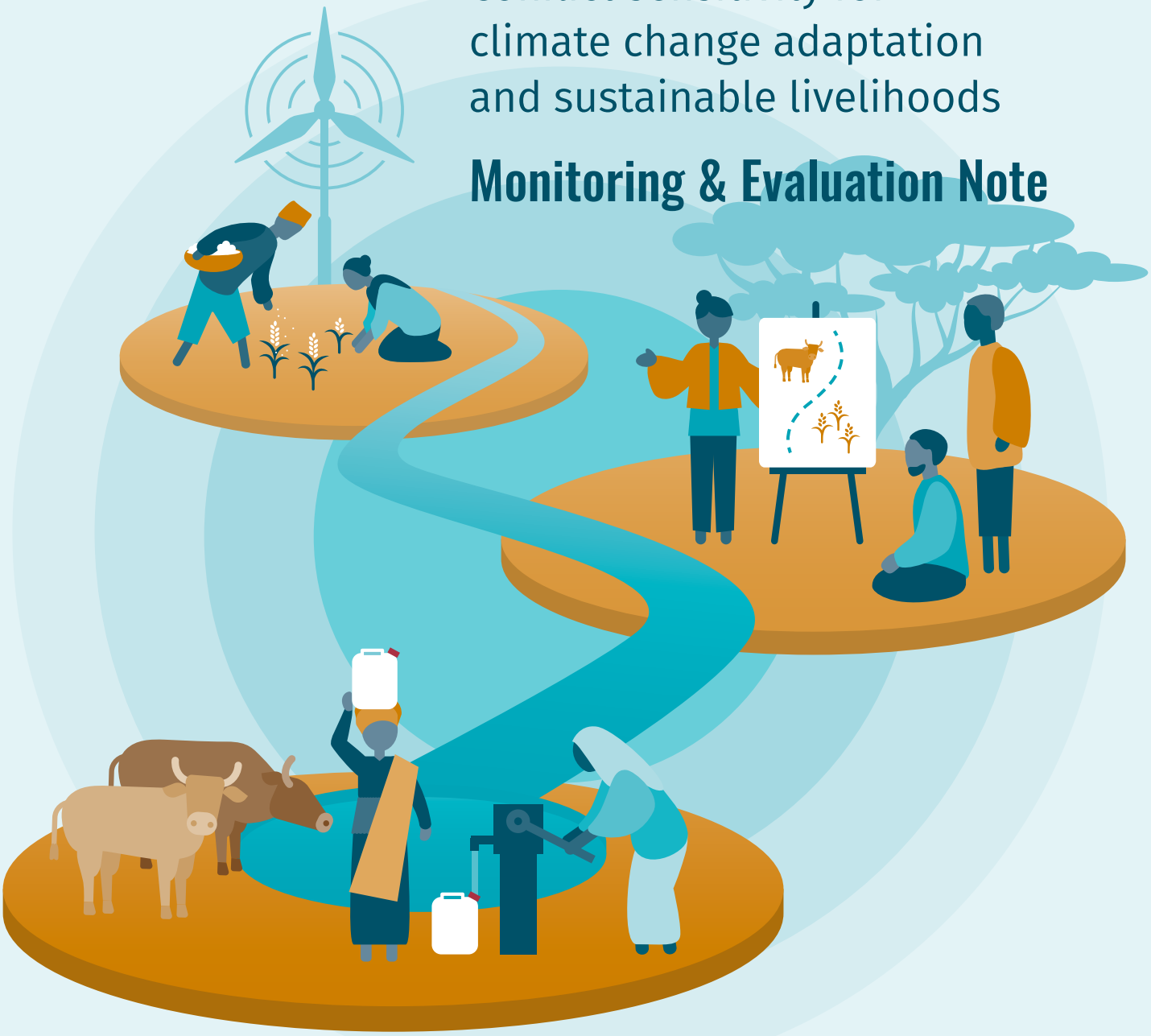
ADDRESSING CLIMATE-RELATED SECURITY RISKS

Conflict sensitivity for climate change adaptation and sustainable livelihoods

Monitoring & Evaluation Note



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ABOUT THE PROJECT

The European Union (EU) and the UN Environment Programme (UNEP) established a partnership on climate change and security in 2017, with the aim of collaborating to develop integrated approaches to climate-conflict analysis and deliver actions on the ground to address emerging climate-related security risks. Building on the findings of the report commissioned by the Group of Seven (G7), "A New Climate for Peace," the five-year EU-UNEP Climate Change and Security project (2017-2022) aimed to strengthen the capacity of countries and international partners to **identify environment and climate-related security risks at global, national and community levels, and to programme suitable risk reduction and response measures.**

Implemented by UNEP, this project was supported by the EU Instrument contributing to Stability and Peace (IcSP). To deliver the project, UNEP worked hand in hand with the German think-tank adelphi on analysis, advocacy and capacity development. At national and community levels in Nepal and Sudan, the project was implemented through Practical Action, in close collaboration with local, state and national authorities.

This toolbox was developed to guide the design and delivery of integrated climate-security programming in Nepal and Sudan. It was updated at the end of the project to document lessons learned and good practices from the field.

For more information see: unep.org/climatesecurity

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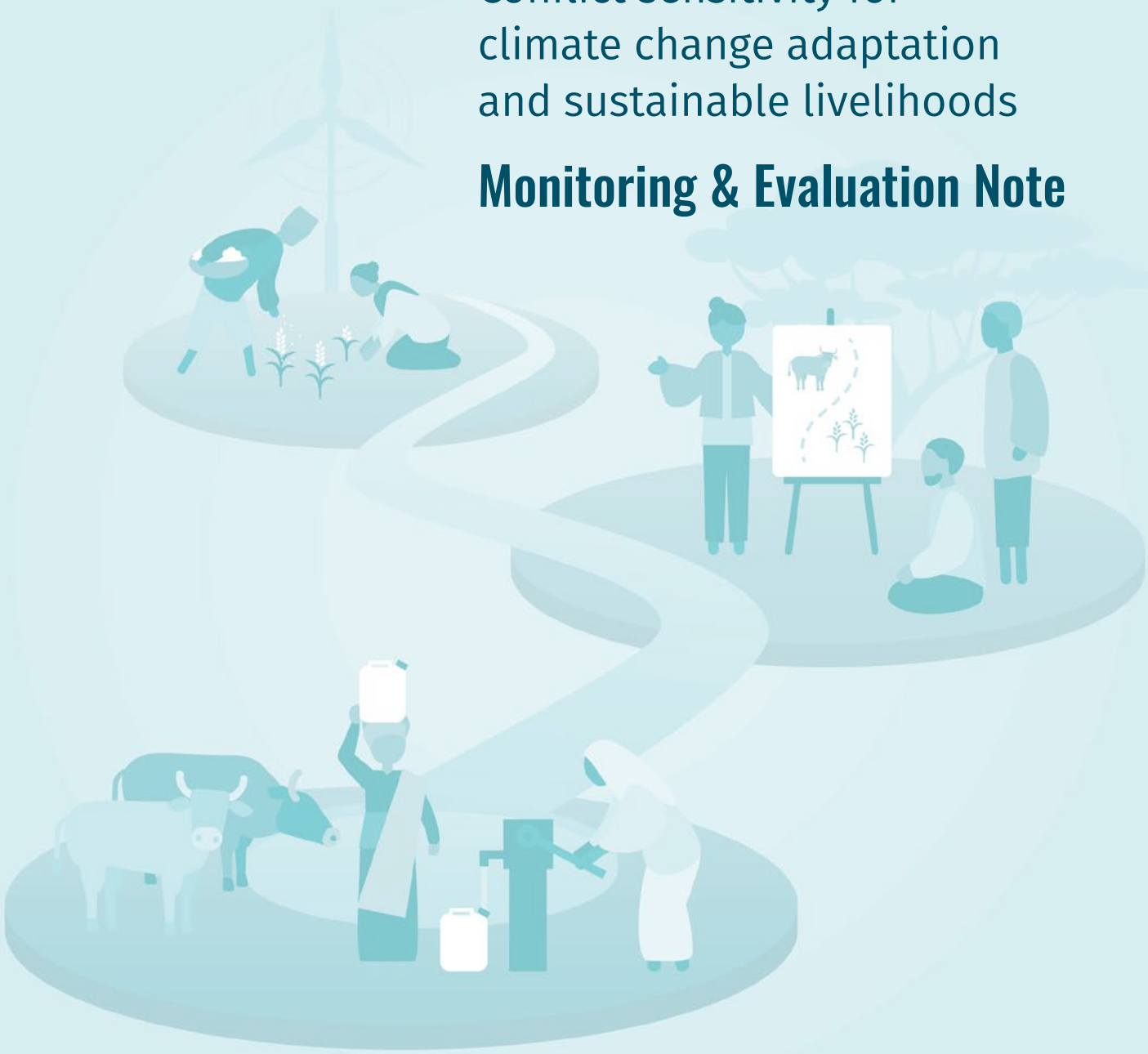

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CHAPTER 1

INTRODUCTION

This M&E note supports the monitoring and evaluation of strategies, policies, and projects that seek to increase resilience by linking climate change adaptation, peacebuilding, and sustainable livelihoods. It accompanies the guidance note which is focused on policy, strategy and project development.

- The **INTRODUCTION** explains the importance of M&E and lays out the basic principles of conflict- and gender-sensitive M&E.
- **CHAPTER 1** explains how to measure results and impacts putting a special focus on climate change adaptation and peacebuilding results.
- **CHAPTER 2** provides guidance on how to develop indicators and how to approach your baseline.

A number of checklists and sets of guiding questions throughout the note help readers to put the concepts and approaches described into action.

WHEN YOU SHOULD MONITOR

Monitoring and evaluation (M&E) are critical elements of successful project planning and implementation. They serve two central objectives: accountability and learning. M&E frameworks are usually developed during the planning stage of a project, alongside a theory of change. In many cases, an evaluation is then undertaken mid-term and/or at the end of the programme. We suggest that you **continually monitor and evaluate** your project across all stages of the project cycle. This will enable you to identify challenges and adapt your project accordingly. You should also aim to continue M&E beyond the lifespan of your intervention (ideally at least 3–5 years after it ends, longer if possible). This will allow you to capture the longer-term impacts of your intervention on peace and resilience – and to prove their sustainability or learn from shortfalls. These costs should be included in your budget from the outset.

It is important to ensure that programming changes are being made in response to findings from M&E processes, and to continue monitoring the outcomes of those changes. These programmatic changes should also be clearly communicated to project staff, partners, and donors.

WHO TO INVOLVE

It is good practice to actively engage local communities and partners as well as other stakeholders such as government officials, civil society organizations or academic institutions in the M&E process. The involvement of key stakeholders is important not only for data collection, but to is an opportunity to build trust with the community, share critical information about the M&E process, and enable community ownership or project interventions. Yet broad stakeholder involvement must be balanced with the imperative to protect sensitive information and provide safe spaces for all participants to provide feedback during the M&E process. It is therefore critical to ensure the M&E team understands the local context and is aware of the potential risks.

This process of stakeholder engagement normally includes:

- Explaining and discussing the reasons for M&E: Why are we conducting monitoring and evaluation? What do we want to learn? Who will use the information generated and for what?
- Developing an M&E framework, including selecting indicators and identifying means for verifying those indicators
- Deciding who will implement M&E: Monitoring often involves direct support from local communities involved in the project

Make sure that you allocate enough time and resources to build the necessary capacities and to support different needs It is often better to start with a simple system that can be expanded as the process develops and skills are built. As a project manager, focus on providing technical support and training, quality control, and facilitating an inclusive process.

It is key to involve experts with conflict and peacebuilding, climate change adaptation expertise, and gender expertise as part of your technical team from the beginning of the process. This could be one person that has experience in all of these areas, but normally means involving at least two experts with different backgrounds.

HOW TO MAKE YOUR M&E CONFLICT- AND GENDER-SENSITIVE

Conflict- and gender-sensitivity are key elements of successful monitoring and form the basis of the approach described in this document.

CONFLICT-SENSITIVE MONITORING

Conflict sensitive monitoring is critical for making sure that a strategy, policy, program or project does no harm, i.e. does not contribute to existing or create new conflict or fragility risks[1]. This means reflecting on the possible impact your M&E process may have on the context and taking precautions to avoid negative consequences. Regular monitoring processes are also important for ensuring project activities "do no harm", providing necessary data and information to allow project managers to adapt to changing conditions.

[1] *See guidance note for a general introduction into conflict sensitivity*

Conflict-sensitive monitoring involves three key elements:

1 **Monitoring** the conflict context

2 **Monitoring** the effects of the conflict context on project activities

3 **Monitoring** the effects of the project delivery on the conflict context

The risks and assumptions column in an M&E Logframe is a good place to identify where a project might interact with conflict. Using this information as your guide, it is good practice to build in activities to mitigate possible risks. A key difference from a standard logframe is that the risk column will focus not only on risks to the project, but also include acknowledgement of potential risks that the project might have on the context.

Conducting conflict-sensitive monitoring also means that the monitoring itself is carried out in a conflict-sensitive way. M&E processes are typically extractive processes, where evaluators or interviewers are soliciting information from respondents, and may not be able to immediately respond to the issues that are emerging. Yet a keen understanding of the conflict context is critical to ensure data collection processes do not exacerbate grievances or tensions or create expectations that will not be met. In particular, this involves formulating questions using conflict-sensitive language, identifying "to whom" questions are asked, and selecting appropriate and trained interviewers for the context.

GENDER-SENSITIVE M&E

It is important to remember that women and men are not two homogeneous groups. Rather, gender is layered on multiple other identity factors (e.g. religious, ethnic, racial, caste, age) that shape people's roles, access to, use of and control over economic resources and assets, decision-making power, daily schedules and other elements critical for understanding vulnerability and building resilience. Applying an intersectional lens, which assesses and monitors the differentiated experiences between and among groups of women, men, boys and girls, is a core building block of a "do no harm" approach, essential to avoid unintentionally deepening the marginalization of specific groups and even to advancing gender and social equality.

Gender-sensitive outcomes and related indicators need to be clearly defined at the outset of a project to determine the data that is needed and how it will be collected and disaggregated by sex A baseline survey carried out at the beginning of a project that documents the differentiated experiences of women, men, girls and boys, followed by collection and analysis of disaggregated data throughout the programme is key to assess the impact of interventions on people's resilience and transformations of unjust relations.

However, collecting gender disaggregated data is not an end in itself. A gender-sensitive approach involves integrating gender lens throughout the full M&E process, from formulating indicators and questions, to data collection and analysis. Who, what, and how questions are ask have important implications for what knowledge is generated. It is therefore critical to ensure M&E strategies are developed with local gender experts.

Checklist 1

M&E FRAMEWORK CHECKLIST

- ☑ Does your M&E framework capture the effects that the project will have on conflict and fragility, and impacts that the conflict and fragility dynamics could have on the project
- ☑ Does your M&E framework capture the effects that the project will have on gender dynamics and unjust power relations, and impacts gender norms and power dynamics could have on the project
- ☑ Are M&E considerations integrated across the project cycle while protecting sensitive or confidential information?
- ☑ Is your M&E process inclusive and representation of the diversity in your project location? Are the results of your M&E process being effectively communicated to all stakeholders?
- ☑ Does the M&E framework capture all intended outcomes while still being broad enough to capture unintended negative and positive impacts?
- ☑ Do your M&E systems capture changes in relationships between conflicting groups, as well as changes in levels of insecurity? Does your M&E systems capture differences between and among groups of women, men, girls and boys, recognizing that such groups are are not homogenous?
- ☑ Do you have a clear strategy for how your analysis from monitoring will be used to make adjustments to the project?
- ☑ Do you have all necessary baseline information?
- ☑ Did you consider whether the findings from your assessment can contribute to your baseline for the project's M&E? If that's required, you might need to add questions to get information relevant for a baseline.

CHAPTER 2

MEASURING RESULTS

While an M&E framework has to be simple and should not overburden a project, it also needs to be broad enough to capture peacebuilding, climate change adaptation, and development impacts of integrated programming.

CAPTURING UNINTENDED AND INTANGIBLE IMPACTS

Some project impacts such as impacts on well-being or relationships between groups, can be more challenges to measure as they require subjective, and often nuanced, data based on perceptions. In some cases, these more intangible results may be fully integrated into the results framework of your project. For example, your project may aim to specifically aim to "enhance trust" between two groups. Your project may also have unintended "intangible" impacts. Perhaps building trust was not a specific goal of your project, but community members reported that project activities created a positive platform for dialogue and relationship building. This is a positive unintended -- and intangible -- impact of your project. Remember, unintended consequences can also be negative. For instance, instead of building trust, project activities could fuel mistrust between groups or towards the project implementing organization.

A good M&E process should capture the intangible intended and unintended impacts, both positive and negative. There are several tools that can help you measure qualitative and subjective data. These include, for example, community scorecards, citizen report cards, complaints and grievance mechanisms, story-telling, and perception surveys. It is vital to also ask open-ended questions with different groups, and to provide safe spaces for staff and for communities to engage in open and honest dialogue on challenges and conflict issues.

Because intangible outcomes are highly subjective, their assessment requires a considerable level of trust with the beneficiaries, and will require triangulation of data with other sources, whenever possible. This means, for instance, that the views and opinions of several different stakeholders should be identified and gathered for assessment. When collecting qualitative data, there is a risk that the views of dominant individuals or groups receive disproportionate attention. For example, during focus group discussions, particular individuals -- such as community leaders -- may take up more speaking time than others. Some individuals or groups may feel uncomfortable speaking up in a group, or may not feel it is culturally appropriate. Ensuring your qualitative data collection process is representative of the diversity in a particular context requires that the M&E team is well trained and attuned to the possible limitations in the project area. At minimum, focus group discussions should be disaggregated by sex and age, conducted in safe spaces, and at appropriate times for community members.

Ecosystems-based-disaster-risk -eduction in North Darfur Sudan.

MEASURING PEACEBUILDING AND ADAPTATION RESULTS

The difficulty of identifying indicators that measure results and produce evidence which identifies effective interventions is a major challenge of successful peacebuilding and climate change adaptation. The actions taken often produce results that are less tangible and more difficult to measure than many other development interventions, for example efforts to change perceptions, attitudes, and behaviour. It is hard to build resilience in fragile contexts, and some projects will likely fail due to circumstances beyond their control. Regarding for successful interventions, it is almost impossible to demonstrate the counterfactual – what would have happened without the intervention. Often, peacebuilding and adaptation measures have a very long timeframe, or address potential impacts that may not materialise for years or decades to come, e.g. drought resilience or sea-level rise. Where activities have such a long timeframe, it is obviously difficult to assess their full impact in in the short term.

Another major challenge lies in the uncertainty of how conflict and the impacts of climate change will develop in specific locations. For example, we know that there will be more severe weather events globally, but there is little certainty on when, where and with which force these events will exactly unfold. In this context, one might be confronted with the difficulty of measuring non-events if, for example, adverse weather events do not occur during the project time, and measures cannot be adequately 'tested'. For instance, the impacts of the project that aims to improve adaptive capacities to flooding cannot be thoroughly validated if floods do not occur during the project's timeframe. Similarly, in the context of a locality suffering from drought, a project that 'only' helped to maintain but not improve a community's water security may have difficulties in convincing donors that this is a relevant achievement. To really demonstrate that, without the intervention, water security would have decreased dramatically in the case of a heavy drought, would require a suitable control group, which is rarely an option.

MAKE SURE YOUR MONITORING AND EVALUATION CAPTURES THE INTERLINKAGES THAT YOUR THEORY OF CHANGE TARGETS

Measuring peacebuilding and climate change adaptation impacts and outcomes, therefore, requires robust theories of change. Your M&E framework has to be comprehensive and flexible enough to capture results on different levels (output, outcome, impact) and in different ways (qualitative and quantitative indicators). In particular, make sure your M&E captures the interlinkages that your theory of change targets: if your activities seek to contribute to peacebuilding through climate change adaptation, your M&E should be able to pick up the relationship between adaptation 'inputs' and peacebuilding outcomes.

The theory of change will drive your research questions. For example, if your project aims at improving rural livelihoods and adaptive capacities through better farming practices, there are many ways of measuring your results. Ideally, you would have a number of quantitative indicators such as the change in soil erosion, changes in crop yields, and changes in household incomes or nutrition levels. These are complemented by qualitative indicators such as how the community perceives changes in their livelihoods (better or worse) or how different groups of women and men in the community perceive their livelihoods to be. Complementary to that, context indicators, e.g. on temperature or rainfall, can be used. In addition, you can try to identify proxy indicators. One success factor for successful adaptation measures is the inclusiveness of management structures. Thus, you could decide to measure how inclusive the management structures you are developing are and whether different groups feel well represented.

For instance, if your theory of change is that 'if two groups are provided with new agricultural instruments that they have to share, they will begin to communicate across lines of conflict because their concerns for their own individual economic benefit will take priority over political and ideological concerns', your indicators should allow you to answer the following questions:

Did the two groups use the shared agricultural instruments?

Were mechanisms established between the two groups for facilitating the use of the agricultural instruments?

Who in the two groups communicated, for example was it only elite members or men?

What was the level and type of communication that occurred between the groups?

What economic benefit was created for the groups, and did both groups perceive that they received a fair share?

Did political and ideological divisions change and, if so, to what extent?[2]

[2] *Based on: Care International (2012), Guidance for Designing, Monitoring & Evaluating Peacebuilding Projects: Using Theories of Change*

Project beneficiary selling vegetable in Tikapur under CCFP. © Practical Action Nepal

LESSONS LEARNED FROM EVALUATING PEACEBUILDING AND ADAPTATION PROJECTS

While resilience M&E is still a relatively new field, there are other areas of development cooperation that have built up a vast body of knowledge and best practice:

CAPTURING UNINTENDED IMPACTS

It is important to leave space within M&E frameworks to capture information on unintended or unforeseen impacts - both positive and negative unintended impacts. Most M&E systems only capture intended and positive impacts, a practice that inhibits understanding the full implications of an intervention on peace and resilience.

THERE ARE NATURAL TENSIONS BETWEEN ACCOUNTABILITY AND LEARNING WHICH SHOULD BE RECOGNIZED AND CONSIDERED

The two central objectives of M&E are learning and accountability. These are emphasised to different degrees in different applications, depending on the organisation(s) implementing the project and the donor(s). M&E systems have traditionally stressed accountability to identify results, reporting to funders, and reporting to stakeholders. When focusing on accountability, M&E can often be seen as having an audit function, especially when funding is dependent on showing particular results and value for money. However, research carried out by the World Bank has shown that a more flexible approach to learning-by-doing, which includes making errors and even failing, might support long-term success more effectively than a traditional accountability approach. A learning approach requires support for programme adaptation that may include, for example, testing promising innovations which might fail and experimenting with high-risk, high-return strategies.[3] On a practical level, a project could distinguish between internal and external reporting formats, to allow for internal information to be more open and concretely used by project staff for learning and project adjustments. In contrast external information focuses on serving accountability functions.

[3] *Anna Williams, World Bank Scoping Paper (2016), Options for Results Monitoring and Evaluation for Resilience Building Operations.*

IT IS EASY TO OVERCOMPLICATE M&E SYSTEMS

Experience from several climate finance institutions (including GEF, Adaptation Fund, and PPCR), has demonstrated that complicated systems are burdensome and impractical and that the outcomes do not justify the investment.

RELYING ON 'BEST PRACTICE' FROM OTHER ORGANISATIONS IS NOT ENOUGH

Many organisations are replicating M&E frameworks that follow the models provided by leading institutions, including indicators from early implementers such as the GEF and the Adaptation Fund. However, these organisations are still learning themselves when it comes to monitoring and evaluation. Implementing organisations should, therefore, explicitly provide space for learning from their own experience and making improvements to current thinking.

ASSESS OUTCOMES, NOT OUTPUTS

To engage with underlying theories of change, M&E practice needs to shift from output to outcome orientation. This means shifting emphasis from monitoring implementation to monitoring results. An output from the example in the text above is the use of the newly provided instrument. In contrast, an outcome is a change in behaviour or situation of the target group, e.g. an increase in agricultural productivity or, ultimately, more positive inter-group perceptions and a decrease in inter-group violence. 5 Note that your M&E system should also warn you of unintended outcomes, e.g. new intra-group grievances if community elites collude in capturing the benefits of the new instrument.

CHAPTER 3

DEVELOPING INDICATORS

One way of measuring resilience is along the sustainable livelihoods framework introduced in the guidance document as part of the resilience assessment. Following this framework, resilience is understood and measured against its five dimensions.

WHAT TO KEEP IN MIND WHEN DEVELOPING INDICATORS

The following table provides sample indicators to measure the different dimensions of resilience and vulnerability. There may be conflict between different livelihood outcomes, e.g. when increased livelihood security for one particular group is achieved through practices which are detrimental to the natural resources upon which the livelihoods of another group depend. There is no simple solution to these dilemmas, but an effective M&E plan will at least provide a structure for acknowledging them and assessing their implications on conflict.

Interventions should be assessed on whether they contribute to the achievement of the livelihood outcomes that people consider important. One way of ensuring this is to negotiate indicators with particular groups and to draw these groups into monitoring processes.

From a peacebuilding perspective, the social dimension is particularly important, as are all indicators that measure the relationships between different groups, communities and/or the government. From a climate change adaptation perspective, there are entry points in each dimension, for example, adaptive capacities in the human dimension, better institutional mechanisms for ensuring protection of natural resources in the social dimension, better natural resource management in the natural dimension, more resilient infrastructure in the physical dimension or access to micro-insurances for drought in the financial dimension. Also make sure to use gender-sensitive indicators to deepen your understanding of the peacebuilding context as well as opportunities – and potential risks – related to climate adaptation.

Indicators should draw upon quantitative and qualitative data, and be disaggregated by sex. Perception-based indicators can be especially useful, since it is often people's perceptions about the context, and their position within it (rather than any 'objective' truth) that drive conflict. This would include questions that begin 'what do you believe/think/feel...' relating to their personal experience and perceptions of risks and resilience.

The **human dimension** represents the skills, knowledge, capacities and abilities of individuals, groups, and communities to cope with and adapt to shocks and pressures, including their ability to pursue different livelihood strategies.

The **financial dimension** refers to available financial resources, including cash and saving, as well as regular inflow of money, such as taxes or incomes.

Human Dimension

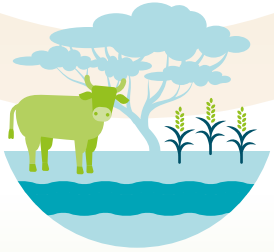
INCLUSIVE GOVERNANCE

Financial Dimension

RESILIENCE
TO CLIMATE-RELATED SECURITY RISKS

Social Dimension

Physical Dimension



Natural Dimension

The **social dimension** represents the social capital of individuals, groups, communities, or society as a whole, as well as the social cohesion between individuals, groups, and communities. This dimension includes the personal relationships and social networks that people draw upon to access resources and that increase the ability to work together and cooperate. It also includes the quality of the relationships between different groups.

The **natural dimension** refers to the natural resources and ecosystems, such as water resources for irrigation or for cattle; or forests that provide important ecosystem services such as food or medicinal plants.

The **physical dimension** refers to the basic infrastructure that underpins the livelihoods and resilience of an individual, group, and a community, including affordable transport, secure shelter and buildings, adequate water supply and sanitation, clean and affordable energy, and access to information technologies (communication).

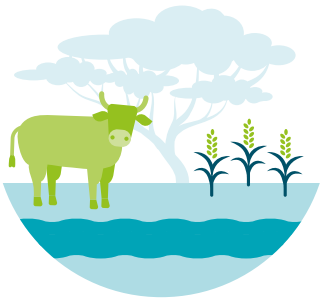
EXAMPLES OF INDICATORS BASED ON THE SUSTAINABLE LIVELIHOODS APPROACH

HUMAN DIMENSION

- Levels of poverty and education, e.g. literacy rates of social groups, number of years spent in school, enrolment rates of girls/boys, people living under the poverty line, unemployment rate, etc.
- Level of capacities: e.g. capacities to adapt farming techniques to climate conditions known by the population
- Access to public services, e.g. access to health services, access to agricultural extension workers, etc.
- Diversity of livelihoods, e.g. dependency on one source of income, availability of secondary sources of income

SOCIAL DIMENSION

- Levels of discrimination against women: e.g. access to food/ resources/ education; local gender roles/tasks (e.g. agriculture, trade, household)
- Strength of links with family & friends: e.g. who provides assistance in case of droughts/ conflicts/ unemployment/illness
- Presence of traditions of reciprocal exchange: e.g. frequency of exchange of goods
- Disputes and conflict: e.g. number of disputes and conflicts between groups



NATURAL DIMENSION

- State of land tenure: e.g. number of people who own land and landless, equality of access to land (women vs. men, between different groups); amount of land under cultivation with formal vs. customary or non-existent land use rights
- Environmental degradation and pollution, e.g. deforestation rates, water pollution, soil erosion, etc.
- Access to common pool resources such as water: e.g. differences in access to different resources, number of disputes and conflicts over resources.

FINANCIAL CAPITAL

- Wages: e.g. Amount of income generated through agriculture, amount of income generated through work outside agriculture? Are harvest yields sufficient to sell products? Can people buy additional food? Are wages high/regular enough to make a living?
- Access to credit: e.g. Amount of money borrowed? Availability of financial products? Is credit available if necessary? Conditions for credit?

PHYSICAL CAPITAL

- Quality of and access to water supply: e.g. Is sufficient water available; Walking distance to next water well; incidents of water-borne diseases
- Quality of housing: e.g. Amount of square meters per household member; houses that are storm proof, etc.
- Quality or and access to communications: e.g. Means of communication with relatives; Contact to relatives in distant cities/ regions; Is it possible to reach/communicate with local/regional capital cities

In addition to indicators that measure the impact of the intervention itself, it is also important to include:

CONTEXT INDICATORS

These provide information on whether there are significant changes in the context in which the project is being implemented (e.g. a change of government), and whether and how conflicts and fragility issues are evolving. They can help the project team to keep the conflict analysis updated. Conflict issues are dynamic, and the ability to recognise, and take into account, changes in the context is a key element of conflict sensitivity. In addition, indicators that show how conflicts and fragility develop are also key to measuring the impact your intervention is having on conflict and fragility issues. Thus, these indicators can be context and intervention indicators at the same time.

Example: Frequency of incidents of violence between communities A and B in a designated area in a three month period.

INTERACTION INDICATORS

These provide information on how the intervention may be having an effect on the conflict and how. They provide information on the direct interaction between the project and its context. Gathering such information often requires reflection on qualitative aspects of project implementation and exploring questions linked to staff and communities' perceptions of the project. This data is fundamental to enable a conflict- and gender-sensitive approach, but can be very sensitive. An organisation or project team may decide to use such information internally rather than for external reports, to enable greater openness and better quality responses to monitoring questions.

Example: Proportion of people in communities A and B who perceive the resilience project as benefiting both communities equally or one community over the other.

[4] *See Step 1 in the Guidance Note.*

BASELINE[4]

A thorough and comprehensive baseline study at the outset of the project is important to measure positive and negative changes. You might be able to get some of your baseline information from your assessment process. However, it is important to revisit that analysis and make sure that you have all the necessary information, in particular, the base values of your indicators. It is essential to clearly communicate the aims of the baseline in order to manage the expectations of different stakeholders.

EXAMPLE QUESTIONS FROM THE BASELINE STUDY FOR NORTH DARFUR

Conflict

CONFLICT

What are the main conflicts and conflict dynamics in the project area (for example conflicts between different occupational groups/communities or conflict with armed opposition groups)?

What is the level of violence of these conflicts and how many people are affected?

Are certain areas more unstable or have a higher conflict potential? Why?

Who are the main conflict actors?

How do women, men, girls and boys experience and contribute to conflict in distinct ways?

What are the main risks for the climate-fragility project?

Are other organisations monitoring conflicts and/or conflict dynamics in Northern Darfur? If yes, how and can we use this data?

Peacebuilding

PEACEBUILDING

Which experiences have been successful or unsuccessful in managing conflict and violence in the region?

What are potential entry points for peacebuilding? For example, in are areas where cooperation between groups is strengthening, are there examples of improving relationships within and between communities?

What is the relation between the communities and the local and state government? Are there good experiences of improving relationships with the government?

Which organisations peacebuilding are leading peacebuilding work in the region, and how would it be possible to collaborate?

RESILIENCE

(disaggregated by different groups within communities, in particular IDPs, women and youth)

Human dimension

basic capacities to cope with and adapt to shocks and pressures

How is the access of different groups to basic services, such as health, sanitation, and education?

What are the main livelihood strategies?

How well can communities sustain their livelihoods?

Are they able to cope with and adapt to external shocks and pressures? In particular, what kind of capacities does the community have to cope with and adapt to climate change and what kind of capacities does the community have to manage and resolve conflicts?

Social dimension

social cohesion, relationships, inclusiveness and trust in the government

How is the social cohesion within communities? Are groups or individuals marginalised and excluded? Why?

How would you describe the relationships and level of cooperation within and between different groups and communities (include examples of how communities interact and cooperate)?

How well are groups and communities connected and working with organisations and agencies outside of their community? Are they receiving external support?

Do communities trust the government, local administration, local authorities? How would you describe the relationship between community and the government?

Natural dimension

Which natural resources does the community rely on for their livelihoods? What is the state of natural resources?

How does access, use and control of natural resources differ between and among different communities and groups of women, men, boys and girls?

Which natural resources are vulnerable to climate change?

Physical dimension

Does the transport, water, energy, and communication infrastructure support or hinder livelihood strategies? For whom?

How resilient is the infrastructure to shocks, such as extreme weather events?

Financial dimension

How are financial resources divided within and between communities and households?

What is the access to financial resources and services for households?

Global

What are the main differences in terms of vulnerability and resilience between different groups?

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