

*The following readings and video clips were part of a pre-workshop assignment schedule to introduce a group of development practitioners to the foundations of climate change in the lead up to a face-to-face workshop on Climate Resilience. Over the course of four months, participants completed the bi-weekly sessions individually and shared their reflections and responses to other participants reflections on a social media learning platform. The conversation also took place via five conference calls to discuss topics more in depth.*

### **Session 1: What are Global Warming and Climate Change?**

1. Watch: <https://www.youtube.com/watch?v=oJAbATJCugs>  
*This is a 3-minute introduction to Global Warming*
2. Read: The Basics of Climate Change – <http://dels.nas.edu/resources/static-assets/exec-office-other/climate-change-basics.pdf>  
*This is an 8-page article by the National Academy of Sciences describing the science behind Climate Change.*
3. Analyze: <https://www.nationalgeographic.com/magazine/2013/09/rising-seas-ice-melt-new-shoreline-maps/?beta=true>  
*This is an illustrated web page that shows the impact of rising sea levels if all of the ice on earth melted.*
4. Reflection Questions:
  - a. What is global warming?
  - b. How is your community contributing to global warming?
  - c. How is your community affected by global warming?

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### **Session 2: What are the effects of Climate Change?**

1. Read: <https://350africa.org/8-ways-climate-change-is-already-affecting-africa/>  
*Scroll down the webpage and read the 8 short and long-term impacts of Climate Change in Africa*
2. Watch: [https://www.youtube.com/watch?v=rx\\_l1Y\\_nG40](https://www.youtube.com/watch?v=rx_l1Y_nG40)  
*This 8-minute video is the testimony given by a 12-year old boy from Fiji at the UN Climate Change Conference*
3. Reflection Questions:
  - a. Which of the effects of climate change discussed in the article and video do you see in your communities?
  - b. What are other impacts of climate change that you see in your communities?
  - c. Are there psychological and social impacts of climate change?

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### **Session 3: How are Climate Change Adaptation and Sustainable Development related?**

1. Analyze: Continuum of Adaptation Activities: From Development to Climate Change – World Resources Institute, 2009  
<https://www.wri.org/resources/charts-graphs/continuum-adaptation-activities-development-climate-change>

2. *Read:* Weathering the Storm - Options for framing Adaptation and Development – World Resources Institute, 2007  
[https://pdf.wri.org/weathering\\_the\\_storm.pdf](https://pdf.wri.org/weathering_the_storm.pdf) (Pages 1-7; 17-24)
3. *Reflection Questions:*
  - a. What does this continuum mean to you?
  - b. Some suggest that this continuum is outdated, what are your thoughts?
  - c. Why is climate resilience needed for sustainable development?
  - d. What are some examples of this mutually beneficial interaction from your country?

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**Section 4: What is transformation in relation to climate resilience?**

1. *Read:* Absorb, Adapt, Transform: Resilience Capacities - Oxfam, 2017  
<https://oxfamlibrary.openrepository.com/bitstream/handle/10546/620178/gd-resilience-capacities-absorb-adapt-transform-250117-en.pdf?sequence=4&isAllowed=y>
2. *Reflection Questions:*
  - a. What are the key differences between absorptive, adaptive and transformational resilience?
  - b. Give an example of how your program increases agency (as defined in the reading). It does not have to be related to climate resilience programming.
  - c. Give an example of what transformation could look like in your community. It doesn't have to be a real example. It can be an aspiration or dream. Explain how this transformation increases climate resilience.

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**Session 5: What is a holistic approach to Climate Resilience?**

1. *Read & Watch:* Holistic approaches to community adaptation to climate change in Namibia – UNFCCC, 2009  
<https://unfccc.int/climate-action/momentum-for-change/lighthouse-activities/holistic-approaches-to-community-adaptation-to-climate-change-namibia>  
*This webpage and 2-minute video describe an integrated approach to climate resilience in Namibia*
2. *Reflection Questions:*
  - a. What are some of the opportunities of and challenges to a multi-sectoral approach to climate resilience work?
  - b. How does (or could) integrating multi-sectoral activities increase effectiveness of addressing climate change in your communities?

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**Section 6: How are women impacted and mobilized by Climate Change?**

1. *Watch:* How climate change makes gender inequality worse (3 minutes)  
<https://www.youtube.com/watch?v=6xoBZwjne8A>
2. *Watch:* - Nepal: Adapting to Climate Change (4 minutes)  
<https://www.youtube.com/watch?v=f6ca99wJ9g4>
3. *Read:* Overview of Linkages Between Gender and Climate Change - UNDP 2013  
<https://www.undp.org/content/dam/undp/library/gender/Gender%20and%20Environment/PB1-AP-Overview-Gender-and-climate-change.pdf>
4. *Read:* Bolivia's indigenous women cope with climate change - Al Jazeera February 2018

<https://www.aljazeera.com/indepth/inpictures/bolivia-indigenous-women-cope-climate-change-180222075556932.html>

5. Reflection Questions:
  - a. Why are women disproportionately affected by climate change?
  - b. What are examples of how women are affected by climate change in your communities?
  - c. Based on the videos and readings, how are women adapting to climate change?

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**Session 7: Climate case study - Kaadu, Sri Lanka**

1. Read: Climate Case Study – Kaadu, Sri Lanka – Episcopal Relief & Development 2018 (Annex 1)  
*This case study describes the climate impacts and opportunities for climate action in a village where the Anglican Diocese of Colombo organizes a disaster management program.*
2. Reflection Questions:
  - a. What are some of the effects of Climate Change in Kaadu?
  - b. What are examples of how these effects are different or similar to the effects in your communities?
  - c. What additional information do you want to know about Kaadu to better understand its situation?
  - d. What are some of the activities or strategies that you think would be appropriate in Kaadu to address the effects of Climate Change?

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**Session 8: Community-based Participatory Mapping Tools**

1. Read: Transect Walk (Annex 2)
2. Read: Seasonal Calendar (Annex 3)
3. Read: Power Walk (Annex 4)
4. Read: Historical Timeline (Annex 5)
5. Read: Wellbeing Map (Annex 6)
6. Reflection Questions:
  - a. How familiar are you with each of the participatory tools above?
  - b. Provide examples of when you have used each of the tools, and how you found them helpful for program design and management.
  - c. What are other community mapping and assessment tools that you have used in your projects? How were they useful?

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## Climate Case Study Kaadu Village, Sri Lanka

### Background

Kaadu<sup>1</sup> is a village located in Mihintale Division in Anuradhapura District in the North-Western Province of Sri Lanka. Kaadu is approximately 20km west from the large historic city of Anuradhapura. The village has 27 households of which all are of the Sinhalese ethnic group, and 93% Buddhist and 7% Christian. By comparison, Sri Lanka has a population of 20 million with an ethnic breakdown of 75% Sinhalese, 15% Tamil and 9% Muslim, and a religious breakdown of 70% Buddhist, 13% Hindu, 10% Muslim and 7% Christian.



Anuradaphura District is a border area between the largely Tamil North and the largely Sinhala South and was one of the epicenters of violence during the 30-year civil war that ended in 2009. Although reconciliation efforts are ongoing, long-held sentiments of Sri Lanka being a country for only Sinhala Buddhist people are still held by majority of the population.

Kaadu is a newly established village as a result of a government-scheme whereby landless squatters, mainly working as day-workers on private farms, were provided with small plots of land and Rs. 400,000 (US\$2,580) loan towards the construction of a house. There are 23 similar schemes in the district. The loan has to be paid off within 15 years with monthly installments of Rs. 4,500. Water, electricity and furnishings are the responsibility of the household.

Only 4 of the 27 houses in Kaadu are regularly inhabited due to lack of potable water. The remaining 23 families live in the outskirts of the village in makeshift shelters by water sources. The government loans were only enough to complete the basic structure of the 1-bedroom house and therefore many of the houses remain unfinished.

The government built the houses in a previously dense forest, which was part of the migratory route of elephants, and elephants still walk through the community. There is a school 2km away, and a clinic 4 km away.



Kaadu is the project's third target location, with the first two locations greatly lacking in inter-religious cohesion, and thus the project, led by an ecumenical team of Christian denominations, was finding it difficult to make inroads within the community. Therefore, the project has focused on building trust and social cohesion before embarking on resilience activities. Such activities include household visits, meeting with local government leaders, joint community meetings with local faith leaders and distributions of relief items.

### Climate Change Effects

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<sup>1</sup> The name of the village has been changed due to political sensitivities

Kaadu has been hit a three-year drought, which has affected over one million farmers across the country, but mainly in the North-Western Province. The yield from rain-fed paddy lands has reduced



by over 50% since 2015. According to the World Food Program the country is at its lowest rice cultivation for over the last 30 years - even less than at the height of the civil war. Many farmers coped with the first year of drought, but subsequent droughts have forced many to move to cities to work as full-time laborers in construction-related jobs. In the past, farmers would find off-season daily work in the cities, but now have to rely on this livelihood full time. Although rains partially returned in 2018, many farmers continue to remain in the cities to earn their income and

given this new crisis of a labour-shortage it is unclear if now arable land will be cultivated to restore the food-security to the region. While the average monthly income of a Kaadu residents was Rs. 30,000 (US\$193) three years ago, it is currently Rs.15,000 per month.

Sri Lanka relies on ancient water tanks, for land irrigation. The water levels have been reducing steadily. The major tank in Anuradhapura has an embankment of 2 miles and is nearly meters deep. The tanks (some as large as 3 meters deep with an embankment of 2 miles) servicing both the District and the ones around Kaadu (some dating back to the 3 century BC) are also drying. About 50% of Sri Lanka's electricity grid is supplied from hydro-power, with a network of reservoirs and dams across the country. These are also drying up and the country has been faced with regular power-cuts in the last three years.

Nationally, 22 of the 25 districts in the country have shortages of portable water, as most households have either relief on ground water wells or rainwater collection. Kaadu has become vulnerable to water shortages, and there has been a constant rise in the numbers of people needing humanitarian assistance. For the past 3 years, the government has been distributing dry rations and the community has received one week's supply twice so far. Private water companies also come to sell portable water on a monthly basis, making potable water an unexpected but necessary expense. One of the 27 households privately experimented by constructing an 8-foot well one year ago that was providing the household limited clean drinking water, but with recent rains, the mud has seeped into the well and the water is no longer potable. In the Anuradhapura area, the water table is being polluted by government-subsidized chemical fertilizer and any new well needs to be tested and planned well. The project has networked with the local housing authority and the water board to ensure that their technicians will provide this ongoing service. Given its proximity to the dense forest, the water level is higher in Kaadu than in surrounding villages. The government has agreed also provide land for the well and arrange a community meeting, where the households are expected to agree to providing labour to construct the well. The community well is expected to be constructed in July 2018

Other social issues concerning the area include the government subsidy of chemical fertilizer to farmers, which has resulted in a high-incidence of kidney disease in the area. A second issue is the increasing suicide rate, with many farmers unable to yield harvest and pay off agricultural debt.

### The Church's Response

The Church of Sri Lanka<sup>2</sup> facilitated a disaster management capacity building program, inviting participants from 13 ecumenical bodies across the country. As a result of this three-year process, the church established 7 regional committees in key high-risk areas. As part of the follow-up to the workshop, each committee was encouraged to apply the learning to two vulnerable villages in their respective region. The regional committee based in Anuradhapura manages the work in Kaadu. The Committee chose Kaadu as a target location after a visit with the local government officer.

In June 2018, the Committee facilitated a social mapping exercise with the community to examine the hazards, vulnerabilities and capacities in the village.



In July 2018, along with the local government officials, the Committee is expected to construct a community well. A community-lead water committee manages the maintenance of the well

One of the key strengths in the Committee is the ecumenical nature of the group – with this initiative being one of the first time where all

Christian denominations are working together, pooling their resources, on a social empowerment project.

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<sup>2</sup> The actual name of the implementing partner has been changed due to political sensitivities