economic loss and damage (NELD) for which it may be too difficult to attribute a financial value.

Step 2

Calendars of change

In vulnerable countries, climate change affects people's livelihoods in almost all rural communities. Rural people, especially those living in poverty, are largely dependent on their local ecosystems and landscapes for their livelihoods, particularly farming, fishing and rearing livestock, and are thus directly affected by changes in weather patterns.

Participatory calendars are an effective way for community members to tell the stories of their daily lives over the course of the year, their gender-differentiated responsibilities, and to see how the opportunities and threats that they are facing are changing as a result of climate change.

We note that through the course of developing this handbook through research in multiple countries, ActionAid has observed that the changing climate has had a significant impact on livelihoods, and this is frequently leading to migration in search of jobs. Often a family member, or the entire family, will migrate, leading to new vulnerabilities that are not specifically captured or discussed during this exercise.

Tool 2.1: Seasonal calendar

Purpose: Communities across the globe report that changes and uncertainties in seasonal weather patterns are impacting their lives and livelihoods. Specific seasonal characteristics such as rainfall and temperature are becoming increasingly inconsistent and variable. Furthermore, some communities report that the seasonal cycle itself is changing. For example, in parts of South Asia where the year used to pass in 6 distinct seasons, some communities report that there are now only 3 or 4 distinct seasons in the year.

The purpose of the seasonal calendar is to identify changes in seasonal weather patterns that are taking place over the long term. These insights will then help to inform the discussions with the later tools, to analyse the changes taking place in agriculture, livelihoods and hazards.

Expected time: 2 hours (this can also take longer depending on the level of participation and the information that the community have about the changes that have taken place)

Participants: 10-20. Small groups are best. For this session, it is best to have a mixed group, with participation including elders, farmers, women, young people and different livelihood groups.

Materials needed: Flip charts and different coloured marker pens. Alternatively, sticks, leaves and local materials can be used to draw on the earth. In such cases, the facilitator must then make a record of the map on paper, for later use.

Facilitator's guide:

- Ask participants to agree how they want to describe the seasons over the course of the year, e.g. rainy season, dry season, east wind season etc. As rural livelihoods are linked directly with seasonal changes, the calendar must be based on local understanding and terms, and it is important that people have the same understanding of how the year is divided.
- Draw a table grid on the flip chart, with the months January to December (or however the months are defined locally) marked along one axis (usually the horizontal axis) and the seasons along the vertical axis.
- In one colour, draw a horizontal line or to mark the duration of each season in the past, e.g. in the row for the rainy season, the line may go from the middle of June to the middle of August.
- Using a different colour, draw a second line underneath to represent the dates and duration of each season nowadays. If the start and finish of the seasons is becoming irregular and unpredictable, several lines may be drawn to show the recent variety of different dates and duration of the seasons.
- Further detail can be illustrated, for example the rainy season and its peak point can be illustrated by adding 1 to 5 blue dots or raindrops in the appropriate months.
- After the calendar is complete discuss and take note of:
  - How have the seasons changed compared to 20 years ago, for example due to rainfall patterns?
  - How might the calendar look 5 or 10 years from now?

Tool 2.2: Hazard calendar

Purpose: Using a similar template to the Seasonal Calendar, the community will identify hydro-metrological hazards associated with weather/ climate.

Expected time: 2-3 hours

Participants: 10-20. Small groups are best, and can be divided by gender, age or livelihood (eg fishing).

Materials needed: Flip charts and coloured marker pens. Alternatively, sticks, leaves and local materials can be used to draw on the earth. In such cases, the facilitator must then make a record of the map on paper, for later use.

Facilitator's guide:

- Following a similar format to the Seasonal Calendar, ask the participants to agree how they wish to divide the year, and list the months or seasons along the horizontal axis
- Discuss and agree the climate-related hazards faced by the community, e.g. floods, landslides, cyclones, droughts, heat waves, bush fires, cold waves etc. Try to identify new hazards. This can require skilled facilitation to help the community understand that certain events (e.g. excessive rainfall) should also be classed as hazards. Note that while the community can include hazards that are not hydro-meteorological on the calendar, the final analysis will only involve assessment of those hazards relating to climate change.
- On the vertical axis, draw a row for each hazard faced by the community, and identify each hazard either with writing or with a drawing.
- For each row, indicate the relevant months when each of these hazards is a risk nowadays.
- Mark the peak "risk time" of each hazard.
- Using a different colour pen, mark the times of year when the hazards used to be a risk, i.e. 20-30 years ago.
- In the women's group, ask whether women face specific challenges, and whether there are other sub-sections of the community (children, people with disabilities, ethnic minorities, the elderly etc) who face specific challenges.

Tool 2.3: Agricultural calendar

Purpose: Using a similar template to the Seasonal Calendar and Hazard Calendar, the community will develop a calendar showing the seasonal agricultural and fishing activities that used to take place 20-30 years ago, and how those activities are taking place nowadays, reflecting changes including those due to climate change and other factors.

Expected time: 2 hours

Participants: 10-15. Small groups are best and can be divided by gender, age or activity (eg farming, livestock, fishing). There should be at least one women-only group, to ensure a space where women can openly discuss their specific economic activities and needs. Older community members will be key for identifying agricultural activities and timings in the past. Groups should come together to present and discuss their calendars at the end.

Materials needed: Flip charts and coloured marker pens. Alternatively, sticks, leaves and local materials can be used to draw on the earth. In such cases, the facilitator must then make a record of the map on paper, for later use.

Agricultural calendar, Myanmar
PHOTO: ACTIONAID MYANMAR

Facilitator's guide:

- Note that women's group may identify different and specific activities from groups with men, and it is important to fully capture this gender-specific information. It is also important to note that this tool may be enriched if done as part of a process of on-going REFLECT[10] circle meetings.
- As with the Seasonal and Hazard Calendars, list the months along the horizontal axis of the chart.
- Discuss and agree the specific agricultural activities to be listed (including activities that used to take place in the past), then mark them as rows along the vertical axis, either in writing or with drawings.
- Group the activities under 3 sections, broadly reflecting: field-based agriculture, homestead gardening, and others including livestock and fisheries. These may include: soil preparation, planting, weeding, harvesting, drying, preserving, seed saving, weaving, marketing etc. Note that fishing activities might be divided into sea, river or pond-based activities.
- For each activity row, indicate the months in which activities used to take place 20-30 years ago.
- Using a different colour pen, indicate the months in which those activities now take place.
- After the calendar is complete, discuss:
  - How have things changed between the past and the present?
  - What has caused those changes?
  - How is climate change affecting agriculture? Note that specific questions relating to agriculture or fishing processes can help to trigger discussion. e,g, Ask whether farming communities have observed any changes in pest attacks, flowering times, fruiting, seed formation, germination and crop yield; or whether fishing communities have noticed changes in water temperature and flows, spawning grounds, distribution range, diversity, migration patterns, or yields, size and health of the fish. For this discussion, the facilitator may benefit from having some knowledge of farming or fishing, or they may work with a knowledgable co-facilitator to help to draw out the discussion.
  - How have people responded to those changes? What alternative strategies are they using?
  - How are women and men affected differently by these changes?
  - Are there any available public services (e.g. extension support), and how effective are they?
  - Which are the busiest months, and which are the least busy months?
  - Is there a hungry/ lean period during the year? How do people cope?

10. REFLECT Circles are a tool to empower community members, usually women, through discussion and learning of basic skills such as literacy and numeracy. More info can be found here: https://www.actionaid.org.uk/sites/default/files/doc_lib/190_1_reflect_full.pdf

Tool 2.4: Livelihood calendar

Purpose: Using a similar template to the Agricultural Calendar, the Livelihood Calendar is used to identify additional sources of livelihood in the community other than agriculture and fishing, and whether these have also been affected by climate change.

Note that activities linked to agricultural production (e.g. value-addition processing, selling on the market) can be captured in either the "Agricultural Calendar" or the "Livelihoods Calendar", as long as they are captured somewhere.

Expected time: 3 hours

Participants: 10-15 people, representing the range of livelihood options in the community. If people representing key livelihoods are not able to participate, the process may need to be carried out again when those people are available. To ensure that the livelihood activities of women and young people are well reflected in the discussion, ensure their equal participation, in addition to facilitating separate women and youth groups.

Materials needed: Flip charts and coloured marker pens. Alternatively, sticks, leaves and local materials can be used to draw on the earth.

Facilitator's guide:

- As with the Agricultural Calendar, list the months or seasons along the horizontal axis.
- Discuss and agree the different livelihood activities to be listed, including seasonal work, small shops, migration livelihoods etc. Mark these as rows along the vertical axis.
- For each activity row, indicate the months that activities used to take place 20-30 years ago.
- Using a different colour pen, indicate the months in which those activities now take place.
- After the calendar is complete, discuss:
  - How have things changed between the past and the present?
  - What has caused those changes?
  - How is climate change contributing to those changes?
  - How have people responded to those changes?
  - Are there any available public services to support, and how effective are they?
  - Which are the busiest months, and which are the least busy months?
  - Is there a hungry/ lean period during the year? How do people cope?
  - How are women and men affected differently by these changes?

Step 3

Identifying vulnerable households

Step 3 helps the community to understand how individual households are vulnerable to specific hazards, to inform planning and actions for strengthening resilience and responding to disasters.

Once the Hazard Risk Index has been developed, it can be a particularly useful tool in the event of a disaster. The information can be used by community emergency response teams, and it can also serve as an efficient way for the community to ask government for support soon after the event. For example, if a serious flood damages homes in the community, emergency responders can quickly know which homes to protect, or which may need support to ensure that elderly persons, persons with disabilities and children are given necessary support to evacuate. Later on, the Hazard Map and Risk Index can be shown to the authorities as evidence of the number of households requiring support to cope. This can often result in a more rapid provision of support and compensation from authorities, which helps families to get back on their feet more quickly.

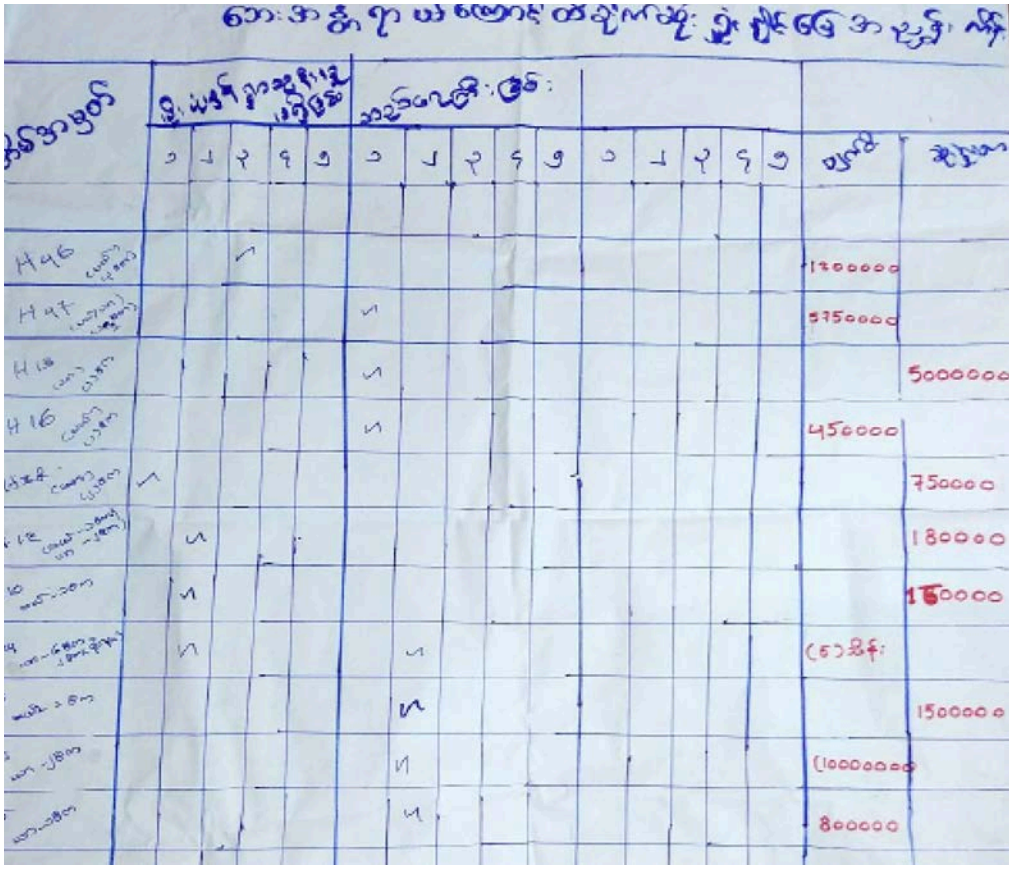
Tool 3.1: Hazard Risk Index

Purpose: This tool identifies the vulnerability of each household in a community to particular hazard risks.

Expected time: 2 hours

Participants: 10-20, with participants from a cross-section of the community.

Materials needed: Risk and Resource Map (developed during Step 1)
Calendars (developed during Step 2)
Flip chart paper
Coloured pens



Hazard Risk Index, Myanmar
PHOTO: ACTIONAID MYANMAR

Facilitator's guide:

- Display all of the maps and calendars previously developed.
- On the Risk and Resource Map, each household should already be marked with a number (e.g. from 1 to 50). If this has not already been done, do this now.
- On a new piece of flip chart paper, draw a table listing the household numbers on the left-hand column, and then a new column for each hazard faced in the community, as identified in the Hazard Calendar (e.g. cyclone, flood, landslide etc.)
- Referring to the Risk and Resource Map discuss which areas of the village are vulnerable to each hazard and why.
- Identify the vulnerability of each household to each hazard on a scale of 1 to 10, with 1 the least vulnerable, and 10 the most vulnerable. A household that is positioned in an area that highly vulnerable to flood, for example, may be allocated 8 or 9 in that column. Collectively allocate a number for each hazard to every household on the table.
- Alternatively, each household could be marked with a series of letter and numbers to indicate its vulnerability to each disaster. For example, house hold (HH) number 10 may have low vulnerability (2) to flooding (F) due to its strong infrastructure or being built on stilts, but a high vulnerability (8) to river erosion (R). It may thus be marked as HH10F2R8.
- Identify households with vulnerable members (e.g. persons with disabilities, elderly persons, young children etc) who may require support in case of emergency response, and make a note of this.

In Indian villages flooded by the Brahmaputra river and its tributaries after heavy rains in 2019, lack of access to safe drinking water developed into a crisis for much of the region of Assam.
PHOTO: AJAY WARY/ACTIONAID INDIA

Step 4

Understanding the impact of disasters and climate change

In this step, the community will reflect on the picture that is emerging through the maps and calendars developed in Steps 1-3, and consolidate their understanding of the overall trends and impacts of climate change. By displaying the Risk and Resource Map, the Seasonal, Agricultural, Livelihood and Hazard Calendars and the Hazard Risk Index together, the community will be able to clearly see the patterns and changes that are taking place in their lives and location, and consider what this will mean for the future.

Tool 4.1: Trend analysis

Purpose: In this exercise the community bring the maps and calendars together to develop a fuller picture of the overall changes and trends taking place in lives and livelihoods in the area. By bringing the 4 calendars together, the links between the changes in weather patterns and climate, the seasons, hazard risks, agricultural practices and livelihood patterns become clearly visible. The impacts of climate change on the local geography also become visible through analysis of the risk and resource map. The discussion will also provide an opportunity to raise issues of displacement and migration from the area.

A clear visual record of the community's overall trend analysis will be developed from the discussions. This baseline assessment will be the basis of community's own future strategic planning discussions, as well as future advocacy to external stakeholders.

Expected time: 3 hours

Participants: Up to 3 groups, with maximum 20 persons per group, made up of people who have participated in the previous steps.

Materials needed: The risk and resource map, hazard risk index, all calendars, Visualisation in Participatory Programmes (VIPP) cards, flip charts, coloured marker pens, tape to stick sheet together, and a way to hang or display the maps and calendars. (This might be with pins, blu-tack or masking tape on walls, or if outside you might hang string between trees and use clips to hang the papers).

Trend Analysis, Myanmar
PHOTO: ACTIONAID MYANMAR

Facilitator's guide:

- Display the maps and calendars from Steps 1-3 next to each other around the room or meeting space.
- Tape two new sheets of paper together one above the other so that they form a long vertical sheet.
- Draw a new calendar consolidating the information from all 4 calendars. Along the horizontal axis mark the months. Along the vertical axis, the first rows will list the seasons, then the hazards, then the agricultural activities, then the other livelihood activities. Fill in the consolidated calendar with the information.
- Once the full calendar is completed, spend at least an hour discussing the linkages between all trends and issues.
- Discuss whether displacement or migration (whether seasonal, temporary or permanent) is taking place as a result of hazards, loss of livelihoods or food security.
- Discuss any loss and damage to non-economic community assets that are difficult to place a financial value on, including religious and sacred sites, ecosystems, community support systems and social networks, or even mental health.
- Revisit the risk and resource map and double check whether all hazards or changes have been captured, capturing any further additions on the map.
- Spend half an hour drawing another map, imagining how the village and surrounding areas may look 5 years into the future and marking this in dotted lines or a different colour. Consider issues including:
  - Whether climate impacts such as rising sea levels or river erosion will change the area;
  - Any likely changes in population;
  - What specific challenges and impacts do women and girls face as a result of these changes?
  - Location of homes.

Step 5

Complementing community assessment of climate change impacts with external expertise

Step 5 serves to feed in external expert knowledge (for example on projected climate scenarios, available support services, and broader understanding of climate change and Loss & Damage) back to the community.

Tool 5.1 draws on Steps 1-4 to engage with external stakeholders from key institutions, including those responsible for providing support to citizens to cope with climate impacts e.g. local and/or national government institutions. The facilitator/ NGO carries out Key Informant Interviews (KIIs) with external stakeholders, using an unusual format. This involves bringing the maps and calendars developed by the community in Steps 1-4, for discussion with the external experts, to see if they share the same views and understanding of the trends and impacts of climate change on the community. By showing the community's analysis to key external stakeholders such as government representatives, this step can also influence those key stakeholders and decision makers, leading to useful policies and outcomes in the longer term.

In Tool 5.2 the facilitator/ NGO then presents a summary of these findings back to the community. Through this process, the community gain external confirmation of their analysis and enrich their analysis and planning with expert knowledge, putting them on a stronger footing for planning and future advocacy.

In Tool 5.3 the facilitator presents and explains the concept of climate change and why these impacts are taking place. S/he then dives deeper into the ideas around Loss and Damage, encouraging the community to identify different examples from their own experiences that illustrate "loss" or "damage". This process should take at least an hour, or much longer if time is available. The discussions should also help the community to understand the difference between economic loss and damage and non-economic loss and damage (NELD). Note that while many communities will have experienced profound social and cultural losses, for example loss of sacred sites, social networks or even family members, this process does not attempt to calculate a monetary value for NELD.

Tool 5.1: Key informant interviews (KIIs)

Purpose: Through the KII, the process records the views of experts and service providers on the risks faced by the community and their analysis developed through steps 1 to 4. Expert knowledge from these stakeholders (e.g. on future sea level rise at different temperature scenarios) can then be used to strengthen the analysis further.

The process also serves to sensitise the expert / service providers on the realities that the community is facing, the issue of loss and damage, and their role in addressing this.

Furthermore, the process can strengthen the community's relationship with and access to appropriate authorities. If a disaster takes place the authorities are more likely to trust the community's analysis and evidence, and respond quickly to provide support as necessary.

Expected time: 1 hour (for each KII)

Participants: Local government office chief(s),
Local meteorological officer,
Climate modelling scientists who understand projected climate scenarios for the region,
DRR officer / chief at local level,
DRR experts based in local level,
Local Agricultural, Fisheries or Forestry officers, as relevant,
Local women and children affairs officer,
And other persons who can play a role in responding to loss and damage.

Materials needed: The map, calendars and risk index developed by the community.
Pen, paper, voice recorder (if possible).

Sharing community assessment with experts.
PHOTO: ACTIONAID MYANMAR

Facilitator's guide:

- Book an appointment with the external expert for 1.5 hours.
- It may be helpful for two people to attend: one to ask the questions, and another to take notes. If possible, a community representative should also attend.
- Prepare for the meeting by making copies of all the calendars and maps. You may also wish to prepare your comments for a 5-minute presentation and explanation of the community documents, to help start the conversation.
- At the meeting, present the community findings, explaining the maps, calendars and risk analysis.
- Ask the expert for their views on the community's findings, whether they agree with them on the changes they have observed, and the role that climate change is playing on this.
- Ask specific follow-up questions on issues of livelihoods, hazards, housing etc.
  - When meeting with meteorologists or climate modellers, ask about specific projections for sea level rise,
    seasonal changes, increasing temperature etc, in 10 and 20 years time.
  - When meeting with service providers, ask about the impact of climate change on service provision, particularly on key services for women.
- Record or take notes of the discussion, including any suggested changes and their rationale proposed by the expert.
- Afterwards, write up minutes of the meeting for reporting back to the community.

Tool 5.2: Reporting KII Findings Back to the Community

Purpose: This step involves reporting the analysis done by the earlier participants back to the wider community, and hopefully affirming or enriching their analysis with the views of external experts and policy makers.

This process helps to build the broader community's awareness and understanding of climate impacts and risks. This stage is also used to finalise the documents, which will then be used as a baseline or record for future planning and advocacy.

Expected time: 2 – 3 hours (1 consultation)

Participants: Up to 100 interested community members, including those who participated in the earlier group work.

Materials needed: The maps and calendars developed by the community.
Flip charts and coloured marker pens.
Report from the KIIs.
If possible, large screen and projector.

Facilitator's guide:

- Display all maps and calendars.
- Community members who participated in each group present the findings from Steps 1-4. The community participant or the NGO can then present the findings from the KIIs with external stakeholders.
- Facilitate discussion with the wider community. Make any necessary final adjustments to the maps, calendars or risk index, based on expert information (e.g. future climate scenarios) and further community input.
- Facilitate discussion with the wider community on what they may want to do to reduce vulnerability and strengthen resilience now that they have this information. Based on the findings they may wish to take steps to develop and implement action plans on disaster risk reduction, emergency response, adaptation, alternative livelihoods etc. They may also wish to engage with government. Agree next steps.
- End consultation with larger agreement of the community.

Once the maps and calendars have been finalised, the facilitator/ NGO should make copies printed on durable material that can be displayed as a permanent noticeboard (i.e. billboard, dashboard or information board) at a key central location in the village. The permanent display can help facilitate on-going conscientisation on climate change and loss and damage, encouraging community members to take measures to build resilience.

Tool 5.3: Understanding climate change, and the difference between "loss" and "damage"

Purpose: At this stage, it is the responsibility of the facilitator/ NGO to develop a presentation on the concept of loss and damage and related issues, and to facilitate a discussion among the community. This is to enable the community to understand the causes of climate change; the responsibility of duty bearers (including local, national and international governments) to help those suffering its impacts; that climate change is a global issue with international governance efforts; how organisations such as ActionAid and Climate Action Network South Asia (CANSA) are advocating at international level for climate justice for vulnerable communities; and how the concepts of "loss" and "damage" apply to the climate impacts they have experienced. Similarly, ADRRN has been advocating for social justice and protection for disaster affected communities at national, regional and international fora.

Expected time: 2 hours

Participants: Maximum 30 people per group.

Materials needed: Flip charts and marker pens may be helpful to draw or write some of the key concepts.

Community discussions of the findings, Myanmar

PHOTO: TERESA ANDERSON/ ACTIONAID INTERNATIONAL

Facilitator's guide:

- In this stage, the facilitator or NGO will give an initial presentation to the community, and then facilitate a participatory discussion to help them apply the understanding to their context. During the course of the presentation, the community should also be encouraged to offer illustrative examples from their own experiences, to help make the bridge between the technical information and their reality. If there is time and capacity, it may even be possible to work with some community members to develop creative ways to present some of these concepts to each other, such as through theatre sketches or song. Active community participation would be particularly helpful in unpacking the differences between "loss" and "damage," for example.
- The presentation may cover the issues outlined in Boxes 1, 2 and 3:
  - "Why are climate change and disasters happening to us?"
  - "What can be done?"
  - "Understanding the difference between 'loss' and 'damage'"
- After giving a presentation which outlines the main components of Boxes 1, 2 & 3, the facilitator should then generate a general discussion with the community about the different losses and damages that they may have faced in the following five areas:
  - Household assets (houses, water, sanitation, stored grains etc);
  - Community infrastructures (roads, local market, local government offices);
  - Agriculture (on farm and off farm, including homestead agriculture and animals used for agricultural purposes);
  - Livelihoods (including livelihoods linked with agriculture such as agricultural day labour);
  - Displacement and migration (this can be complicated, but communities may wish to discuss the economic costs of displacement and migration – including temporary, seasonal and permanent migration - that have resulted from climate change impacts.)
- The community should also then reflect on the overall trends and the potential future risks in line with different rising temperature scenarios.
- This process is designed to help communities to calculate their losses and damages from climate change impacts, so that they can call for support or compensation from the appropriate duty bearers, as well as alternative solutions or improved services.
- Communities should be reminded that it is not always a quick and simple matter to win financial compensation for climate impacts suffered. Local and national governments often lack money themselves, and international governments are reluctant to recognise their responsibility. However, by undertaking this process, communities can gather the evidence, and increase their chances of getting support. The process also provides other benefits too, including helping them understand and plan to avoid future impacts where possible.
- Note that this step seeks to pave the way for communities to calculate their economic losses and damages from climate change. However it does not seek to calculate the value of non-economic loss and damage (NELD) resulting from climate impacts, such as loss of sacred sites, social networks or psycho-social impacts.

Box 1:

Why are disasters and climate change happening to us?

The earth is made of air, land and water. Air is useful to us because we breathe it! But air is also useful because it acts like a blanket above the earth (called the "atmosphere"), which keeps the temperature the right balance to enable life to exist.

For the last 100 years or more, humans have been burning fossil fuels like coal and petrol for their cars, factories and homes. Burning these fossil fuels creates more gases that make the air warmer, particularly a gas called carbon dioxide. (Carbon dioxide is sometimes called "CO2") There has been a lot of this industrialisation in rich developed countries, where there are many more factories and cars. Developed countries have become rich, but created a lot of carbon dioxide pollution from burning these fossil fuels.

There is now so much carbon dioxide (CO2) in the earth's air that the planet's atmosphere has become warmer. This is called "global warming". The extra heat in the planet's atmosphere is affecting local weather patterns, and this is called "climate change".

Poorer and vulnerable countries that have not done much industrialisation have done little to cause climate change. Unfortunately, these communities often face the worst climate impacts. This is very unfair. Climate change is causing rainfall patterns to change. It is causing drought, desertification and heatwaves as well as floods, more intense cyclones, landslides and rising sea levels. Farming and fishing communities in poorer countries are most affected by these changes because their livelihoods depend on the weather, the land and the seas.

Box 2:

What can be done?

At local & national level:
It is important to understand why the weather is changing, so that we can prepare for it. There are many things we can do to become more resilient to climate change impacts, including the way we grow our food and organise our communities. ActionAid's approach to resilience programming can help communities to analyse the threats from climate change and develop strategies. It is important that these processes include the voices and perspectives of all community members, including women and marginalised people.

ActionAid believes in the Human Rights Based Approach (HRBA), meaning that duty bearers such as local and national governments have a responsibility to meet the needs of citizens and communities, and to help those affected by climate change. So communities should engage with duty bearers so that the right support is delivered to help those affected.

At international level:
Climate change is a global problem, facing almost every country. All nations are working together to trying to find ways to avoid climate change and its impacts. National governments meet together at the United Nations (UN) negotiations on Climate Change to discuss a global set of rules to govern these efforts.

Unfortunately, governments are arguing over who bears responsibility for causing climate change, and who should pay for the costs. ActionAid along with CANSA and other civil society networks campaign for "Climate Justice" at the UN climate negotiations because we believe that the countries that have done the most to cause the problem of climate change should give money to the poorer countries to cope with the impacts. Rich countries must also stop polluting, to prevent climate change from getting worse.

Unfortunately, when vulnerable countries are hit by devastating climate disasters, they may need to re-allocate their budgets for services like health, education and agriculture in order to cope with the rescue, relief, recovery and rebuilding. They may even need to take on hundreds of millions of dollars' worth of loans to pay for the rebuilding efforts, dragging the country deeper into debt and driving up the costs of taxes and services that are likely to have the hardest impact on the poorest people.

We therefore advocate for the UN to set up a mechanism for rich countries to provide international climate finance grants to help affected countries cope with climate-induced loss and damage. This Handbook for community assessment of Loss & Damage can help affected governments to get evidence about the scale and impact of climate-induced loss & damage in their countries, so that they can seek international financial support to help their citizens.

Zambian smallholder farmer Mary Sakala gives a presentation to United Nations climate negotiations explaining the impacts of climate change on her farming livelihood.
PHOTO: TERESA ANDERSON/ ACTIONAID

Box 3:

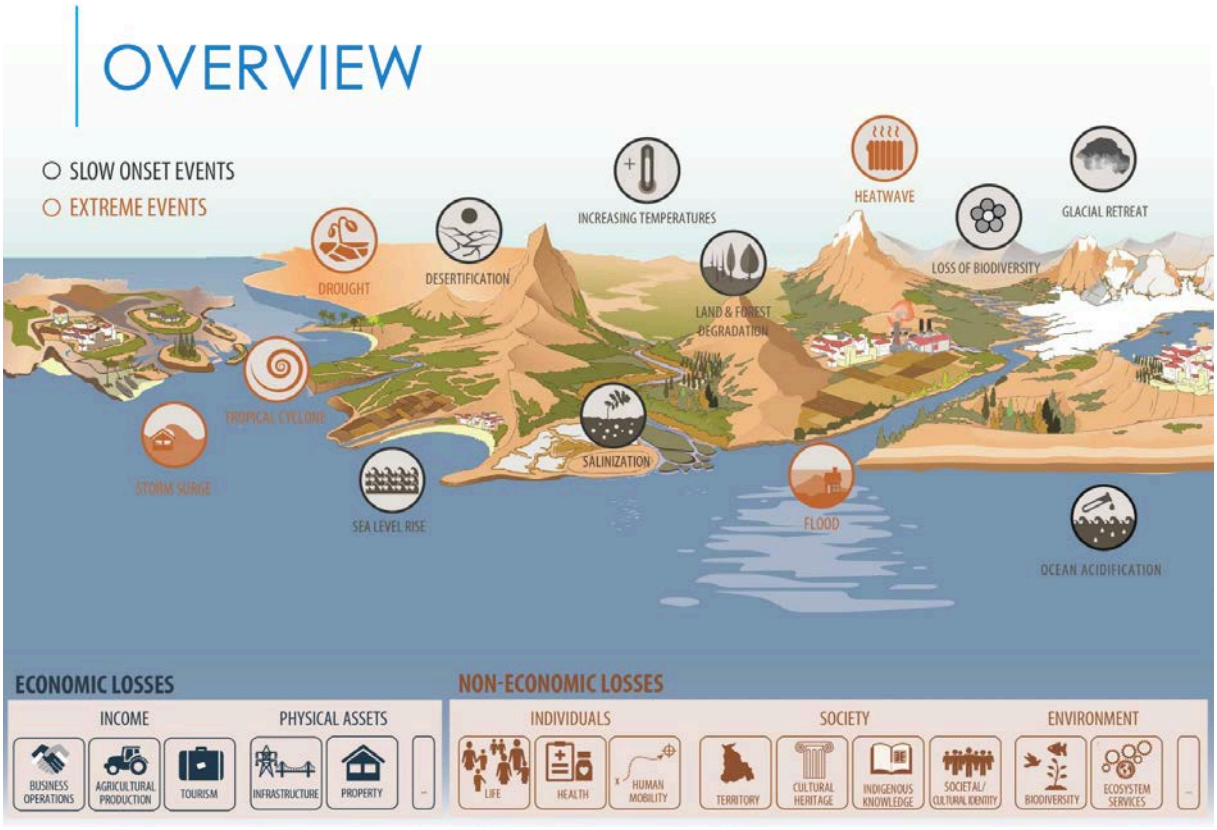
Understanding the difference between “loss” and “damage”

Sometimes the impacts of climate change are so severe that communities cannot adapt to them. For example it is hard to make agriculture resilient when rising sea levels mean that agricultural land is lost underwater. It is hard to prevent crop losses when there is a severe drought or a violent cyclone.

For communities to be able to ask for financial support for Loss & Damage, and to help their governments make a claim for support in the international negotiations, they need to calculate how much Loss, and how much Damage, they have suffered because of climate impacts.

It is important to understand the difference between “Loss” and “Damage” when calculating the costs. According to the official UN definitions, “Loss” can be understood as the irreversible loss of valuable resources as a result of climate change. For example, when agricultural land and livelihoods are lost to sea level rise, or when a season’s income is lost as a result of crop failure.

“Damages” can be understood as damage that can be repaired, usually at a significant cost. For example, the cost of repairing homes, infrastructure or embankments after a cyclone or flood. Some resources can be affected by both loss and damage, for example if banana or coconut trees are destroyed in a cyclone, the farmer will lose that income for the following years. In addition, they will carry the cost of repairing the damage, if they invest in purchasing and planting new trees.



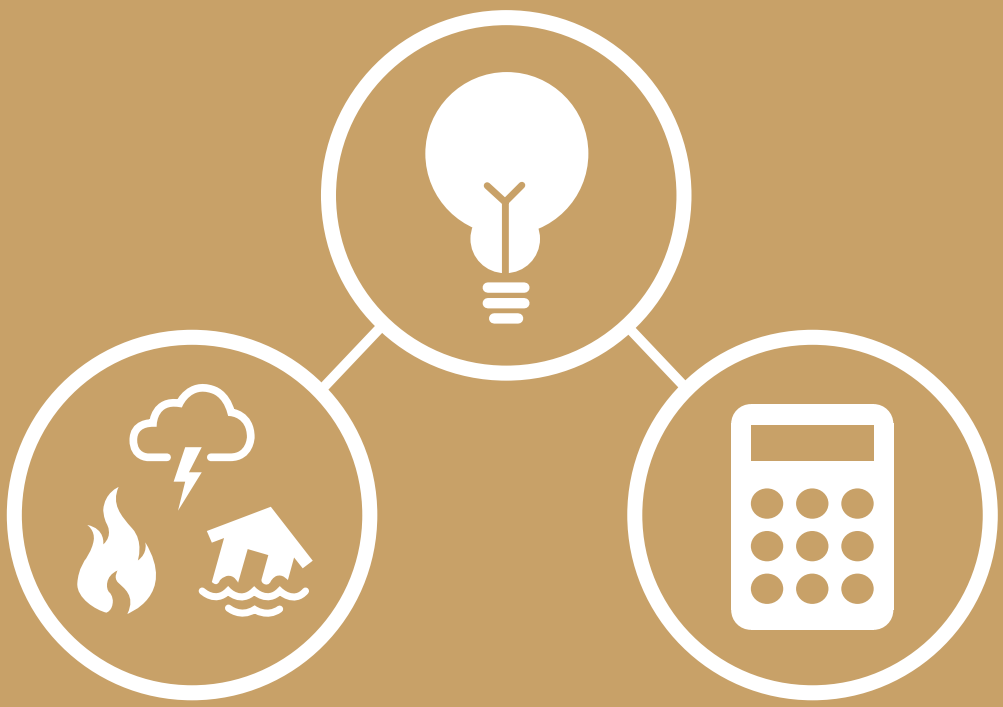
Source: United Nations Warsaw International Mechanism Executive Committee online guide on Loss and Damage

Step 6

Calculating and reporting loss and damage

In this step, the community use the knowledge they have gathered through Steps 1-5, to calculate the actual losses and damages they have experienced at household and community level. Now that the community members understand the difference between loss and damage, they then use this step to recall and add up the financial value of the resources that they have lost, and the costs that they have incurred when repairing or replacing damaged resources, including collective resources and community resources.

In Tool 6.1 a questionnaire is carried out with individual households, to identify financial implications of losses and damages experienced. Then in Tool 6.2 the community discuss the financial implications of the losses and damages to community resources, with references to the calendars and maps developed earlier. Through this process they can calculate the financial burden that climate change has had on different aspects of their lives and community. In Tool 6.3 the community carry out a focus group discussion on the extent to which climate-induced loss and damage has led to displacement and migration, and the social costs of this trend. In Tool 6.4 information from these processes is checked, confirmed and collated by the community into a table of costs and a new map. The community put the information that they have gathered into a format so that they can report their findings to others, for advocacy with duty bearers for example to show the need for recovery support and compensation. The financial losses and damages to collective resources and individual community members are first collated into a simple table reflecting the total costs under the key headings. In the final tool, 6.5, which can also be carried out in the aftermath of a recent disaster, the community draw one final map consolidating any final changes to the landscape that may have resulted from that event.



Note that in addition to the process to capture detailed information that is outlined in the tools below, the community may also wish to use creative approaches such as participatory videos or theatre performances etc to tell their story, helping them to stay in control of the process.

The materials developed through this process can also be used as evidence and for learning and planning to minimise future climate impacts.

When to assess loss and damage?

A community may suffer loss or damage as a result of slow-onset climate impacts (e.g. rising sea levels, salinity intrusion, reduced rainfall, ocean acidification), and may wish to undertake this process at a convenient time in order to record those impacts. Alternatively, this process can also be used after a damaging extreme weather event (e.g. flooding, cyclone) to enable the community to record their losses and damages, and to complement and validate other assessments carried out by NGOs and agencies.

Tool 6.1: Calculating Household-Level Loss and Damage

Purpose: This tool is used to enable households to calculate their individual costs resulting from climate-induced loss and damage, so that the community can then collectively calculate the total economic loss and damage they have suffered.

This can be done as a planned process to record long-term changes, and/or it can be carried out in the aftermath of a serious climate event that has caused loss and damage (e.g. flooding, cyclon

Expected time: 7 Days

Participants: All community members / households affected by climate-induced loss and damage.

Materials needed: Printed questionnaire sheets for each household.

Who needs to participate in the household-level assessment?

A key purpose of this exercise is to develop a database/ baseline of impacts on the community, and to strengthen the Risk Index with information about the risks facing each household in the community. Therefore all households that have experienced losses or damages from sudden or slow onset climate impacts should be encouraged to participate in the questionnaire and calculation process. However, there may be circumstances in which the facilitators only need to develop an indicative amount. If the number of households in the community is very large, they may chose to develop a methodology for random or stratified sampling and extrapolation, to avoid the need to interview every house.

Non-economic loss and damage

Note that non-economic losses and damages can also be recorded in the questionnaire, for example loss of life, social structures, psycho-social impacts, ecosystem functions, child education, child marriage or damage to religious sites. However this process does not try to put a "dollar value" on these items.

Validation of claims:

The estimates of economic loss and damage developed at this stage will ultimately provide the basis for households and communities to request financial support or compensation from government. To reduce the risk of excessive over-estimates or under-estimates, the household and community claims will later be validated collectively by the community as the overall report is being compiled during Step 7. This should be explained to the interviewee before the questionnaire is filled out. The facilitator must also be aware of the sensitivities that may inevitably surround this stage of the process, including political and social dynamics within communities. Care must be taken when acting as a final arbitrator of loss and damage claims.

Damage from Cyclone Bulbul to a home in West Bengal, India.
PHOTO: DEBABRAT PATRA/ACTIONAID

Facilitator's guide:

- Community members who believe that they have experienced economic loss and damage (as explained in Tool 5.3) should indicate that they would like to participate in the process to calculate loss and damage.
- Make arrangements for the researcher(s) to meet with the appropriate household member(s), at a time and place that is convenient to the interviewee and respects their need for activities including agriculture, childcare, going to market, etc.
- Carry out the questionnaire interview with each affected household, filling in a printed copy for each interview.
- Ensure that losses faced by women, and the value that they place on those items, are well reflected.
- After all household interviews are complete, compile the findings and summarise these to present back at a community meeting for confirmation, validation, and any corrections needed.
- As long as the costs are captured in a way that authorities can see the scale impacts, and avoid double counting, the distinctions do not always have to be precise to fine level of detail. For example, some items may be debatable as "loss" or "damage".

Household questionnaire format:

(Note: the tables provide a suggested guide for items to list, and more items can be added or ignored as appropriate.)

1. Household-level Loss and Damage

a) How much was your home damaged? Indicate one of the following:

i) Not at all		ii) Partially		iii) Completely	

b) Did you need to leave your home and move somewhere else? Indicate:

i) No		ii) Yes, temporarily		iii) Yes, permanently	

c) Calculating household losses and damages:

Items	Damages (money value)	Losses (money value)
House		
Water point / sources (if the water source is communal, it should be recorded later as part of community infrastructure)		
Sanitation		
Stored food grains		
House/infrastructure for animals		
Animals (non-agriculture)		
Homestead land		
Tress (for timber)		
Pond		
Other		
(Note that non-economic loss and damage, e.g. psycho-social impacts) can also be noted down however they should not be given an economic value here.		

2. Loss and damage to agriculture

Items	Damages (money value)	Losses (money value)
Crop land		
Standing crops		
Crop yields		
Seeds		
Trees (fruit)		
Ability to produce high-value products due to climate change (e.g. coffee, mushrooms)		
Animals (used for agriculture)		
Chicken / duck (productive)		
Homestead garden		
Fisheries (personal)		
Labour costs (spent/ invested and then lost after a disaster)		
Other		

In the case of share-cropping, it is important to highlight the loss (if any) of the landowner's cropland as well as crop lost by the tenant farmer, and to ensure that both parties' losses are adequately reflected.

3. Loss and damage to livelihoods

Items	Damages (money value)	Losses (money value)
Day labour (all kinds, including casual)		
Rickshaw / Van / Boat		
Shop-keeping		
Other livelihoods		

Tool 6.2: Calculating loss and damage to the community

Purpose: After the individual household questionnaires are carried out under tool 6.1, a group representing an inclusive selection of the community re-convenes to discuss the impacts of loss and damage at community level. The process aims to identify community infrastructure and resources that have been lost or damaged (e.g. roads, schools or forests) as well as the loss of services.

Expected time: 2-3 hours

Participants: Separate groups for female, male and young people, with 10-15 participants in each group.

Materials needed: Flip charts and marker pens

Failure of rains brought a poor wheat harvest for Radha Sahariya and the farmers in her village in Uthar Pradesh, India. Her husband and son have had to migrate to find work in brick kilns to help the family survive.
PHOTO: SRIKANTH KOLARI/ACTIONAID

Facilitator's guide:

- Before starting, the NGO or facilitator should research whether the government has a standardised cost estimate for infrastructure and damage. E.g. for cement houses, for mud houses, for schools etc.
- With the community, draw the table below on Calculating Loss and Damage to Community Infrastructure onto a flip chart.[11] Add new agreed items that are not listed, and leave out items that are not relevant.
- Facilitate discussion with participants to calculate and allocate an economic cost to damages and losses for each of the items. (In cases where a community cannot calculate the cost of particular items or infrastructure, information should be sought out afterwards from the relevant government department.)
- Facilitate discussion with participants on the difference between losses faced by women and men. Do women and men value certain resources differently?
- Note whether women report increased incidences of sexual harassment or abuse as a result of the disaster. This would not be recorded/ quantified as economic loss and damage, however it is important to understand for the purpose of planning interventions and disaster preparedness in the community.
- Be careful not to raise expectations that money will come to the community immediately after doing the assessment process. This is a different process to post-disaster compensation. It may take a long time for national governments to successfully find or receive money that can help to pay for the huge Loss & Damage costs caused by climate change and disasters. However this process is important to help planning in the longer term, and to shift awareness of the need for compensation mechanisms at national and international level.

11. Note, ActionAid's "Handbook for Gender-Sensitive Access to Markets" identifies some potentially useful categories of capital such as social, built, natural capital. http://www.actionaid.org/publications/gender-sensitive-access-markets-training-handbook,

Calculating loss and damage to community infrastructure

Items/Facility	Damages	Losses
Kilometres of Road(s) ***Paved*** ***Semi-Paved*** ***Earthen Roads***		
Social Forest / Community Trees		
Common or grazing land		
Electricity/ power sources		
Local market		
School infrastructure		
Education services		
Flood / cyclone shelter		
Water Points (community)		
Health Infrastructure		
Health services		
Agricultural services		
Local government offices		
Services by local government offices		
Other		
(Note that non-economic loss and damage, eg to Sacred Sites) can also be noted down if the community wishes, but it will be difficult to agree a definitive economic value. This methodology does not attempt to do so.		

Tool 6.3: Discussing migration and displacement

Purpose: This is an optional tool, to create the opportunity for the community to reflect on and discuss changes that may be taking place in the community due to displacement and migration caused by climate-induced loss and damage.

This focus group discussion does not seek to quantify the economic impacts of these developments. Its purpose is to encourage reflection among community members on the social implications of displacement and migration and to lay the groundwork for possible development of solutions and advocacy in the longer term.

Expected time: 1-2 hours

Participants: Separate groups for female, male and young people, with 10-15 participants in each group.

Materials needed: None, however one person may take notes to record the main trends observed.

Facilitator's guide:

- Facilitate an open-ended focus group discussion on displacement and migration due to climate-induced loss and damage. Discuss:
  - To what extent people and families have been displaced or lost their homes as a result of climate change impacts.
  - To what extent have loss of livelihoods, food security, water access etc led to migration to seek work.
  - Does migration tend to be seasonal, temporary or permanent?
  - What is lost when people migrate or are displaced? E.g. social support structures, investment in education.
  - What risks or challenges do people face when they migrate or are displaced (including in temporary shelter camps)? E.g. gender-based violence, conflict with host communities, exploitation, lack of access to water etc
  - For those who stay behind when a family member migrates, what are the advantages or risks?
  - Are the trends around seasonal, temporary and permanent migration changing?

Loss of farming and fishing livelihoods as a result of climate change has forced Piara Begum's two sons and daughter to move away from their village in the Southern region Bangladesh to the capital Dhaka in search of jobs and a way to feed their families.
PHOTO:NATASHA MULDER/ ACTIONAID

Tool 6.4: Total loss and damage costs table

Purpose: Community members will now check, confirm and collate the information they have gathered about the financial costs suffered as a result of climate change, into a simple table format. This will help them to report their findings to duty bearers, and advocate for recovery support and compensation.

Expected time: 3 hours

Participants: No more than 10 people. Representatives selected by the community, majority should be women and young people.

Materials needed: Copies of all completed household questionnaires calculating household, agricultural and livelihood loss and damage (from Tool 6.1)
Copy of flip chart table calculating community-level loss and damage (from Tool 6.2)
Copy of Hazard Risk Index (from Tool 3.1)
Flip charts and marker pens.

Facilitator's guide:

- On a flip chart, draw a table with sections to capture loss and damage to household, agriculture, livelihoods and community, using the household and community resource table formats from Tools 6.1 and 6.2.
- Read out the claims from each household, and if the other participants agree, fill these (or the agreed value) into the relevant sections.
- Add up the tables for an agreed total for the households in the community. (If only a representative sample of houses were interviewed, calculate the approximate total costs based on the methodology used.)
- Read out the estimates of damage to community infrastructure, and if the other participants agree, fill the agreed information into the relevant sections.

Tool 6.5: Drawing a new risk and resource map and hazard risk index

This tool can be used after a sudden-onset disaster, usually caused by an extreme weather event. It may not be necessary to use this tool if the community has faced only slow-onset disasters and the map and hazard risk index have not changed significantly since being developed during Steps 1 and 3.

After every severe disaster or hazard, changes can take place at community level, including location and construction methods of homes and buildings, people's sources of livelihood, or displacement/ migration out of the community. After an event that has caused significant change, it is important to revisit the risk and resource map and draw a new version, comparing this with the existing Risk and Resource Map developed through Steps 1 and 3.

Community leader Hawoa Begum and the community women's circle discuss the impacts of climate change on their village.
PHOTO:NATASHA MULDER/ACTIONAID

Purpose: This process enables the community to identify changes that have taken place to the local landscape as a result of a climate change disaster.

Expected time: 4 hours

Participants: 15-20 people. Representatives selected by the community, and the majority should be women and young people.

Materials needed: Existing Risk and Resource Map.
Existing Hazard Risk Index
Flip charts and marker pens.

Facilitator's guide:

- Display the existing Risk and Resource Map and Hazard Risk Index
- Discuss and identify changes, if any, and mark the area on the map. For example, broken embankments, major landslides or new settlements.
- If needed, redraw the risk and resource map following the process in Step 1.
- If the risk and resource map has been redrawn, the Hazard Risk index may also need to be updated, based on the community's analysis of the new shocks and stresses experienced.

Step 7

Advocacy and lobbying

Through Steps 1-6, the community have measured and quantified the economic loss and damage suffered as a result of climate change. They have also gained an understanding of: climate change; its role in the disasters that they have suffered; the challenges that women, men and young people face as a result of its impacts; the possible future impacts that they may face; and the responsibility of duty bearers to help them cope with these impacts.

The final step in the *Handbook for Community-Led Assessment of Climate-Induced Loss and Damage,* is for the community to take the information and evidence to the relevant duty bearers, including local, national or international governments or relevant agencies.

The facilitating NGO should support the community to arrange the meetings and present their case to the appropriate duty bearers. A preparatory meeting can be useful to help the community understand what to expect from the meeting with government or authorities, and to prepare their presentations. Remember to draw out gendered losses, identifying where resources that are particularly important to women are affected. The NGO may also collect case studies from the community to strengthen their arguments. The information can be presented to local, national or international government processes in order to request recovery support and/ or compensation.

Using the tables calculating the total economic loss and damage, the calendars, maps and the hazard risk index, community representatives can present clear evidence to the authorities. Soft (digital) versions of the information should also be given by email and/or memory stick to the government representatives for their records. The community can use the information in this format to:

1. Provide rapid evidence and baseline information to agencies and local authorities in preparation for, and in the aftermath of disasters (such as floods, cyclones or drought) about the households and areas that are most vulnerable and in need of immediate support.

2. Advocate for financial support or compensation to cope with the loss and damage impacts that they have suffered.

3. Advocate for government investment in new infrastructure and services, to replace those lost as a result of climate change impacts and disasters.

4. Improve local and national government's understanding of the realities of climate change, and the need for policies that recognise loss & damage, protect communities and strengthen resilience. (It has been noted that many governments' climate change programmes are more focused on donor priorities such as renewable energy and resilience; but there are few programmes focused on dealing with loss & damage.)

5. Provide evidence that the national government can use in international negotiations, to request financial support and compensation for climate-induced loss & damage from the wealthy polluting countries that have caused the climate change problem.

6. Sensitise media, civil society and citizens to the realities and challenges of climate change and loss & damage.

Strategies that they can use to further these goals can include:

- Organise a community meeting or workshop with local government and other relevant stakeholders, led by women and/or young people.
- Organise a community meeting or workshop with local journalists.
- The NGO can organise a platform for relevant national government authorities to meet with community members (especially women and young people).
- Community members can visit local government representatives to discuss the findings.
- Copies of the information, including photos of maps, calendars and findings should also be officially delivered to a local government representative to ensure that they have a record of these findings, and that these are accessible if needed. If possible, the information should be shared in both printed and digital format.

After Assessing Loss & Damage:

Building Community Resilience to Climate Change

With the knowledge gained from Steps 1-7 in the ***Handbook for Community-Led Assessment of Climate-Induced Loss and Damage***, the community may now wish to continue discussions, take action, and become more resilient to climate change.

The **ActionAid Resilience Handbook** and the **ActionAid Resilience Framework** documents can now be used to develop and implement a programme to strengthen communities' resilience.

As with the assessment of Loss & Damage, community participation and women's empowerment are the foundation of ActionAid's approach to community resilience. The process can use the maps and calendars developed in the assessment of climate-induced Loss & Damage, as well as additional participatory tools that enable the community to identify, prioritise and plan activities.

There are many actions that they may wish to take. Potential strategies include disaster risk reduction, adaptation, agroecology, strengthening alternative livelihood options, empowerment and advocacy to duty bearers. The community can use participatory processes to agree a plan that is appropriate for their context.

Groups and committees can then be set up to implement and oversee these plans, and it is advised that women take on at least half of the leadership roles.

Community leader Sabita Rani and the women in her community discuss how rising sea levels and cyclones have affected their lives in Bangladesh.
PHOTO: TURJOY CHOWDHURY/ACTIONAID

Conclusion

Climate change is changing lives and livelihoods in communities around the world, and this is especially true for poor and rural communities in vulnerable countries. These vulnerable communities have done the least to contribute to the global climate problem, but they suffer its impacts the most.

National governments and international processes increasingly recognise that climate change is causing loss and damage to these communities. UN Climate Change negotiations under the United Nations Framework Convention (UNFCCC) are now deepening their understanding of various aspects such as slow-onset events, risk management, displacement and non-economic losses. We hope that this will help to provide support to those that need it. Many countries and civil society advocates see that to achieve climate justice, countries who have been most responsible for causing climate change must remember their responsibility to provide support communities who are struggling to cope with these impacts.

For communities to effectively claim relief, support and compensation from local, national or international governments they need to be able to record and provide evidence of the loss and damage that they have suffered.

It is important that the process to calculate these losses and damages is collective and inclusive, so that all perspectives are reflected in the record. The process to calculate losses and damages can also serve multiple goals. By using a participatory methodology, this can facilitate the building of the community's understanding of different perspectives within the community, particularly those of women, who frequently suffer invisible gendered impacts of climate change. The collective process of reflection helps to build critical analysis, knowledge, understanding and empowerment, so that they can become more effective actors and agents for their own solutions. The tools and process can further become a way to engage, build relationships with and advocate with duty-bearers, including relevant government authorities, laying the foundations for speedy and effective responses in the aftermath of climate-induced disasters.

The process outlined in this 7-Step Handbook for Community-Led Assessment of Loss and Damage is thus slow and drawn out, but can hopefully result in the community:

- **Having a clear understanding of the trends that are taking place and that will continue to happen as a result of climate change;**
- **Being empowered and motivated to strengthen resilience to future climate change disasters.**
- **Having the evidence to engage with and provide information to local, national or international authorities, so as to effectively influence services and adaptation efforts, or to claim for relief, support or compensation.**

When Kurigam in northern Bangladesh experienced extreme rainfall 2019, the home of Adori (13) was severely flooded. “It was like the river coming into our house. Everything was floating.” Adori, her mother and brothers had to leave their home for a camp, and school was closed. A month later, school re-opened and Adori and her classmates had to cross the flood waters to attend school.

PHOTO: KARIN SHERMBRUKER

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ActionAid is a global movement of people working together to achieve greater human rights for all and defeat poverty. We believe people in poverty have the power within them to create change for themselves, their families and communities. ActionAid is a catalyst for that change.

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