Evaluation of CEDRA and Environmental Assessment programme

Evaluation of a Tearfund and Tear Netherlands PSO funded programme

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If you would like to know more about CEDRA or Environmental Assessment please contact us on CEDRA@tearfund.org or through our website www.tearfund.org/CEDRA

Tearfund is a Christian relief and development agency building a global network of local churches to help eradicate poverty.

Executive summary

The Tearfund UK and Tear Netherlands PSO[1] funded programme *Ensuring environmental sustainability for partners' programmes* was conducted in seven developing countries between 2009 and 2011.

Over 160 people from more than 70 NGOs took part in the programme, including around 50 Tearfund and Tear NL partner organisations. Most of the NGOs were local - organisations which had little prior knowledge of how to measure risks from climate change, or how to carry out environmental assessments.

A snapshot of 10 practical outcomes following this programme

Partners have completed climate and environment risk assessments against their portfolios of work. They have taken actions to make their programmatic work climate resilient and have implemented new activities to address previously unconsidered environmental and climatic impacts, including:

- In Bangladesh partners are teaching communities to grow vegetables in sack mounds to save water and land, they are introducing drip irrigation in drought stricken areas and lining ponds to protect them from pollution from sea water contaminating the soil.

- In Bangladesh also, partners have carried out exercises with women's microcredit groups to raise awareness on how to manage climate change.

- Brazil partners are building national email networks to support each other in reversing environmental degradation and adapting to climate change.

- In the Democratic Republic of Congo (DRC) the Anglican Church has intensified community tree planting.

- In DRC partners have joined forces to take advocacy actions related to the negative environmental and other impacts of a local tobacco company, due to extensive growing of tobacco instead of staple foods.

- A Malawian partner used CEDRA[2] findings in the design for a new disaster risk reduction programme in a climate vulnerable area.

- A Nepali partner's offices have introduced: no motorbikes to work on Mondays; shared cloth bags for office workers (instead of plastic ones); and separating toxic from non-toxic rubbish in bins – for burning the latter.

- In Nepal a partner has trained almost 100 field staff in how to conduct CEDRA and promote environmentally sustainable practices in communities.

- In Uganda partners immediately rolled out CEDRA training to other agencies at their own cost.

- In Uganda a WASH (Water, Sanitation and Hygiene) project has been redesigned to include manageable climate change adaptation mechanisms.

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[1] PSO is a Dutch association that provides funding and support to Dutch organisations and their partners in developing countries, with the aim of 'structurally combating poverty through capacity building in social organisations': http://www.pso.nl/en

[2] Climate change and Environmental Degradation Risk and Adaptation assessment

Cover photo: *Children who helped with Fattepur village tree planting scheme, Nepal (S Wiggins)*

Top 10 Best practices of the tools, workshops and ongoing support and application of the tools (in no order of priority[3])

- The CEDRA tool fills a gap in that it is accessible to medium to low capacity local NGOs in developing countries.

- The practical and systematic, step by step nature of the workshops and tools, made the CEDRA and EA processes accessible to partners.

- The initial workshop often includes a 'lightbulb moment' for partners as their awareness is raised of the need to consider climatic and environmental factors and risks in their programmes and strategies – across sectors.

- The environmental degradation element, alongside the climate change element, is unique compared with other risk assessment tools, and is seen as relevant and valuable by partners and Tearfund staff.

- The sequence followed in the CEDRA and EA[4] workshops of: (i) workshop, (ii) practice, (iii) follow up workshop with partners sharing their experiences, (iv) action plans and (v) follow up; was new and led to increased partner understanding and environmental sustainability activity.

- Increased partner understanding of the importance of collecting scientific evidence combined with community knowledge was achieved, and partners felt better equipped to do so.

- Increased partner learning about, and application of, new adaptation methods.

- New skills working on project proposals, relating to climate change and environmental degradation, were gained.

- Improved partner to partner relationships, networking and sharing of learning and knowledge was achieved.

- The programme increases partner confidence, intention and skill base, to carry out advocacy and raising awareness of local climatic and environmental stressors – in communities and at local and district government levels so far.

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[3] Greater detail is provided in Chapter 3.

[4] Environmental Assessment (EA) – Both the CEDRA and EA Tearfund tools can be found here in English, French, Spanish and Portuguese, plus Bangla for CEDRA: http://tilz.tearfund.org/Topics/Environmental+Sustainability

Top 10 Lessons learned[5] (in no order of priority)

- Provide clarity on when each of the different tools (CEDRA, EA and also PADR[6]) should be used, of the overlaps between them, and of what the possible different outcomes could be. Include consideration of how to deal with wider stressors, beyond the usual remits of climate change adaptation, environmental sustainability and disaster risk reduction.

- Some sections, terms, concepts and exercises need to be altered eg: look at 'locations' not 'zones'; talk about 'why a risk is important' not 'significance'; improve guidance on the ranking exercises; add sections on action planning, identifying indicators and training of trainers in CEDRA.

- Adaptation actions identified during the programme were often short-term, stand alone projects in response to current climate impacts or environmental situations. Increase emphasis on how to plan for projected climate change impacts and on building cross-sectoral, community-wide adaptive resilience. Promote institution building and policy reform, which is more transformational in the long-run than the delivery of goods and services.

- Generate funding for partners to carry out the CEDRA and EA processes and to implement action plans.

- Increase information and technical support to partners regarding climate science and adaptation options, both during and after workshops – in an ongoing way.

- Place new emphasis on the vulnerabilities of women and children, and urban settings, with relevant adaptation and resilience-building responses.

- Improve mechanisms for capturing and sharing partner experiences of the CEDRA and EA processes and their following adaptation actions, eg: more case studies and example reports online; support for partners to set up or join national email networks; training of trainer elements added.

- Help partners to communicate climate change and environmental degradation in local communities in a way that brings hope eg dramas.

- Increase guidance and support for relevant advocacy following CEDRA or EA field research findings.

- Provide clearer guidance on the inputs needed for the CEDRA and EA process eg who should participate (best participants are field staff who understand technical project factors, but who also have enough seniority to influence organisational decision-making); number of days each element takes; how many communities should be visited; and the need to be pragmatic - balancing rigorous use of the science with making genuine progress even when relevant scientific data is not available.

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[5] CEDRA (not EA) will be rewritten in 2011/12 and recommendations from this evaluation will contribute towards CEDRA version 2.
[6] Participatory Assessment of Disaster Risk (PADR) – This Tearfund tool can be found in Tearfund document *Roots 9 Reducing Risk of Disaster in Communities* at http://tilz.tearfund.org/webdocs/Tilz/Roots/English/Disaster/Disaster%20risk%20reduction-%20Contents.pdf

Contents

1. Introduction

Programme title: *Ensuring environmental sustainability for partners' programmes – CEDRA & EA Phase 1*

1.1   Introduction to CEDRA and Environmental Assessment

CEDRA: Climate change and Environmental Degradation Risk and Adaptation assessment
CEDRA helps local NGOs in developing countries to assess the risk to their programmes of work, across all sectors, from both climate change impacts and environmental degradation. It also helps to identify adaptation options. It seeks to inform organisational strategy, in certain locations and across a number of projects or programmes.

EA: Environmental Assessment – for medium sized projects
The EA is a project tool: to assess the impacts of a project on the environment, and to assess the impacts of the environment on the project.

Processes not just tools
Both these 'tools' were produced by Tearfund in English, French, Spanish and Portuguese. CEDRA is, in addition, available in Bangla and Burmese. However, Tearfund sees the tools as being only part of the process – workshops are needed to support partners and to give local context to the basics found in the tools.

These tools can be found here:
http://tilz.tearfund.org/Topics/Environmental+Sustainability

Short films about CEDRA and EA can be found here:
http://tilz.tearfund.org/Topics/Environmental+Sustainability/Videos.htm

In addition, CDs containing the following information are provided to workshop participants: powerpoints of each workshop session; climate science and relevant media articles, including videos of climate impacts, climate adaptation options; related practioners' tools for different sectors; all CEDRA and EA forms and tools; all workshop templates; contact details of participants (when permission is given) and external agencies involved in the workshop; photos of flipcharts and exercises drawn up during workshop; case studies on different sectors and adaptation options; a copy of the short films about CEDRA and EA (see above); information on how to raise awareness in communities; examples of completed CEDRA and EA reports and action plans.

1.2   Original programme aims, intended process and focus

1.2.1 Original aims

The programme, funded by PSO's Innovation Fund (see footnote 1 on page 1) followed an initial pilot development phase of the CEDRA and EA tools and workshops that took place in Uganda, Nigeria and Niger in 2009. The programme coincided with a stage where the tools and workshops were in the process of being more widely field tested (2009 to 2011), with a view to rewriting the tools and workshop materials at the end of 2011.

The aims of this programme were to use the CEDRA and EA tools to facilitate self-assessment of the environmental and climatic situations of the programmes of Tearfund UK and Tear NL partners[7] (hereafter referred to as 'partners'). This would result in action plans that prioritise appropriate adaptation actions. The programme was in response to an urgent need, identified by the partners themselves, to understand the link between environmental changes and their development projects.[8]

A secondary aim was to encourage networking and sharing of knowledge in this field, and part of the reason for doing this was to increase advocacy impact.

The ultimate aim was to build resilience and adaptive capacity of local communities. This included 'do no harm' (to the environment / climate) elements, as well as 'not being harmed' by environmental or climatic stressors.

Phase 2 of this programme, funded by PSO's Capacity Building Fund, started in December 2010, with the aim of starting the same programme in 4 new countries, and also funding partners to carry out adaptation pilot projects in four of the Phase 1 countries. In addition, this funding would cover the costs of writing Version 2 of CEDRA.

1.2.2 Intended process

The programme started in May 2009, and it will be completed in December 2011[9]. The intention from the start was to build the capacity of partners through an initial 4 or 5 day workshop covering either just CEDRA, or both CEDRA and EA. Following this, partners would commit to applying some of their learning through conducting either CEDRA or EA research and analysis, and through drafting a relevant report to share their findings, processes and future action plans.

After a period, usually of around 6 months, a follow up (or 'dissemination and sharing') workshop would take place, where partners could ask questions, clarify their methods and also share their findings with each other and with other interested stakeholders in their sectors and locations.

From the time of the first workshop and also post-follow up, for as long as they remained Tearfund and Tear NL partners, the partners could receive ongoing coaching and support. This would take place through locally identified advisors and through their relationships with Tearfund country representatives, and direct contact with their trainer or other Tearfund environmental sustainability advisors.

1.2.3 Focus partners

The programme would work with 16 priority partners in total, from the following seven countries: Uganda, Malawi, Nepal, Haiti, Brazil, DRC and Bangladesh. In order to scale up the impact, other partners were also funded to participate in each of those locations. Furthermore, a small selection of self-funded local NGOs were invited to participate.

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[7] Tearfund and Tear NL deliver their programmes indirectly, via local partner organisations: usually small to medium-sized local NGOs, connected to a local church.

[8] Assessment of Tearfund partners carried out in the 1990s showed local identification of problems due to changes in weather and availability of natural resources. These voices were documented in 2005 in *Dried up, Drowned Out: Voices from the developing world:* http://www.tearfund.org/webdocs/Website/Campaigning/Policy%20and%20research/Driedupdrownedout.pdf. 118 partner requests for help in responding to observed changes were made before the start of this programme; many more have been made since.

[9] Phase 1 was initially set to end in March 2011, but it was extended; this evaluation had already started before extensions were granted for Haiti and Brazil, so is taking place before the programme has been completed in those countries.

The 16 priority partners were:

Uganda: Kigezi Diocese Water and Sanitation Project; Teso Dioceses Planning and Development Office; Karamoja Dioceses Development Services

Malawi: Evangelical Association of Malawi

Nepal: United Mission to Nepal; Share and Care; International Nepal Fellowship

Haiti: World Concern Haiti; Evangelical Alliance; Federation of Protestant Schools; Evangelical Baptist Union of Haiti

Brazil: Diaconia; A Rocha

Bangladesh: HEED; Church of Bangladesh

Democratic Republic of Congo: (Partner to be confirmed at the time the programme started.)

1.2.4 Innovation

Aspects of the programme that were identified at the start as being innovative:

- The programme was not aimed only at environmental actors, but was to assist partners working in all sectors.
- The programme encouraged partners to consider a combination of scientific knowledge and data together with indigenous informal knowledge about changing environmental conditions and early warning systems.
- Other available tools were found to focus on climate change only, while CEDRA & EA encouraged consideration of the overlap with other environmental factors such as locally destructive environmental practices (eg deforestation).
- The programme encouraged an integrated, multi-sectoral, approach, where sectors would work together to identify environmental stressors on their programmes and formulate appropriate adaptation responses.
- The programme aimed to build on existing networks of NGOs and to facilitate increased cooperation and sharing across partner organisations and wider networks.
- The two tools were identified as filling a gap, as other strategic-level climate change risk assessment and environmental assessment tools available at the time were not sufficiently close to the grass roots to be accessible and helpful to partners.

1.3   In the wider context of toolkits – 2009 to 2011

In 2008, prior to writing the CEDRA and EA tools and designing this PSO funded programme, Tearfund conducted an analysis of available tools and processes relating to environmental and climatic risk. At that time, tools were focused on climatic resilience (and did not give consideration to local environmental losses and risks) and were aimed at higher level actors such as governments and larger INGOs (eg ORCHID). Others were particularly focused on community level adaptation and on one sector such as disaster risk reduction or livelihoods (eg CRiSTAL and Tearfund's PADR).

Tearfund partners across all sectors were identifying changes in their weather, food, health, biodiversity and availability of natural resources. These small and medium local NGOs asked Tearfund to develop a tool to help them integrate an assessment of climatic and environmental risks into all their programmes. Tearfund determined that such a necessary toolkit did not already exist. CEDRA and EA were developed to fill that gap.

In the last two years only a few more similarly accessible resources, which focus on participatory methods and locally-led solutions, have been made available, or improved, by other organisations. These include: CARE's[10] Climate Vulnerability and

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[10] CARE's toolkits are community focused, whereas CEDRA and EA are for local NGOs to use in formulating and influencing their work at a strategic, programme-wide level.

Capacity Analysis process (CVCA), Community Based Adaptation (CBA) toolkit and Adaptation integration toolkit; and an updated version of iisd's CRiSTAL[11]. In addition, some scientific data is becoming more accessible (in addition to the sources listed in section 1.4 of CEDRA) such as on Google Earth. Increasingly, climate change centres in-country which are government-funded or university-based have some useful reports (of variable quality). Participatory methods such as the use of participatory films and games are also being promoted by organisations such as African Centre for Technology Studies (ACTS) and the Red Cross/Red Crescent Climate Centre, and PACE – Pan Africa Conservation Education.[12]

However, there is still a great need for scientists, academics, and development specialists to ensure their resources are ever-increasingly accessible to local NGO field practitioners and district managers. This will encourage synergy of local knowledge with external knowledge, and will therefore lead to greater local ownership and programme effectiveness and sustainability. It will also improve civil society engagement with national policy and implementation programmes on adaptation.

1.3.1 The wider benefits of CEDRA

Indicators that the CEDRA tool in particular[13] has had influence and wider benefits beyond Tearfund and Tear NL partners who participated in this programme, include:

- Across Tearfund as a whole, the application of the CEDRA and EA processes for partners across all 25 priority countries, has become in 2011 one of the 8 top corporate performance indicators, and Tearfund is investing new funds into the programme. Tearfund's West Africa team have generated enough funds so that all partners in all the countries in that region can have EA and CEDRA training. The Central Asia team have recently requested the same.

- References to CEDRA can be found in a range of other web-based products or documents focusing on climate risk reduction, including: CARE's adaptation toolkits; World Bank's comparison of climate risk reduction tool kits; UNFCCC Nairobi Work Programme's resource list; GTZ list of tool kits; WeAdapt's list of participatory tools to aid adaptation; iisd's list of prominent tools to aid adaptation; and OECD's analysis of climate risk screening and assessment tools.[14]

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[11] CRiSTAL has a similar focus to CEDRA but offers a format rather than a step by step guide for how to complete the sections. In addition it is purely livelihoods focused.

[12] CARE handbook and toolkits:
http://www.careclimatechange.org/files/adaptation/CARE_CVCAHandbook.pdf and
http://www.careclimatechange.org/toolkits

- CRiSTAL: http://www.iisd.org/cristaltool/

- PCommunity videos for participatory monitoring and evaluation by Wakesi and Oyola villages (ACTS):
http://www.acts.or.ke/index.php?option=com_content&view=article&id=53&Itemid=73

- A paper about the role of participatory videos and games - Suarez P, Benn J and Macklin C, *Putting vulnerable people at the center of communication for adaptation: The case for knowledge sharing through participatory games and video tools*:
http://www.worldresourcesreport.org/responses/putting-vulnerable-people-center-communication-adaptation-case-knowledge-sharing-through-p

- A website of PETLab – Red Cross/Red Crescent Climate Centre games:
http://petlab.parsons.edu/redCrossSite/games.html

- An example of a Red Cross/Red Crescent Climate Centre game:
http://www.youtube.com/watch?v=Mpj_EbKdwEo).

[13] EA has not had this similar coverage, see Chapter 5: Conclusion (of this evaluation).

[14] http://siteresources.worldbank.org/EXTTOOLKIT3/Resources/3646250-1250715327143/GN3.pdf (page 12 for first reference to CEDRA)

http://unfccc.int/adaptation/nairobi_work_programme/knowledge_resources_and_publications/items/5324.php

http://www.gtz.de/en/themen/umwelt-infrastruktur/umweltpolitik/27678.htm

http://www.careclimatechange.org/tk/cba/en/step_by_step_guidance/design/strategies.html

- At the 2011 International Community Based Adaptation (CBA) conference in Bangladesh, there was a seminar on toolkits for adaptation: two of the four panellists recommended CEDRA and one questioner referred to it. It was particularly highlighted as having useful sections on climate science, adaptation options and environmental degradation.

- One new Tearfund partner who had not attended any CEDRA training said: 'We translated these resources into Burmese [CEDRA and *ROOTS 13 - Environmental Sustainability: Responding to changes in the environment and climate*[15]] and they have gone viral in a country where everyone tells me you can't talk to this government about the environment. I took 150 copies of CEDRA to a meeting with the Government and the whole lot were gone within 5 minutes. I then received a letter of thanks from the Ministry of Forestry. We have used ROOTS extensively at all our partners training - over 150 different groups have hungrily taken over 800 copies. These are the only resources giving an overview of the environment and what we can do to help it available in Myanmar, so government and partners are both desperate for them."

- Ad hoc accounts of other INGOs and their partners using CEDRA have been collected in Tearfund eg at the CBA conference mentioned above, one delegate from a part of Tanzania where Tearfund does not work, said that they had come across CEDRA and used it all the time, and found it to be the most useful and accessible tool around.

- One Tearfund/Tear NL partner in Bangladesh requested a CEDRA Training of Trainers workshop in Bangkok for its organisation's Asia members: 17 agencies attended from 9 countries.

- The Micah Network (a global network of Christian NGOs) ran their own condensed CEDRA training at their annual South Asia Regional Conference and wish to run another training at their South America Regional Conference.

- Climate Action Network International Ecosystems group requested that learning from CEDRA was circulated to its members.

1.4   Evaluation methodology

This evaluation mainly focuses on how the actual workshops went, and what sort of benefits or challenges the partners who participated in the workshops have experienced in writing their reports or, in the few advanced cases that have got this far, in adapting their existing programmes or starting new ones. It is far too early to measure whether the long-term resilience and adaptive capacity of organisational programmes in local communities have been significantly strengthened. This would only be achievable through a longer term evaluation process.

This evaluation has included a review, analysis and synthesis of: workshop participant feedback forms; workshop summaries written by CEDRA and EA workshop facilitators; country evaluation summaries of this programme written by Tearfund Country Representatives; CEDRA and EA reports completed by participants in the programme (Tearfund and Tear NL partners); and softer outcomes-focused findings collected by the evaluator.

http://www.weadapt.org/knowledge-base/wikiadapt/Participatory-tools-to-aid-adaptation

http://www.iisd.org/pdf/2010/keller_dealing_with_climate_change.pdf

http://environmental-mainstreaming.org/documents/OECD%20Draft%20paper%20Climate%20Risk%20Screening%20and%20Assessment%20Tools.pdf

[15] Available here:
http://tilz.tearfund.org/webdocs/Tilz/Roots/English/Environmental%20Sustainability/ROOTS_13_E.pdf

The latter outcome-focused findings were obtained as follows:

- in Bangladesh and Nepal[16] semi-structured interviews and 'Most Significant Change' focus group discussions were carried out with programme participants and other partner staff (eg senior managers and field staff who did not attend the workshops)

- field-based observations and discussions with community members were carried out in an area east of Nepalgunj – southern Nepal (with partner INF) and in an area between Jessore and Khulna – south west Bangladesh

- semi-structured interviews with all Tearfund Workshop Facilitators and Country Representatives were conducted in person or by phone (with the exception of the Malawian Country Representative who was unavailable).

The questions asked in each of these settings are provided in the appendices, along with examples of the other evidence eg workshop summaries and CEDRA reports.

The evaluation findings from each country have been summarised according to country in Chapter 2, where examples are given of tangible actions arising following the workshops. Fair comparisons between countries is difficult and has not been attempted, due to eg different workshop facilitators, different starting points in capacity levels of partners, different packages (CEDRA or/and EA training).

The evaluation findings from interviews with Tearfund workshop facilitators and Country Representatives from each country, and Tearfund partners from Bangladesh and Nepal (only) have been synthesised in Chapters 3 and 4 under 'Best practice' and 'Lessons learned' headings, covering different aspects and aims of the programme. The intent in this evaluation process was to try to capture softer outcomes in those two countries, to show the possible levels of changes in mindset and organisational learning, for instance. Ideally, this would have been extended to partners in other countries, but the process of asking questions and collating answers was time consuming, and was beyond the funding for this evaluation. Comparing answers with feedback forms and other findings from the other countries suggests that partner priorities in other countries would be similar.

The headings in Chapter 3 relate to the aims and objectives in the project proposal and are:

- Monitoring and evaluation of Tearfund's operational and management capabilities of the workshops and ongoing coaching (section 3.1)
- Evidence of innovative aspects of the workshops and coaching (section 3.2)
- Demand-drivenness of the programme by partners (section 3.3)
- What did individual partner staff say they gained most from this programme? (section 3.4)
- What did partner staff say their organisations gained most from the programme? (section 3.5)
- How organisationally sustainable are the outcomes of the training? What organisational resources and inputs are required? (section 3.6)
- Recommendations for how the CEDRA and EA tools, workshops and ongoing support can be improved (Chapter 4).

In synthesising these softer outcomes-focused findings, some rigour was attempted. When collecting this qualitative information, the same questions were asked and a lot of effort was taken to objectively group the comments together and apply weighting to them – with the evaluator looking for patterns in answers emerging and linking similar answers together.

The Top 10 Best practices and Lessons Learned contained in the Executive Summary were arrived at again through grouping answers together, but here broader evaluation material was used from all seven countries in this programme, to arrive at

a collective Top 10. Ideally this grouping exercise would have been done by Tearfund staff and Tearfund/Tear NL partners, but due to time constraints the evaluator did the grouping, giving priority to issues that came up the most.

2. Summary, facts & figures

2.1 Summary evaluation of the whole programme

The Tearfund and Tear NL PSO funded programme *Ensuring environmental sustainability for partners' programmes* was conducted in seven developing countries between 2009 and 2011.

Over 160 people from more than 70 NGOs took part in the programme, including around 50 Tearfund and Tear NL partner organisations. Most of the NGOs were local organisations who had little prior knowledge of how to measure risks from climate change, or how to carry out environmental assessments.

The evidence strongly shows that by June 2011 there is significant increased partner:

- understanding of climatic and environmental stressors on their programmes
- ability to prioritise and take appropriate responses
- activity towards institutionalising the learning from the workshops and tools.

This applies to most, but not all, partners who participated, in every country except Haiti, where the earthquake and subsequent cholera outbreak interrupted the programme.

Bangladesh	All partners except one produced CEDRA or EA reports and all partners have plans to extensively use their findings to adapt their programmes.
Brazil	The initial CEDRA training has taken place and partners have committed to carrying the CEDRA process through. A sign that all partners will fully engage is that they are already communicating via a CEDRA email group and 2 partners have already produced CEDRA reports.
DRC	Four clusters of partners jointly produced CEDRA reports and formulated joint action plans, which are already being implemented.
Haiti	The January 2010 earthquake ended the involvement of all partners except one. There is a commitment by that partner to share its learning and experiences with the other partners.
Malawi	A coalition of Disaster Risk Reduction partners engaged fully with CEDRA and applied it to their DRR work.
Nepal	Two of the three partners produced reports: one of these passed on its learning to 95 field staff and at least some of them have already passed it on to the communities; the other partner used CEDRA when formulating its new 6 year cross-organisational strategy.
Uganda	There were two workshops – one on CEDRA and one on EA. The CEDRA one produced a lot of activity, but the EA one, very little.

This evaluation has shown that CEDRA has succeeded in being an innovative process, with its most unique characteristic being that it is accessible to small and medium sized local NGOs in developing countries. Partners engaged prior to this programme in ad hoc ways with climatic and environmental issues with many not understanding the

terminology, the link between the changes they were experiencing and anthropogenic (human) activity and the opportunities available from taking adaptation action. This was even the case for partners working in sectors like disaster risk reduction and water – ie sectors very strongly affected by new climatic and environmental degradation impacts.

Partners have also found it useful that CEDRA considers environmental degradation alongside climate change – and this is also a unique facet of CEDRA compared with other climate change risk assessments (see section 1.3 above). Accessing and applying climate science to their decision making was new to many partners, and partners also said that the participatory methods outlined in CEDRA enabled them to gain new and eye-opening information from communities.

Partner responses have largely been linked to their own previous experiences and sectoral areas of work, and have rarely involved starting work in new areas where they did not previously have expertise. This is an important factor as it means there is a reduced risk of new projects arising from this programme failing or being inappropriate.

There are some indications that best practices to date will be sustainable – in some cases partners are incorporating their CEDRA or EA findings into their next 3-6 year strategies, and some have already written new project proposals that show that a new consideration to climatic and environmental factors has been applied in their project design. Partner enthusiasm and 'buy in' to the CEDRA and EA processes is documented in Chapters 3 and 4 of this evaluation and indicates changes in mind sets and the institutionalisation of learning.

It is too early to comment on whether communities feel more resilient to climate change or have increased environmentally sustainable practices for the long-term as a result of this programme. This is also very difficult to measure and Tearfund has yet to establish good internal monitoring and evaluation processes for this. Tearfund are not alone, and peer INGOs and donors also face this challenge: good practice in this area has yet to emerge.

Key partner feedback on how to improve the programme focuses on how to enhance it rather than change its direction completely, eg to provide more locally relevant case studies, adaptation options and exchange visits. Overall, while the systematic, step by step nature of the CEDRA and EA tools themselves were praised, there was often confusion around the differences between the two tools and some of the terminology and techniques used. Workshop facilitators and participants said that some sections were less relevant than others, and over the course of the programme, Tearfund has changed the sections of the workshops to improve relevance and ease of understanding for the participants eg looking more at district mapping than climatic zones, and inviting scientists to attend the workshops rather than sending participants to them.

Partners and Tearfund staff agree that a key obstacle to scaling up this programme is the need for new funding – for further training, exchange trips and project funding for partners to try out adaptation techniques and build adaptive capacity, through participatory, community-led work.

There was a big difference in levels of engagement with EA compared with CEDRA in this programme. Full training on EA only took place in three of the seven countries in this programme (Bangladesh, Nepal and Uganda), and in the other countries a brief introduction to the tool, only, was made. Only one partner to date has really engaged well with the EA (Church of Bangladesh), although others, particularly in Bangladesh, have shown considerable interest and have even produced reports.

The 16 focus Tearfund and Tear NL partners (see section 1.2.3 above) did not receive priority support over other Tearfund or Tear NL partners after the programme proposal had been written. Of the 15 named, 8 carried on active involvement using CEDRA or EA as at June 2011.

Country representatives and Workshop facilitators encouraged longer-term application of the programme for all partner organisations who participated in the first workshops eg through facilitating follow up workshops and through requesting, and helping with, reports and action plans. The reports were a standard part of the CEDRA and EA processes, although not all partners attending the workshops produced them.

2.2 Facts, numbers participating, where and when

Country	First workshop	No. people	Follow up and sharing workshop	No. people	No. reports (by June 2011)	What's happened since the report (egs)	Further actions planned as at June 2011 (egs)
Bangladesh	February 2010 4 days on CEDRA and 1 day on EA Including half a day where senior manage-ment attended	24 people From 7 partner NGOs Plus 4 other NGOs	June 2010 3 days	21 people From 7 partner NGOs Plus 4 other NGOs	**9 total** 4 X CEDRA 5 X EA (incl 2 from one NGO)	▪ Training of trainers in CEDRA for Asia offices of one partner NGO ▪ Collection and promotion of wild, naturally drought resilient vegetables ▪ Use of plastic bottles for drip feed irrigation; and vegetable bags and pots in drought areas ▪ Raised vegetable gardens to 3 feet above saline level ▪ Changed food habits and reverted to more traditional cooking ▪ Women's microcredit group awareness-raising exercises on how to manage climate change.	▪ CBSDP plan to do an EA in all their districts & channel the findings into a CEDRA report to help form a country strategy ▪ Planting drought resilient trees ▪ Help communities to use more organic gardening methods ▪ Introduce smoke free stoves ▪ Advocacy poster about protecting trees ▪ Consider a project to improve road communications.

Country	First workshop	No. people	Follow up and sharing workshop	No. people	No. reports (by June 2011)	What's happened since the report (egs)	Further actions planned as at June 2011 (egs)
Brazil	January 2011 5 days on CEDRA, including 1 day field trip	26 people From 8 partner NGOs Plus 9 other NGOs	Planned 2011	N/A	2 CEDRA reports produced in June 2011, others in progress	N/A - first reports completed at the time of completion of this evaluation. An email group has been set up and is working effectively for partners to share information and motivate each other. The country representative and CEDRA workshop facilitator are on this list and provide support.	As at the training in January, actions included: ▪ Conducting CEDRA and writing a report ▪ Sharing learning with colleagues and communities ▪ Improve office environmental sustainability practices eg recycling.

Country	First workshop	No. people	Follow up and sharing workshop	No. people	No. reports (by June 2011)	What's happened since the report (egs)	Further actions planned as at June 2011 (egs)
DRC	January 2010 5 days on CEDRA, including ½ day field trip and ½ day visiting scientific institutions	27 people From 8 partner NGOs Plus 2 other NGOs	Aug 2010 Info share, form action plans, improve reports	14	4 CEDRA reports, shared by the 8 partner NGOs	• Public dustbins installed at Shalom University, Bunia • Sensitisation of partner members on deforestation • Collective focus on 3 new initiatives: i) Community tree planting; ii) Raising awareness about CC amongst the local church and related NGOs; iii) advocacy actions re. a local tobacco company and its environmental impact due to extensive growing of tobacco instead of staple foods.	• To advocate for a local environmental sustainability strategy, including awareness raising about property, mining and forest codes and setting up a district meteorological office • To create a platform where CSOs can share information and prioritise activities • Raise awareness in the wider community • To introduce sustainable farming methods including drought resistant crops • Agro-pastoral revolving loans to women in difficult situations • Promotion of smokeless stoves.

Country	First workshop	No. people	Follow up and sharing workshop	No. people	No. reports (by June 2011)	What's happened since the report (egs)	Further actions planned as at June 2011 (egs)
Haiti	Dec 2009 – just before earth-quake in Jan 2010

5 days on CEDRA including 1 day field visit. | 18 people

From 7 NGOs | Oct 2010

2 day refresher work-shop for one partner who would carry out CEDRA and share learning with all partners in Haiti | 13 | 1 CEDRA report in progress | N/A | ▪ Finish CEDRA process and share with other Tearfund partners
▪ Plan pilot adaptation project. |

Country	First workshop	No. people	Follow up and sharing workshop	No. people	No. reports (by June 2011)	What's happened since the report (egs)	Further actions planned as at June 2011 (egs)
Malawi	Sept 2009 5 days on CEDRA	16 people From 6 partner NGOs	Sept 2010 Aim: to share findings and adaptation options; form action plans	10 people From 6 partner NGOs	4 CEDRA reports	▪ One partner carried out CEDRA in two districts and the results influenced the design for a new DRR programme in a climate vulnerable area ▪ Awareness raising in communities eg of drought tolerant crops, agro-forestry and conservation farming ▪ A seed input & multiplication project resulted in widespread planting of millet and sorghum which withstood a dry period in January 2011 better than the usual maize ▪ 29 village forestry committees were revamped and mobilised to establish tree nurseries, raising 43,932 tree seedlings ▪ 48 lead farmers identified and trained to mount demonstration plots in conservation farming & these plots are now comparing favourably.	▪ Raising awareness of climate change and environmentally sustainable practices with government departments, district councils and community members ▪ Mobilising local and district action towards eg increasing carbon sinks, reducing carbon emissions, increasing livelihoods diversification, irrigation farming, conservation agriculture, planting drought-resistant trees, and agro-forestry.

Country	First workshop	No. people	Follow up and sharing workshop	No. people	No. reports (by June 2011)	What's happened since the report (egs)	Further actions planned as at June 2011 (egs)
Nepal	Dec 2009 4 days CEDRA, 1 day EA, 2 days PADR/DRR and a field visit	17 people From 3 partner NGOs Plus 2 other NGOs	Dec 2010 1 day Sharing workshop on action taken over last 12 months	8 from 3 partner NGOs	2 CEDRA reports	▪ One partner has trained almost 100 field staff in how to conduct CEDRA and promote environmentally sustainable practices ▪ New community self help group initiatives eg organic kitchen gardens, forest preservation river embankment strengthening ▪ Offices have introduced: no motorbikes to work on Mondays; shared cloth bags for office workers (instead of plastic ones); and separating toxic from non-toxic rubbish (for burning of the latter) ▪ CEDRA steps incorporated into one NGO's environmental sustainability toolkit ▪ Increased networking on CCA and ED between partners as a result of relationship building at workshops.	▪ Carry out advocacy work, supporting the communities' engagement with their village development committees (VDCs) and with the local government ▪ Taking part in national environmental protection programmes ▪ EA process was to be applied in design of one NGO's new 6 year strategy in new locations. Also awareness raising about climatic and environmental factors to aid community participation ▪ Increased wider networking, sharing and exposure visits between partners and with peer NGOs.

Country	First workshop	No. people	Follow up and sharing workshop	No. people	No. reports (by June 2011)	What's happened since the report (egs)	Further actions planned as at June 2011 (egs)
Uganda	July 2009 CEDRA – in the North – 5 days EA in the South – 3 days	CEDRA: 27 people From 7 NGOs (including 3 partners) EA – info not provided	January 2010 CEDRA in the North – 3 days EA in the South – 2 days	CEDRA: 16 people From 3 partner NGOs EA – 8 people	2 CEDRA 1 EA	▪ A CEDRA training workshop to pass on learning to 16 other NGOs ▪ A CC sensitization workshop with Bishops overseeing 5,000 churches; where possible CC interventions were identified to help communities ▪ Translation of parts of CEDRA into local languages ▪ Increased resilience to WASH project; redesigned to include manageable climate change adaptation mechanisms ▪ Community awareness raising activities ▪ Inclusion of CEDRA into normal workflows, without extra cost.	▪ Increase access to fresh water; rainwater harvesting and purification ▪ Dig pits to get underground water ▪ Low cost irrigation technologies ▪ Improved food security projects eg promoting drought resilient and early maturing crops ▪ Set up alternative income generating activities ▪ Mobilising churches and communities to engage in climate change advocacy ▪ Start a bee keeping project.

2.3 Summary by country

2.3.1 Bangladesh

The workshops were popular in Bangladesh and there is a lot of enthusiasm for both CEDRA and EA. The learning was seen as very relevant and there was a desire to pass on the learning: Tearfund has already conducted a Training of Trainers workshop on CEDRA in Bangkok for the benefit of all of one partner's Mother organisation's Asia offices.

Most workshop participants were disaster management field officers and many of them passed on their learning to their senior colleagues including trustees. A number of organisations intend to apply their findings from the EA and CEDRA report writing processes to revise their organisational strategies.

Inter-partner relationships are strong in Bangladesh, and this benefited the learning process in CEDRA/EA. Exchange visits were arranged and partners helped each other to address challenges and share learning, particularly during the follow up workshop.

The partners received a lot of training from Tearfund during the CEDRA/EA training year (2010) and this was problematic, in terms of staff being out of the office a lot and being a drain on partners' own resources. In Bangladesh partners did not receive travel expenses to attend the workshops.

> **Case study from Bangladesh, from partner Church of Bangladesh Social Development Programme (CBSDP)**
>
> James Pender, Natural Resource Management Advisor, Rajshahi: 'We carried out the first Environmental Assessment in 14 villages, in the two closest districts to our regional office, before the follow up training. We plan on doing 7 more EAs in 7 other areas. It took two of us about a month, and we have budgeted for the costs of all the EAs. In the first EA, one district was a clay and drought prone area with a difficult climate and the other was an alluvial area with different rainfall patterns, but also subject to drought. In each district we visited 8 community groups, of which 4 were Muslim and 4 were minority groups.
>
> 'We adapted the Environmental Assessment questionnaire to include information we could not get from books – local government sources were futile. We used a format and procedure we are used to when we usually plan for project proposals, and activities such as disaster timelines. We added in new questions, such as about pests and natural resources. The findings were fascinating. We found that when conducting it in one village, findings could be dramatic, but combining the results from several villages leads to a more realistic picture. It was clear, for instance, that planting dates for crops had changed by 1 to 2 months, already; this was a surprise to us, we thought that it would be 1 to 2 weeks.'

A number of partners designed new environmental or 'adaptation' projects following the workshops and some have now received funding for these. One NGO that traditionally runs a hospital, for instance, has branched out into entirely new adaptation projects. Other NGOs have focused instead on climate / environment proofing their existing projects.

2.3.2 Brazil

This country was the last to participate in the programme, so at the time of writing this evaluation, reports are only starting to be submitted and a follow up workshop has yet to take place.

Partners in Brazil who attended the first workshop are higher capacity than usual partner organisations. Pre-workshop forms helped the trainer to determine experiences and case studies that the partners could share, and several partners presented this information during the course of the workshop. One non-partner participant was an expert on climate change science, and this was valued by the other partners.

Videos from Brazil showing local community level adaptation work, the impacts of Climate Change and participatory approaches were valuable. Other videos such as the 'Story of Stuff' and 'An Inconvenient Truth' were also popular.

The field visit was to two household farmsteads – one which had already applied climate change adaptation techniques, and one which had not. This comparison was useful.

Case study from Brazil: An example of the field visit component of a CEDRA workshop In January 2011 during a CEDRA workshop, 26 participants visited 2 communities near São Jose do Egito.

A smallholder couple, Dona Fátima and Senor Adalberto were visited who are organic fruit producers and also have goats and chickens. They said:

> *"10 years ago we didn't have heat like this. Now we have less rain and it is hotter. We have never known heat like this."*

> *"We have noticed that a number of plants and animals (particularly birds) have disappeared from this area in the past 5 years."*

> *"We want to stay here and we want our children to be able to enjoy this land. But if the climate keeps changing at this rate then we don't think our children will be able to stay here."*

This couple have already taken Climate Change adaptation approaches, ie:
- Organic agriculture – less chemicals, better price at market for produce
- Diversifying into different fruits and keeping goats and chickens
- Underground barrage to trap groundwater
- Deep well

CEDRA workshop participants observed:
- Where there was little adaptation, the land looked like the semi-arid land. Where adaptation had been done then it seemed like a different, more lush environment.
- Communities faced much more uncertainty
- There is variation in families' responses to climate change: some families have responded and others have not
- It is important to raise awareness with communities about climate change impacts and adaptation
- The strategy of storing water and food is very important – in cisterns, houses and trees
- Increased diversity of types of trees, crops and animals and farming practices is needed and very important
- It is important to ask about community experiences and to access scientific information, and for communities to 'hold' the information and knowledge
- It is important to know about the soil and how to avoid soil erosion
- Adaptation will look different in different areas with different cultures/backgrounds

An email group has been set up by one of the partners and it is proving already to be an effective tool for sharing information and motivating each other. The country representative and trainer both contribute to this email group.

2.3.3 Democratic Republic of Congo (DRC)

The training sequence used in this CEDRA programme in DRC was: training, practice, follow up with sharing, action plans, follow up. This sequence was viewed as progressive by Tearfund staff and has influenced the way Tearfund will implement all other capacity building projects in DRC.

> **Case study: DRC partners' response following the first CEDRA workshop**
>
> Written by Sadiki Byombuka, Tearfund Country Representative for DRC
>
> CEDRA field work took place in 4 geographical areas in the east of DRC. The 8 partners have formed 4 geographical clusters (Bukavu, Beni-Butembo, Boga-Bunia and Aru).
>
> - Shared field work to gather scientific and community information was followed by CEDRA report writing and dissemination of the information to other local stakeholders.
> - A 2-day follow-up workshop was organised in Bunia in August 2010 to share experience between partners, to discuss challenges and other technical issues, to develop action plans and improve the initial reports.
> - Further remote exchange and communication on reports, action plans, new ideas and implementation of some points of action plans.
>
> Partners in the DRC have mentioned the following aspects as most inspiring in participating in the CEDRA workshops and process:
>
> - The combination of scientific and community data to appraise effects of climate change and adaptation consciousness and actions in a local context. Some partners are now determined to promote the use of both scientific and community information in their needs assessments and situation analyses prior to developing project proposals.
> - Community information gathered shows that the level of awareness of the consequences of climate change is significant among local people. This situation gives good ground to developing adaption projects with local communities.
> - When conducting CEDRA, organisations and communities discuss wider issues related to environment, food security, water, climate change, natural disasters and public policies. The tool raises awareness on wider environmental issues.
>
> Partners' participation, commitment by partners to undertake agreed actions and development of some practical adaptation initiatives by some partners (for example the community tree planting initiative started by the Diocese of Boga) have been the key successes. Contrary to the fear we had in the beginning that partners could develop expectations of funding for adaptation projects, it appeared that partners were able to undertake adaptation projects without waiting for external funding.

Partner awareness on climate change and the need for taking adaptation actions has increased, and some actions have started.

The CEDRA field work and report writing took place in 4 geographical clusters of the 8 partner organisations. Partners were keen to choose actions to take, rather than to continue with further training around the subject of environmental sustainability (which was offered by Tearfund), and they have chosen to focus their collective efforts on 3 new initiatives: i) Community tree planting; ii) Raising awareness about

CC amongst the local church and related NGOs; iii) advocacy actions re. a local tobacco company and its environmental impact due to extensive growing of tobacco instead of staple foods. As at May 2011, following awareness raising by Tearfund partners involved in CEDRA, 3 community tree planting initiatives have grown in 3 different areas (Boga, Aru and Kamanyola) with more than 18,000 trees planted by villagers between October 2010 and May 2011.

There were delays in writing and sending reports by partners, due to poor communications technology in country causing irregular communication, and due to difficulties of organising meetings among partners who were writing a shared report.

2.3.4 Haiti

The initial workshop in Haiti took place one month before the devasting earthquake struck in January 2010, followed by a later cholera outbreak and subsequent civil unrest related to national government elections. Partners who initially planned to carry out the CEDRA process and produce a report, then instead put their resources into disaster management programmes.

In the initial workshop, the field visit was well received as it gave participants a chance to see first hand, and hear about, the environmental degradation in the areas visited. Scientific presentations by external visitors to the workshop were also appreciated as they spoke specifically of the context in Haiti, and this has influenced the way future CEDRA workshops have been run in other countries.

The workshop identified that 9 out of 10 cities were on the coast, and that this posed a risk to partners' programmes. Earthquakes were raised as a risk, particularly during the field trip, but communities did not prioritise them when asked what concerned them.By the end of 2010, a small replacement CEDRA programme was conceived, involving only ACLAM – a partner which worked outside the disaster zone. This NGO had experienced turnover of staff, so a refresher, second CEDRA workshop took place and they planned to write a report and formulate an action plan.

By the time of writing this evaluation ACLAM's CEDRA report was still in progress.

Case study from Haiti, from partner ACLAM (Action Contre La Misere)
ACLAM carried out community focus group discussions in 4 communes (administrative districts) in the South East Department of Haiti at the beginning of April 2011. They integrated the CEDRA research with their research on disaster risk and included extra questions specifically on climate change and environmental degradation. The results of the community focus groups will be used to inform disaster mitigation projects being carried out as part of ACLAM's current disaster risk reduction project.

The scientific research will be combined with the results of the community research in order to form the first part of the CEDRA report. A day workshop is being planned with ACLAM in August 2011 to discuss the results of the research and see how it applies to their project. This will contribute to steps 2-5 of CEDRA.

2.3.5 Malawi

The CEDRA training was rolled out in Malawi with partners who are contributing members of a four-year Disaster Risk Reduction project. In addition, these partners have implemented several projects in the areas of food security, HIV and AIDS, WATSAN, advocacy, church and community mobilisation and responding to disasters.

Partners said they benefited from increased knowledge in best practices in the area of climate change adaptation and environmental sustainability. They appreciated videos that showed what other countries are doing to adapt to climate change. Partner representatives who attended the CEDRA training passed on their learning to colleagues and village members.

> **Case study from Malawi, from partner ROLEC**
>
> After going through the CEDRA process with Tearfund partner ROLEC, village members realised that some of the hazards they face are as a result of human activities. In response they mobilised themselves to plant trees and they have engaged with ROLEC in constructing a dyke to control floods, built from locally available materials, as part of the community's contribution towards the project. 'CEDRA is an eye opener on our part as people in Nsanje district. It has helped us to come up with action plans on the issues of our concern', said village headman Kachere.

Following the CEDRA training, partners planned activities in 5 key areas and effective progress has already been made in those areas: i) Analysis of DRR project based on CEDRA tools; ii) Conduct awareness raising about drought tolerant crops; iii) Purchase and provision of drought tolerant crops for seed multiplication; iv) Conduct awareness raising of agro-forestry; and v) Promote conservation farming.

In Malawi one perceived limitation of partners' work on climate change adaptation is that some options require huge capital investment to be piloted. For example, water harvesting structures such as dam construction for irrigation harvesting. Thus, without the funds, such initiatives cannot be brought about.

2.3.6 Nepal

The programme in Nepal has led to some very positive outcomes, particularly for one of the three main partner organisations. The only location where the initial workshop was seen as poor quality, however, was in Nepal. The trainer and Country Representative agreed with participants that the training and field trip had been badly delivered. In addition, and partly perhaps due to the poor first workshop, there was not a full follow up workshop, but rather a sharing day run by partners themselves.

Reasons given for the workshop's lack of success: there were different capacity levels of participants and therefore very diverse training needs; the trainer was new to the programme and did not alter the agenda to accommodate a challenging group; CEDRA and EA were not the only tools to be trained on that week and that was confusing and there was too much information to consider; and because different partner staff attended different parts of the training, leading to a lack of continuity and cohesion.

Programme successes reflect the self-initiative of the partners in using the CEDRA and EA books, and also the post-workshop support and direction given by the Tearfund Country Representative who is an environmental expert – and further remote support from the workshop facilitator and other Tearfund staff.

Early indications show that one of the three partners is breaking new ground in achieving field office environmentally friendly practices, generating community-led climate resilient and environmentally sustainable practices and growing in its ability to carry out local and district-level related advocacy work. Almost 100 field staff have been trained in applying CEDRA and environmentally sustainable practices. Local community committees have taken this issue on and have spoken of increased empowerment to interact with their local governments.

Case study from Nepal, from partner International Nepal Fellowship (INF)

Arvind Kushwaha, Technical Advisor, Community Health and Development said, 'I have passed on the training to the 95 programme staff (30 of them female) in the 6 districts where INF works in Nepal, via a 1.5 day workshop in each district. The workshop was intended to (a) sensitise programme staff to the impacts of CC and ED and their causes, (b) develop knowledge and skills to assess their project environmentally and (c) to collect community information regarding CC and ED. They also prepared action plans by the end of the workshop on how to be environmentally friendly in their programme work and in their personal and work time day to day practices: so training in how their projects can harm the environment and what to do about that.'

Field workers who had received this training are involved in communities with activities such as strengthening river embankments against flooding, strengthening community forest user committees, tree planting and organic kitchen gardening.

The second partner is intending to give greater consideration to climatic and environmental factors in writing its new strategy; field staff were enthusiastic about injecting their learning from the workshops into that process, and this was supported by senior managers.

The third partner is a very high capacity international organisation and will probably not change activity or organisational mind-set as a direct response to the training. This is at least partly because of staff changeover since the training and a perceived lack of senior managerial buy in. It is unclear how much capacity this organisation already had in giving appropriate consideration to climatic and environmental stressors before the training, and it is possible that they will access whatever learning they need from other sources that they find more relevant to their organisational needs.

In addition, for one of the Nepal organisations, a manager said that the idea of considering climate change was seen as irrelevant to its strategies, and 'an issue that is overemphasised'. This is notable mainly for how it was unusual – no other partners made similar reflections to this in the course of this evaluation. Tearfund would have hoped that the opposite understanding was arrived at by partners through this programme. However, the field staff member who attended the full training disagreed with his manager's comment, and presented a clear concern for climate change and a decision to strengthen climatic and environmental risk assessments in his ongoing programme design.

2.3.7 Uganda

In Uganda, training was carried out in the North on CEDRA and in the South on EA. The CEDRA training has generated a lot of further activity from partners, whereas the EA training has produced little fruit.

> **Case study from Uganda, from partner PAG (Pentecostal Assemblies of God Uganda)**
>
> Following the CEDRA training in Uganda, the National Development Secretariat of one church based NGO, facilitated a climate change sensitization session for the national committee of Bishops. As a result climate change messages are being promoted through up to 5,000 churches in Uganda. Possible interventions for both DRR and CCA were also identified, including: conducting CEDRA in each church's community; kitchen gardening; water harvesting; alternative sources of fuel; production and use of Bio-gas; planting drought and flood resistant crops; and monitoring rain patterns to help communities in forecasting rain and adjusting to the ever changing rainfall pattern.

Regarding CEDRA, partners were very enthusiastic about the workshops and tool, and have passed on their learning to their own staff, other peer NGOs as well as to the communities where they work. It is perceived that they have a better understanding of the conditions in which they work, and the communities have been able to share their stories and their ideas for improving things in the future.

Several activities have already come into being following the writing of the CEDRA reports, including the incorporation of some of the learning into ongoing work, as well as the development of stand alone projects.

At the end of the CEDRA follow up session, 5 external stakeholders attended from Soroti Meteorological Office, Soroti Local Government Office, and the Agricultural Department, plus from two radio stations. Despite this, feedback from Uganda showed a disappointment in the availability of scientific information, which was more difficult to access than partners had initially anticipated, requiring Tearfund's UK office to seek further support from the UK Meteorological Office to obtain and release the required scientific data.

Regarding EA, little information was available. Only one partner followed up the workshops with a short EA report, and further action from that organisation did not materialise, possibly through a perceived lack of relevance to their work.

2.4 Example of CEDRA training timetable – Brazil, January 2011

The example timetable below is of an 'Initial workshop' in Brazil.

Example of CEDRA training timetable – Brazil, January 2011

Day	8:30 – 9:00	9:00 – 10:00	10:00 – 10:45	10:45 – 11:15	11:15 – 12:00	12:00 – 13:00	13 – 14:30	14:30 – 15:00	15:00 – 15:45	15:45 – 16:15	16:15 – 17:30	17:30 – 17:50		EVENING
Day 1	Devotion Reflection		**Session 1** Registration Welcome Opening session	Tea break	**Session 2** What's in it for me? Overview of the week	**Session 3** Does God care about the environment?	Lunch	**Session 4** Introduction to CEDRA	**Session 5** What is climate change adaptation	Tea break	**Session 6** Step 1.1 ID climate zones	Daily review	Dinner	**DVD** – An Inconvenient Truth (in Portuguese)
Day 2		**Session 7** Science of climate change	**Session 8** Step 1.2 ID climate change impact		**Session 9** Links between climate change, DRR & development	**Session 10** Field visit prep: Step 1.3 Compile questions to cross check impact		**Session 11** Field visit prep: Step 1.5 Collect community knowledge	**Session 12** Field visit prep: Participatory Assessment Tools		**Session 13** Field visit prep – logistics, etc			**DVD** – The Story of Stuff (in Portuguese)
Day 3		**Field visit** – community show you impacts and how they cope			**Field visit** – community show you impacts and how they cope			**Field visit** – participatory assessment tools			**Field visit** – feedback & learning			**DVD** - Brazilian films on CC and ED
Day 4		**Session 14** Step 1.4 Collect scientific information	**Session 15** Step 2 Risk assessment		**Session 15** Step 2 Risk assessment	**Session 16** Step 3 Adaptation options		**Session 17** Step 4 Risks we can't manage	**Session 18** Step 5 New projects or locations **Step 6** Continual review		**Session 19** CEDRA report			Evening out
Day 5		**Session 20** Action Planning with stakeholders (Eg establishing a network, allocating stakeholder roles, planning when & how to do CEDRA assessment)			**Session 21** Organisational Action plans – each agency makes their own plans	**Session 22** Share Tearfund resources, Workshop Evaluation, Close & Certificates		Travel	Travel		Travel			

3 Best practices & lessons learned

Note about the methodology used: Partner views in this chapter were taken from interviews and Most Significant Change sessions with Bangladesh and Nepal partners only (please see further description about the Evaluation Methodology in section 1.4, above). Staff views were taken from interviews with Tearfund workshop facilitators and Country Representatives for all seven countries involved, except for the Country Representative for Malawi who was unavailable. The headings relate to the aims and objectives in the project proposal and are:

3.1

- Monitoring and evaluation of Tearfund's operational and management capabilities of the workshops and ongoing coaching (section 3.1)

- Evidence of innovative as

- Demand-drivenness of th

- What did individual partn (section 3.4)

- What did partner staff sa programme? (section 3.5

- How organisationally sus organisational resources

- Recommendations for ho support can be improved

In synthesising these softe attempted. When collecting were asked and a lot of eff together and apply weighti in answers emerging and l

In this chapter, therefore c

- The first group is when 4 **plus**')

- The second group is when 2-3 partners gave that answer ('**2-3**')

- The final group is when just 1 partner gave that answer ('**1**')

This means that greater consideration should be given to the first group where the most partner organisations shared the same opinion, and some of the comments by just 1 person can be seen to be 'outliers' (ie a finding that is distant and unrelated to other findings) and therefore not as relevant to future work. However, the comments by just 1 person were included partly to include a full representation of what was said, but also because sometimes these answers show innovation and insight that could be useful for future versions of the CEDRA and EA tools and workshops.

> In the first training we learned about CEDRA and EA in detail, which seemed very practical. Then, we applied the learning in the field research. At the follow up workshop we shared our learning and findings with the other organisations. We also learned from them, including about adaptation options.
> (Bangladesh Nazarene Mission)

> CEDRA is different from other trainings as it is a new way of thinking and technique. Generally, when we receive any training or workshop we don't have opportunities for follow up but CEDRA is different and after the CEDRA workshop we have the immediate task of producing a field report. For the CEDRA report itself we had to carry out a field assessment and then prepare the report. Taking the report to the follow up session led to a very fruitful time. I felt that it was a very new approach which will help me, and also our organisation, to develop new projects especially for DRR, CC and ED. (Koinonia, Bangladesh partner)

> In the 1st training I always get 50%, but a second training always enables 80% learning. If I hear it one time it may reach up to mind level, but if I am blessed twice it can reach up to my heart. (Salvation Army, Bangladesh partner)

Monitoring and evaluation of Tearfund's operational and management capabilities of the workshops and ongoing coaching

3.1.1 Partner views

No. partners	Best practices in the way the workshops and ongoing coaching was conducted – partner views
4 plus	▪ It was valuable to have a follow up as well as the initial workshop ▪ The systematic nature of the tool and training was very useful ▪ The field trips and exchange visits enabled sharing and learning between partners, particularly related to new adaptation technologies ▪ We feel we have skills now that we can pass on to others in our own and in other organisations (many have already trained other staff) ▪ The trainer was good and approachable and knew how to involve participants
2-3	▪ The good thing about the training was that participants were asked to take action and send a report back – it made certain we took action
1	▪ The trainer made the training relevant to our country ▪ The materials were of very good quality and it is significant they are translated into our own language ▪ The case studies provided and previous reports written were very helpful – even more helpful than the tools themselves ▪ It was made clear to us that there were different levels of EA and we felt able to choose between them[17]

No. partners	Lessons learned for how the workshops and ongoing coaching could be improved – partner views
4 plus	▪ Provide more locally-relevant case studies, photos, exchange visits, and examples of reports, & give multiple choices to avoid copying ▪ Improve communications with partners in planning the number of trainings in a year (this was an issue in Bangladesh, with 12 Tearfund trainings in one year); spreading training out (this was an issue in Nepal where they were trained in other related courses in the same week as CEDRA and EA)
2-3	▪ Consider training partners of differing capacity separately and train those with higher capacities for shorter lengths of time [in Nepal only] ▪ Overlap between CEDRA and EA and the fact their steps were numbered differently and didn't match was confusing and hard to grasp ▪ Pre-training clearer advice should be given on who should attend the workshops – include people who are able to influence the organisation and also stipulate the benefits of the same people going on the initial workshop as those who attend the follow up

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[17] See description on page 4 of the Environmental Assessment

1	▪ Need greater emphasis on the need to conduct thorough research; because field workers too often rely on gut instinct and traditional knowledge ▪ Need careful planning and ongoing monitoring to check how information filters down, in terms of both how to carry out CEDRA and EA and in terms of ensuring the reports are used and the new technical knowledge is understood and applied in the field (an example was given of someone who agreed to change but in practice did not)

3.1.2 Tearfund staff views (workshop facilitators and country representatives)

The workshop works because it takes participants on a journey, it is not just going through CEDRA steps – it is innovative because it is a facilitated process, a journey of equals where we all come together and share our own expertise, networks and knowledge, build a team and develop an action plan. … The people most surprised are field workers – they say 'we work here all time and had no idea these problems are so fundamental and interlinked, if we don't deal with these issues of climate change and environmental degradation, we won't be able to deal with the other problems'. Mike Wiggins (Programme Director Workshop Facilitator)

I don't think partners realised how CC could affect their programmes before the workshops, so they hadn't realised they needed to do something about it. Environmental degradation was a more understood need – they could see deforestation and soil erosion. … When we did the exercises they split into organisations and took one of their current programmes, did the field work then used that information to complete the steps using their current programmes – that helped them to get understanding. Caroline Kassell (Workshop Facilitator)

Now our partners are requesting follow up training after other trainings, and say one-off training is not enough. They want more exchange visits with other partners whose capacity is greater than their own, to help them find more suitable adaptation options. Patrick Palma (Partner Training Coordinator, Bangladesh)

No. staff	Best practices in the way the workshops and ongoing coaching was conducted – staff views
4 plus	▪ The workshops, including the follow up, are valued because they are interactive. They are about sharing knowledge and going through a process applying it to participants' own experiences and situations, in order to produce a clear and real action plan
2-3	▪ Participants really enjoyed it and found it accessible because they had relevant past experience eg in agricultural issues and in use of participatory tools ▪ The field visit is absolutely essential – a light bulb moment – practitioners think 'we know the answers' and are surprised to find that communities have some understanding and that some climate change impacts are being experienced already (even if they don't call it climate change). Sharing the information back with the community is essential – they see the risks at the same time – and even choosing adaptation options in a participatory way is new to many fieldworkers, who were previously extractive ▪ Scientists came to the workshop in Haiti, from the agriculture and environment ministries – that worked well. We have had some good responses eg in Kenya (a programme not funded by PSO) with the Red Cross and Meteorological Office and with environmental NGOs and in Uganda, Arocha are [now] a [new] adviser to our partners ▪ Participants asked for information on the importance of forests and water cycles and other immediate needs [which was provided])
1	▪ Partners had little prior understanding about CC and were very interested and found the training logical and followed the different steps with ease. All the questions and all the tools and things they need to think about are provided ▪ The training was well received; people have heard a lot of talk about CC but don't necessarily understand it, what it is or how it applies to them. They like the training sessions on background information and showing the film *An Inconvenient Truth* – things hit home to a lot of people ▪ The workshops facilitate cross-sectoral and multi-stakeholder, integrated approaches; there is a light bulb moment when they see the problem is too big for one agency and they need to work with others and give consideration to whether their projects are undermining the projects of others ▪ Previously people have been suspicious about environmental NGOs, but are now realising that harming natural resources and biodiversity harms people too – so they see there is a mutual goal from a different angle ▪ Participants understood the different usages of the two tools and the different levels of the environmental assessment ▪ EA is easier to train on; perhaps an easier concept, just dealing with ED and looking at the project level. So it's quite easy to grasp and very logical. Logical steps and logical concept ▪ The EA fits in well with Tearfund's participatory assessment of disaster risk (PADR)

No. staff	Lessons learned for how the workshops and ongoing coaching could be improved – staff views
4 plus	N/A
2-3	▪ It works better to bring the scientists to the workshops for an afternoon, rather than asking participants to visit them (although the ultimate aim is to build relationships)
1	▪ The resulting projects attend to immediate needs eg water shortages, and don't give consideration to projected CC impacts ▪ We need to make it clearer, especially to senior managers, that CEDRA is not a document, it's a process [over a period of months, reviewed annually]. We need to make sure the right staff members attend the training. These are field practitioners who have a relationship with their communities – but bringing about organisational change is a problem and senior managers are involved on the last day to hear about the findings and engage in forward thinking for the whole organisation. ▪ It would have been better [in Nepal] to have tailored training for some partners and just gone through the manual with a higher capacity one – asked them what do you want from us ▪ Some of the different elements of CEDRA and the EA are hard to grasp eg zones – DRC is a country so huge that it took quite a long time to draw a map and put in different characteristics but the different zones were obvious; in Malawi, however, we had a big discussion about whether it should be administrative or geographical zones; in Haiti they are used to doing hazard maps – so they put hazards on there [as they were intended to] not just forests or coasts ▪ It was good to have the big sheet but there was one bit where participants tick what they think the problems will be – the field tool checklist. However, ticking took a long time, and then you go back and in the next step you end up asking the questions; probably could miss that step out ▪ In general it was helpful to rank risk, some found it difficult to understand ▪ 4th step– every single time [for one facilitator] people did not quite understand it; only small changes needed - non-manageable risks were not relevant to participants

3.2 Evidence of innovative aspects of the workshops and coaching

3.2.1 Partner views

A sister organisation said 'We are going to do an environment project'. I told them 'No, look at what we are doing using environmental assessments and CEDRA – you should build these into your programmes and climate proof what you are already doing'. James Pender, Church of Bangladesh

To collect the science data we used an IPCC report specific for communities, reviewed 3 reports from the local agriculture, fisheries and meteorological departments and checked this against knowledge belonging to the national government office. We had not done that before or worked with these agencies before. This helped us and was very new to us and changed the way we planned.

We can see the negative impacts of climate change now on the communities and we are hopeful that the CEDRA adaptation options, if implemented within 3-5 years, can minimise risks and help us be more resilient to disaster. BNM, Bangladesh

We found the community already had adaptation methods – this was interesting for me and the organisation and we can use this knowledge for planning a new project. The community has traditional adaptation techniques such as water harvesting and storage systems. We'd like to give the community information on how to do adaptation in a better way, but it's good to learn how they do it. Koinonia, Bangladesh

The community said they were experiencing natural hazards – they said there is no solution. After the CEDRA and EA training they know it is our responsibility and we can all reduce the hazards – so we can stop cutting down trees and do other environmental protection work. After the training we had special knowledge that there were different types of challenge – we learned about CC and also about the adaptation process. Before CEDRA we did not know how to adapt. GARO Baptist Convention, Bangladesh

Scientific knowledge about hazard related instances was shared with all men, women, children and churches through different community and focus group discussions. The chapati exercise was carried out in 10-12 communities in our area. This is a tool we learned from Plan International previously:
- LAMB workers spoke about eg cyclones, floods and cold waves
- Community members were all invited to cut out a chapati shape for each weather event / environmental occurrence, and they cut out big sizes if they thought it was of greatest priority to them, and small if of less priority
- Women, children, and men participated.

The size of grain is getting reduced, the timings for planting is changing, the water resource is dried up. Before they didn't know why, now they know. We have the question 'How can we save the climate?' LAMB, Bangladesh

No. partners	Best practice: innovative aspects of the workshops and coaching – partner views
4 plus	▪ The community knows the weather is changing but they do not know this is because of CC. We gave them information about the weather, forest etc and helped the community to gather information and passed on the information we gathered. CEDRA helps us to lift up our knowledge and also the communities', side by side – leading also to increased competency in the communities ▪ We learned the most through asking communities – they provided us with the most information and new knowledge, we sat with the women, they know a lot about climate change and the environment and had traditional adaptation options (though they didn't use those terms). The participatory methods led to us learning more about the environmental situation in villages than our usual disaster risk reduction tool (PADR) ▪ The most important step in CEDRA for us was Step 3, choosing adaptation options through participatory methods and building rapport with the community to find solutions. We learned new methods ▪ CEDRA uses old methods and builds on previous knowledge and can be incorporated into regular project cycle management or disaster risk reduction programmes. But some parts are new. It provides easy steps and systematic processes; assessing risk is easier than other tools, I like the scientific approach, so that we can produce the right action plan and adaptation strategy ▪ We now have additional knowledge on environmental and climatic factors that changes the way we plan. Previously we only looked at socio-economic factors. We like the tools because they look at the impact of the community on the environment. And also at the opposite – the impact of the environment on the project. Environmental degradation goes against community interests and welfare. The check list in CEDRA page 13 is very helpful – new to me – eg land degradation, destruction of local coastal areas. CEDRA also enables to look at the longer term as well as the day to day environment ▪ We will use CEDRA to think about our strategy. EA is essential for planning project proposals ▪ We collected useful science (often without prior contact with those agencies). This helped us and was very new to us and changed the way we planned
2-3	▪ Partners work together and there's added value in being in a consortium of Tearfund partners – we have learned a lot from looking at others' adaptation options ▪ We will do more advocacy so that other people change their practices. We will do a poster about protecting our environment. We realise that we need to get people in the community realising that CC is likely going to mean more cyclones and more salinity, so people can plan their lives in an informed way ▪ They help us meet donor requirements ▪ We have been surprised by some of our findings. (It was important to see temperature records at different times. We had not known how this will affect crops or fish)

No. part ners	Best practice: innovative aspects of the workshops and coaching – partner views
1	▪ We have flexibility with the CEDRA process and can adapt it – it provides new methods and new tools that we can adapt

No. part ners	Lessons learned: more work needs to be done to achieve innovations – partner views
4 plus	N/A
2-3	▪ I hope people do not simply think of new projects to address climate change impacts of the future, but are concerned too to climate proof their current activities ▪ Women have enough knowledge of CC and environment. The problem is people of our village find it hard to understand CC/DRR jargon – but they know the situation. We have to try to help the community understand technical words and make links between the community and technology
1	▪ It would be useful to add to the CEDRA-provided adaptation options from other countries where CEDRA has been piloted ▪ We did the ranking exercise with the workshop facilitator (ie did not involve the community in prioritising risks). That was difficult to do among the community – because it was new to them ▪ If we had the funds we would implement the action plan ▪ We tried very hard to get information from the government offices, but we didn't get any because they don't have any weather stations here ▪ We are not going to look at climate science and think there is too much focus on this issue. We will do seasonal calendars though (based on community knowledge) ▪ CEDRA can feel irrelevant because it doesn't relate to the intensity of the problem you are having now – nothing is happening so big that will disturb our projects and it is hard to consider long-term projections ▪ The level at which the tools are applied and which level of organisational structure it relates to made me confused

3.2.2 Tearfund staff views

No. staff	Best practice: innovative aspects of the workshops and coaching – staff views
4 plus	N/A
2-3	▪ Partners see the relevance and it has led to an urgency to respond to CC and an awareness of the scale of environmental degradation ▪ They are motivated now to engage with governments and other local NGOs in new relationships, to gain specialist climate knowledge and to ensure they are not operating in the dark or in isolation ▪ Partners have integrated the use of EA and CEDRA into their project proposals and organisational strategies ▪ We present on the linkage between DRR and CCA and development – leading to a more integrated approach. I realise a lot of things partners are already doing are 'CCA' but the training provides opportunities for improving that, filling in the gaps and providing the adaptation across a wider scale. CEDRA would systematically assess CC impacts and adaptation. There are pockets of good practice in different work and CEDRA leads to strategic thinking and seeing it at big picture level in a way that leads to action – this is invaluable
1	▪ Most partners will have had prior scientific knowledge (because CC is so high profile in Bangladesh), but the CEDRA and EA processes give them a sharper focus ▪ Existing DRR (etc) programmes already help communities be more resilient to CC, but now there's more information and tools to respond in a deliberate and planned manner ▪ There doesn't seem to be any other tool doing a similar thing ▪ Partners have gained a lot from learning about communities' understanding and involving them in participatory decision making ▪ The need is there both to have knowledge and to assess programmes. Partners want to do more about CC. The tools are working. CEDRA helps participants to see things differently ▪ Visiting some scientific organisations during the workshop led partners to think about approaching other institutions for similar information. The result was that later reports had a lot of science ▪ Partners do not see it as a needs assessment tool but as a tool to assess the general climatic and environmental situation, giving you a broad awareness of CC issues, and then you can choose what you do ▪ Partners are very excited about adaptation options – and what can be done. It's becoming usual for partners to work together

No. staff	Best practice: innovative aspects of the workshops and coaching – staff views
1 (continued)	▪ I think partners are pleased with their returns. A sign of this is that people are very keen to be at the follow up workshop – and another indicator is that their action plans are in place without request for further financial support ▪ It is inspiring that partners have shared the information they found out with other organisations and the other organisations have been pleased to find out about the systematic tool

No. staff	Lessons learned: innovative aspects of the workshops and coaching – staff views
4 plus	N/A
2-3	N/A
1	▪ There is little access to good, relevant science in some countries eg in Uganda we were only able to find headline science, not useful data. ▪ A weakness is that they are not capturing what they doing. A lot is already good practice but each partner can learn from other countries and contribute to wider learning. ▪ Action plans and the risk calculation were not taken on board in the first workshop – they should be emphasised more. ▪ In the rewrite, emphasise that this tool is for prioritising systematically, better than gut feelings

3.3 Demand-drivenness of the programme by partners

3.3.1 Summary

In conducting this evaluation partners and members of staff were asked about how the initial workshops came about: was it in response to independent requests under the initiative of the partners, or was it imposed from the top, by Tearfund. The answers had some variation, but the overall picture falls somewhere in between.

Prior to training, only a few partners were strongly advocating for the CEDRA and EA workshops – for example, one partner representative in Bangladesh lobbied Tearfund to run the training in his country. In addition, others were warm to the general idea that training in environmental and climatic aspects would be beneficial. However, it was only while at the workshops that many partners became vociferous about the essential nature of the training – and this was later expressed in eagerness to pass on their learning to their colleagues, member organisations in different countries, and peer organisations in their own countries.

No-one was under intended pressure to attend the training; their funding from Tearfund or Tear NL did not depend on it. In addition, they were asked to commit to producing a report if

they did attend the training, and their consent to this time and resource commitment would indicate that they could see the value in the training (though in many cases poppy-seed funding for this was available).

On the other hand, as a key funder for the partners, there is a natural inclination to respond to any of Tearfund's proposed trainings with positivity; it is possible that partners feel requested by Tearfund to send participants, rather than invited in an entirely open-ended way. More could have been done to enable partners to contribute to the decision making for their country on what topics and how many trainings occurred during the year.

3.3.2 Partner views

Evidence showing partner demand for the programme

- It was a subject of interest before CEDRA/EA and we were pleased to receive more training because it was a burning issue – we needed better information for the community and we were trying to get help form others and from books
- There was a need for the leadership to understand CEDRA and EA more
- We need to know about it for project proposals and even other donors are asking us for information concerning this issue – it relates to food security and disaster preparedness. The guys who have done the training can input into writing these proposals
- The communities where we work said this is an issue they are concerned with – the effects of climate change. We needed to respond to this
- We knew there were problems but did not know what to do about them. CEDRA and EA gave us this opportunity and answered our need
- Tearfund has helped to mobilise the whole church community in fighting against climate change and we value that. Climate is a question of justice and our members are really working on justice
- The training helped us to work efficiently and sustainably. It was very helpful for all staff
- CEDRA/EA really helped because we wanted to increase the capacity of new employees – and build organisational capacity in a different way
- We had a debate on whether we should go ahead and do this project or not – it took a long time for us as an organisation to decide. We asked the community what stressors they faced: changes from the climate were important to them.

Evidence indicating a possible top-down nature of the programme

- The country representative told us he wanted us to try both CEDRA and EA training
- Was it Tearfund led? Politely pushed on us – all donors are increasingly pushing on DRR tied in with CC. But we're ready to do it – ready to have our capacity increased in this area
- We have a clear direction as an organisation and feel CEDRA is pulling us in a different direction. We feel with CEDRA that we are distracted by a hot topic. We were asked to be involved late in the day – there was no sense that we were driving it.

3.3.3 Tearfund staff views

Staff comments about partner demand for the programme

- I publicised the fact that new materials had been developed and asked if partners were interested; in my country all partners understand that climate change and environmental sustainability are significant issues, so there was a lot of buy in
- I think people came along to the training because Tearfund said 'we're organising this, do you want to come?'. I don't think they realised how climate change could affect their programmes as they didn't know enough about it before doing the workshops, so they didn't know they needed to do something about it
- The workshops were separate from any Tearfund commitment for future funding
- They didn't get the message that Tearfund was willing to fund more adaptation action; instead they understood that the workshops were about how to integrate a consideration of climatic and environmental factors into existing projects, and how this affects the design of new projects even in other sectors eg water.

3.4   What did individual partner staff say they gained most from this programme?

3.4.1 Partner views

> Previously I knew a bit about the environment and its importance, but I didn't have much idea about how to contribute myself, to stop bad practices and reduce climate change and environmental degradation. Now I am more broad minded and sensitive. INF, Nepal
>
> I think and realise that it is a fundamental thing to know about CEDRA and EA both personally and organisationally. I have been educated to have a changed attitude and practice in my life by the CEDRA and EA training and follow up workshop. Salvation Army, Bangladesh

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Note about the methodology used: These best practices were drawn from two Most Significant Change sessions, and then tweaked and given slightly different weighting, to reflect a wider cross section of partners' views from Bangladesh and Nepal, see Methodology section 1.4 above.

Note that Lessons learned for individuals are incorporated into partners' recommendations, Chapter 4.

No. partners	Best practices: individuals' benefits from the programme – partner views
4 plus	▪ New knowledge of adaptation from the community; learned indigenous knowledge through CEDRA & EA, and learned about community resources *(eg They were surprised at the number of extinct species and found this personally interesting; they learned a lot about the disasters situation through finding out indigenous knowledge)* ▪ Developing skills and knowledge to carry out a CEDRA and EA assessment *(This included new skills in going into communities and doing participatory exercises; new skills learned in all the 6 steps that make up CEDRA and in the EA process; new skills in using field assessment tools; and they said the equations significance X likelihood= risk; and hazard/capacity= vulnerability were new to them (and useful))* ▪ We are inspired, more confident and more able to tell communities about CC / ED and better practices. I feel a new personal responsibility to act differently because it can make a difference ▪ Enhanced knowledge of climate change and environmental degradation ▪ Personal awareness of the issues of CC and ED and increased personal concern not to harm the environment and to change our practices in order to take part in saving the environment (not using plastic bags, CFC-lightbulbs, and a 'Monday no motorbike to work' policy)
2-3	▪ Motivated to consider CC/ED when we make development plans & incorporate them within our development programmes *(We learned that it is hard to write a project proposal without doing CEDRA/EA, ie we recognise them now as essential tools in writing any project proposal – eg if you want to do mushroom growing there will be areas where this is not possible and EA will help you to identify this. We learned that if you consider CC/ED your development will be more sustainable and less likely to fail; and communities where they are working are also recognising this.)*
1	▪ Increased ability to discover scientific data ▪ The CEDRA and EA processes have given me a greater sense of ownership of the development process

3.5 What did partners say their organisations gained most from the programme?

> I can see the negative impacts now on communities and we are hopeful that the CEDRA adaptation options, if we can implement them within 3-5 years, can minimise the risks and help us to be more resilient to disaster. BNM, Bangladesh
>
> When we are doing activities to minimise the impact of CC and ED, farmers and the targeting community are benefiting simultaneously; for example, the activity such as Sustainable Soil Management Practices (SSMP), organic pest control, compost- manure etc, protect the natural resources of the environment on the one hand and on the other hand the productivity and soil fertility is increasing which will ultimately increase the crop yield. INF, Nepal
>
> EA will help us to get much more information about the environmental situation in villages – it empowers us to explore the reality of the environment. Church of Bangladesh

Note about the methodology used: These best practices were drawn from two Most Significant Change sessions, and then tweaked and given slightly different weighting, to reflect a wider cross section of partners' views from Bangladesh and Nepal, see Methodology section 1.4 above.

Note that Lessons learned for individuals are incorporated into partners' recommendations, Chapter 4.

No. partners	Best practices: partner organisational benefits from the programme – partner views
4 plus	▪ New skills for working on project proposals and upgrading disaster reduction policies to include consideration of Climate Change and Environmental Degradation ▪ Learning that existing and new development programmes must go through a process of environmental assessment ▪ We feel proud to be involved in our country's environmental protection programme and we have more capacity to be involved in action on CC/ED – protecting our environment ▪ CEDRA helped us identify new projects in vulnerable areas ▪ We feel more equipped to integrate climate risk reduction into our normal programmes and planning eg DRR, food security ▪ CEDRA and EA have provided useful and effective tools for community assessment and have helped us to take the necessary steps (EAs are essential for project proposals, we need to reduce our environmental impact eg reduce use of generators)

No. partners	Best practices: partner organisational benefits from the programme – partner views
2-3	- Now we have a new emphasis on disaster preparedness - CEDRA and EA have given us skills to gather information that will help us to write our future organisational strategy - Through our work on CEDRA and EA, communities and local churches have increased capacity to consider CC/ED; more skills to work on awareness raising about CC - We think it would be good if our organisation's agencies in other countries also receive training in CEDRA and EA - It helped our organisation to find and choose adaptation options (and develop new projects) - More awareness in communities eg of organic farming, of why their observed changes are happening, of how community members themselves can gather information
1	- Harming the environment goes against the interests and welfare of the communities we are trying to help - Change in organisational mind set - Additional learning was that in regular development programmes – Participatory Rural Appraisal (PRA) tools – the mindset is on socio-economic conditions – check list in CEDRA page 13 is very helpful – new to me – eg land degradation, destruction of local coastal areas

3.6 How organisationally sustainable are the outcomes of the training? What organisational resources and inputs are required?

3.6.1 Partner views

Because environmental hazards can have a positive and negative impact on projects, the Environmental Assessments will help projects to be effective in minimising the risks and reducing environmental degradation. A decision has been made at management level that either an Environmental Assessment or CEDRA report will be carried out, and the findings will be integrated into our planning for all of our development work that faces climate change or disaster impacts – this is a major organisational change. BNM, Bangladesh

It is easy to communicate the CEDRA process. We have shared the learning with our colleagues, working in other projects eg tuberculosis, advocacy. It is step by step and is very clear. Our next 10 year strategy will take account of the impacts of CC. LAMB, Bangladesh

I have passed on the training to the 95 programme staff (30 of them female) in the 6 districts where INF works in Nepal, via a 1.5 day workshop in each district. INF, Nepal

No. partners	Best practices: organisational sustainability and level of partner resources and input required – partner views
4 plus	- We have already passed on our learning eg with our network of church leaders; Disaster Management Committees in all the villages in our district; our Director and senior management team; our field staff - CEDRA and EA will be applied to our: Projects; (or) in each of our locations; (or) for all funders; (or) in our new cross-sectoral strategic plan - There is a new mindset in our organisation – to consider impacts from climate and environmental stressors, and to consider our impacts on the environment – for all our projects - I am developing my own training materials to pass on the learning to communities, field staff and senior managers; we already have skills to do this – it's easy to pass on this process
2-3	We are now more involved in networks and a national movement on protecting our environment and being prepared for climatic risks; sharing, exchange and learning and advocacy
1	- Providing the adaptation solutions and action plan in the CEDRA report really helped managers and directors to see the relevance and be willing to use our learning - Having CEDRA and EA translated into Bangla really helps - We think it would be good if our organisation's agencies in other countries could also receive training in CEDRA/EA - The training has given us good capacity already - How long it takes to carry out an Environmental Assessment depends on whether the environmental conditions are similar across all the programme's projects. To do the field work we needed two people including one local field worker. It did not cost much money, only travel expenses to go around and visit the different areas. In terms of time, it took 2 people 1 month, working full time, to conduct one assessment that covered 14 villages - Technical and logistical support was needed from the management of our organisation - Staff's capacity and expertise for participatory tools application was required (such as seasonal calendars, resource mapping, focus group discussion) - We needed to already know the local context and be able to explore indigenous knowledge, to use CEDRA

No. partners	Lessons Learned: Organisational resources and inputs that are required & that are not achievable for partners; where new external resources are needed – partner views
4 plus	N/A
2-3	N/A

No. partners	Lessons Learned: Organisational resources and inputs that are required & that are not achievable for partners; where new external resources are needed – partner views
1	▪ Partners needed funding to carry out the assessment ie to do the necessary survey of community and scientific knowledge, measure risks and identify options [some partners received this, others didn't] ▪ We need funding to take this work forward eg for a new staff post covering disasters and climate change; for a project looking to raise awareness in the communities and in our network of organisations about climatic and environmental issues; for a technical adaptation project eg providing garden pots ▪ We need experts or people who can guide us as we don't have an internal department related to this – we need technical advisers who know about different adaptation techniques ▪ There is not much money for gathering the information, writing the reports and then for the implementation; if we do the CEDRA report but then do not give the communities funding for adaptation needs identified, it would be hard and we felt it may damage our relationship with them

3.6.2 Tearfund staff views

No. staff	Best practices: organisational sustainability and level of partner resources and input required – staff views
4 plus	N/A
2-3	▪ After the 1st workshop, partners engaged in information-gathering exercises and were able to use the tools; partners all had an action plan ▪ All partners have stated an intention to use their learning ▪ Partners have even delayed the design of new projects in order to integrate the use of CEDRA and EA into projects: new proposals refer to environmental sustainability and CC adaptation, and they didn't previously – this is learned organisational behaviour to do with CC
1	▪ In INF, for instance, the report document has been taken on and owned not by one person but by the organization. ▪ The partner is looking to run their office in a sustainable way. ▪ Most partner capacity is with those individual staff members who have technical, disaster management, agricultural or environmental backgrounds ▪ It is more achievable that partners share their learning with each other than actually work together on teams to write a CEDRA or EA report ▪ Partners do not need help with their activities arising from CEDRA, but they do need help in developing good indicators or SMART outputs

No. partners	Lesson learned: organisational sustainability and level of partner resources and input required – staff views
4 plus	N/A
2-3	N/A
1	- Tearfund don't have a standard reporting format that incorporates CEDRA / EA. Different Country Representatives set different agendas and if CC or environmental pressures are not a priority at the time, then partner project designs don't consider these factors; there needs to be a corporate approach such as a consistent bottom up, participatory approach, rather than an ad hoc reactive approach - In Haiti the timing of the first workshop in December 2009 was unfortunate – the CEDRA programme was totally dropped because of the earthquake. When we came back to do follow up with one of the partners it was in October 2010 by the time we organised it; we found that a lot of the staff had changed over. Of the 4 staff who attended the initial training, only 2 were still in post. New staff had to then start from scratch. This caused problems.

4 Partner and staff recommendations

> **Note about the methodology used:** The Partner recommendations were drawn from partner interviews and two Most Significant Change sessions in Bangladesh and Nepal (only) – please see section 1.4 for further detail about the evaluation methodology.
>
> The Staff recommendations were drawn from interviews and written feedback from Tearfund Country Representatives and Workshop Facilitators for all seven countries involved, with the exception of the Country Representative for Malawi, who was unavailable.
>
> In this chapter, following the pattern of the previous chapter, recommendations are listed in groups:
> - The first group is when 4 or more partner organisations gave that recommendation ('**4 plus**')
>
> - The second group is when 2-3 partners gave that recommendation ('**2-3**')
>
> - The final group is when just 1 partner gave that recommendation ('**1**')
>
> **This means that greater consideration should be given to the first group where the most partner organisations shared the same opinion, and some of the comments by just 1 person can be seen to be 'outliers' (ie a finding that is distant and unrelated to other findings) and therefore not as relevant to future work. However, the recommendations by just 1 person were included partly to include a full representation of what was said, but also because sometimes these answers show innovation and insight that could be useful for future versions of the CEDRA and EA tools and workshops.**
>
> Staff views have not been grouped, but just listed in a bullet point, as they are all single comments by individual members of staff. As such, it is necessary to remember that they are only one person's viewpoint, and may not reflect the opinions of others in Tearfund.
>
> An overview of the main recommendations is provided in the Executive Summary: Lessons Learned. In addition, conclusions and recommendations stemming from the evaluator's observations are provided in the following chapter. **The most useful response to these partner recommendations, would be for various stakeholders from Tearfund staff and partners to analyse the recommendations in this section and decide what action should be taken – in particular relating to improving the workshops and possibly producing a version 2 of CEDRA. In many cases, some of the necessary changes are already underway (see section 5.3, below).**

4.1 Partner views

No. partners	Recommendations for how the CEDRA and EA tools, workshops and ongoing support can be improved – partner views
4 plus	**▪ Improve mechanisms for capturing partner experiences of the CEDRA and EA processes and their following adaptation actions – and share this learning through more case studies and examples of reports** We would like to learn from other Tearfund partners facing similar challenges to us, even in other continents – with exchange visits and more case studies / online sharing of resources eg online postings about adaptations used. The case studies were more useful than the books, but the problem with case studies is that there is a temptation to copy words, ideas and adaptation points; so in the case study you need to give different types of projects, or multiple choice options **▪ Raise more funding for partners to carry out the CEDRA and EA processes and to implement action plans** Most of us did not have funding for carrying out our CEDRA and EA assessments; funding is needed to support the workshops **▪ Some sections, terms, concepts and exercises need to be improved** Improve guidance on the ranking exercises and how to add numerical values, and how to involve communities Add more information on how to identify the scale of the area to cover Add a section on Action Planning Spell out what the report should look like eg give section headings Add information on how to identify indicators In CEDRA combine sections 4 and 5 with other sections and expand section 1 into 3 sections. Concepts like 'surface water', 'vector', 'significant', 'likelihood' and 'zones' are hard to understand, and should be put into simpler, everyday language, eg look at 'locations' not 'zones', talk about 'why a risk is important' not 'significance' **▪ More explanation is needed of the overlap between sectors** Including CC, environment and DRR. Put the circles diagram in CEDRA too, not just in EA. You need lateral and analytical thinking to use CEDRA and EA, which is not typically strong over here – where people learn by rote. Case studies that show the interlinkages between sectors should be stronger Field officers need to be aware of broader issues. Can we use CEDRA to pull that out? **▪ Clarify when to use each tool and the overlaps between the tools** More clarity is needed on when each of the different tools should be used (CEDRA and EA and also Tearfund's community DRR tool 'Participatory Assessment of Disaster Risk (PADR)), of the overlaps between them **▪ Increase information and technical support on adaptation options**

No. part ners	Recommendations for how the CEDRA and EA tools, workshops and ongoing support can be improved – partner views
4 plus (continued)	▪ **Increase information and technical support regarding climate science** Emphasise the need to be rigorous in collecting and using the science rather than relying on gut feelings. Help partners to find more locally relevant scientific information Provide regular updates from Tearfund as new science becomes available; assist partners in accessing local hubs such as Red Cross / Red Crescent Climate Centres ▪ **Help partners to lobby their governments for this information to become more available eg through government funding of new local weather stations**
2-3	▪ **Explain more clearly to partners that there are different possible ways of applying CEDRA and EA** ▪ **Provide more guidance for partners so that community expectations are also not falsely raised through the community awareness raising and information gathering parts of the process** "Adaptation is a problem because people are so poor. Their expectations are raised when we conduct community assessments. This is a challenge for us. If it's for a new project we would be raising money anyway, so doing CEDRA then, for new projects, is no problem" ▪ **Help partners to communicate climate change and environmental degradation in local communities** In a way that brings hope. You could use dramas ▪ **Help partners to develop skills in collecting indigenous knowledge about traditional adaptation processes, and deciding whether those options are appropriate in the current climate and environment** ▪ **Extra tools could be on a website eg examples of whole CEDRA reports** ▪ **Provide Training of Trainer workshops to help partners in passing on their learning to peer NGOs and colleagues** ▪ **Give clearer direction on who should participate in the workshops** The best participants are field staff who understand technical project factors and concepts, but who also have enough seniority and respect to influence organisational senior management or boards of trustees**.** ▪ **Provide clearer guidance on the inputs needed for the CEDRA and EA process eg number of days each element takes, how many communities should be visited**

No. partners	Recommendations for how the CEDRA and EA tools, workshops and ongoing support can be improved – partner views
1	- **Increase guidance on how to plan for projected climate change impacts and on building adaptive capacity** Long-term development is more relevant – there is too much focus on emergency response - **CEDRA and EA would be better taught in the field like PADR is** - **We want more training on how to respond to an earthquake in Dhaka** - **Increase guidance and support for relevant advocacy following CEDRA or EA field research findings** - **Reduce the number of trainings from Tearfund that are held side by side, as this is confusing** - **Timing of the follow up training: the follow up was close to the 1st training and the reports were not complete; we need follow up at least 6 months later – within a year though** - **Participants were too diverse – trainings should be run aimed at different levels of partner capacity (this was only an issue in Nepal)** - **In filling in column C it needs to emphasise that this is about impacts of climate change on the project rather than impact of project on seeking to tackle impacts of climate change, eg in thinking about projects such as constructing water cisterns and planting trees** - **In the same exercise how do you look at the impact of drought and temperature on one project – do this separately or together? If separately, then what do you do if you get 2 different scores – average the scores or not?** - **Who is best to fill in the table for risk assessments – can it only be technical staff or can non-technical people do it too?**

4.2   Tearfund staff views

Recommendations from staff that were not already mentioned by partners:
- Tearfund should provide more systematic follow up to the CEDRA and EA workshops in terms of support provided.
- The focus on action plans should be strengthened, and a later analysis of who is implementing them should be made.
- Need good indicators and SMART outputs; it is a problem knowing how to mainstream CCA with communities' priorities that come from bottom up, participatory exercises.
- We should look into incorporating CEDRA with EA. EA has dropped off the agenda. We need to create stronger coherence.
- We should alter the page order – so the partners are not flicking back and forth during the workshop.
- Integrating the CEDRA and EA learning into daily ongoing work is an ongoing challenge
- List of adaptation options – partners are unlikely to go beyond these to new options: this is a sticking point as we need the list but we need more technical or detailed solutions. More information on resources from other agencies should be provided eg Practical Action case studies on renewable energy and videos and PACE website resources.
- Increase the use of video and photos in sharing experiences and learning eg on You Tube.
- Use different terminology to highlight CEDRA's relevance – before the training partners do not say they feel the impacts of CC, but rather the impacts of changes in rainfall patterns.
- CEDRA is not the document, it's the process; this point should come across very clearly.

- It works better to bring the scientists to the workshops, rather than send partners during the workshops to the scientists.
- We need to think of a way to institutionalise the learning, particularly in conflict zones and fragile states like South Sudan where turnover of staff is higher.
- The Zones part was harder to grasp: it took quite a long time to explain; we had a discussion about whether to map different administrative or geographical zones.
- It was difficult asking partners to tick what they thought would be a problem, in the field tool checklist– took a long time & then you go back and in the next step you end up asking the questions; we probably could miss that step out.
- There were 25 participants on the workshop which meant that some of the group work had quite large groups. In future it would be better to limit the numbers to 18-20.
- We say that partners should avoid / change projects after they have conducted CEDRA and EA: these are two very extreme options – partners say, 'we can't do that'.
- Partners have not been detailed in assessing climate change risks before follow up; more emphasis should be put on the need for systematic assessment of risks – rather than relying on gut feelings.
- Drawing on experience of participants on which scientific websites and sources they use is important, as is sharing what other NGOs and networks there are in their localities that partners can get in contact with.

5 Conclusion and recommendations

The two tools, CEDRA and EA have followed different journeys, with the EA from the start having a more functional, planning purpose, while CEDRA is a more strategic tool.

The EA is seen as a partner single-project focused tool, to increase good environmental practice and also to help partners who were increasingly being asked for detailed environmental assessments from other donors. Initially, Tearfund has the aim that all partner projects above a certain financial value (£100,000) will conduct an environmental assessment (whatever sector).

The EA has been useful in getting partners to consider how to 'do no harm' to the environment with their projects, and this has extended to all partners, even many of those who concentrated on CEDRA (which looks mostly at impacts to partner programmes FROM the environment and climate).

CEDRA was intended to assist in the improving and updating of organisational strategy, and to start to answer questions partners were having about what to do in response to changing weather patterns, projects failing and disasters increasing (for example).

This chapter contains:

- Evaluator's conclusions relating to CEDRA
- Evaluator's conclusions relating to EA
- An extensive list of evaluator's recommendations (which could be used as a tick list by Tearfund staff in giving consideration to which recommendations from this evaluation to take forward)
- Initiatives already started by Tearfund to improve the CEDRA and EA workshops and tools

5.1 Evaluator's conclusions relating to CEDRA

The CEDRA tool is now a brand name – and is recognised as one of the main toolkits in the global mix of climate change risk assessment tools (see section 1.3). It fills a gap in that it is accessible to medium to low capacity local NGOs in developing countries. This has important advocacy implications because it has the potential to help empower those NGOs to engage with national programmes and policy making on climate change adaptation.

The accessibility of CEDRA and its step by step, systematic nature, was greatly valued by partners and overall the logic of the tool worked. This can be improved in a version 2 of the tool which is planned for production in 2011/12. Care should be taken to make a robust tool that uses the most simple of terms. A diverse range of stakeholders should therefore review version 2, including other toolkit developers, scientists and a good selection of partner organisations working in different fields.

CEDRA should keep the Environmental Degradation element – which is unique compared with other climate change risk assessments, and is seen as relevant by partners and Tearfund staff. Consideration should be given to whether it is appropriate to broaden CEDRA to encompass other related risks such as risks of earthquakes. It must, at least, be spelled out that other factors should be considered alongside climatic and environmental risks which are considered in the CEDRA process. It should particularly be highlighted that socio-economic factors need to be considered (whether as part of the CEDRA process or in parallel to it) – and this is already scoped in, in the Environmental Assessment tool.

The CEDRA adaptation options list has been identified as being a particularly useful resource by partners and also by other INGOs (eg the INGO CARE International direct users of their

adaptation toolkits to CEDRA specifically for this list). The list should be expanded to include more urban adaptations, softer capacity building responses and adaptations that particularly address the power inequalities faced by women and children.

The CEDRA phase 1 programme has generated a lot of activity amongst the 50 or so partners who participated. This learning must be gathered and shared amongst partners and in the wider community – online, and also through the continuous promotion of networks and sharing amongst peer NGOs in partner locations. A deeper analysis of CEDRA (and EA) reports should be undertaken, to identify adaptation activities undertaken and to record long-term learning and benefits.

The original intention that partners would pass on their learning, matches a real enthusiasm for this amongst partners who participated. Consideration should be given to how to make CEDRA more user-friendly if participants do not take part in workshops or receive ongoing support from an INGO. This could include that more information becomes available on CDs and online (such as the information provided on CDs to participants, see section 1.1 above).

Partners who engaged in this programme identified risks to their projects and had progressive ideas for what adaptation options to take in response. Tweaking normal organisational practices has meant that some adaptation options have been implemented already, with little financial input (see table in section 2.2). However, partners and Tearfund staff are clear that in order to see climatic and environmental security in their normal development and disaster risk reduction programmes, and in order to increase their programmes for the resilience benefit of their local areas, more funding and technical support is required.

Empowerment of partners and their communities has taken place in phase 1 of CEDRA in a meaningful way. Some communities are already approaching local governments on issues of environmental resource management (eg Nepal). This activity could be increased, through increased support and through linking CEDRA with other Tearfund advocacy work in each country.

5.2 Evaluator's conclusions relating to the Environmental Assessment

In this programme, only one NGO (Church of Bangladesh) engaged to a high degree with the EA, and prioritised it over CEDRA, although during 2011 it has been widely implemented across West Africa. Training on EA took place in three of the seven countries in this programme (Bangladesh, Nepal and Uganda), and in the other countries a very brief introduction to the tool, only, was made. This happened because CEDRA facilitators discussed partners' needs with Tearfund Country Representatives and partners in advance and worked with them to determine which was the priority at the time. In the main, requests were for CEDRA, with Uganda requesting both separately and a few requesting both together because some felt they already knew about EAs or could pick up how to use the EA quickly, without a workshop.

As a project tool, the Environmental Assessment provides a simple form that has to be completed. This was much easier for the workshop facilitators to explain. The more complicated elements, ie ranking elements and identifying responses, have similar components to CEDRA, and therefore the CEDRA training provided good grounding for understanding the EA, and it was not necessary to repeat the overlapping elements.

I do not recommend that the EA should be updated at this time. It possibly would benefit from greater field testing and in the mean time an addendum could be added to hard copies or online versions in order to clarify a few terms used. In addition, case studies of partners that have engaged with this tool and process can be shared.

5.3 Evaluator's recommendations

5.3.1 Transformational changes (affecting structure, processes, culture and strategy)

1. **Share a cross-sectoral, community-wide resilience goal**

- Further investment needs to be made within Tearfund into defining what it means by the use of different terms such as 'Resilience', 'Wellbeing', 'Adaptation' and 'Integration', and into the implications of those definitions and concepts for Tearfund in both their programmes and their public policy work.

   o Tearfund's emerging thinking is that adapting to the negative impacts of climate change and environmental degradation should be combined with 'Resilience-building' from the DRR community and sustainable development practice, which when outworked together will lead to improved wellbeing. Other stressors on top of climate change and environmental degradation that need to be addressed in a joined up way could include: water shortages, food insecurity, conflict, negative impacts of a global capitalist economy and the current global financial crisis, the related peak oil crisis, environmental degradation and biodiversity loss, and destructive cultural norms that result in gender inequalities.

   o The emerging response, initiated by Marcus Oxley of the Global Network for Disaster Reduction, and supported by the 'Adaptation Working Group[18]' in Tearfund, is to form a 'common local resilience framework'. This would allow local communities, NGOs and government agencies to develop locally-led solutions to all identified stressors.

- Tearfund needs to agree 'Where does CEDRA fit in?', and perhaps consider expanding it so that all stressors can be considered within one tool. The evaluator's suggestion is that this would be too unwieldy at this stage. CEDRA currently helps to address two key stressors – climate change and environmental degradation across existing development priorities. Both these stressors are recent, man-made phenomena and new knowledge and information is needed so that local capacity can be built to respond appropriately. CEDRA helps meet this need and information and learning gathered through participating in the CEDRA process could contribute to broader decision making relating together with resilience building.

2. **Reduce the over-emphasis on short-term, discrete, tangible projects**

- Adaptation actions identified during the CEDRA and EA programme were often short-term, stand alone projects, in response to current climate impacts or environmental situations. These are good, but they are only a small part of the picture. Institution building and policy reform, even at community level, are more transformational in the long-run than the delivery of goods and services[19]. Yet short term tangible projects

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[18] Tearfund's Adaptation Working Group comprises of policy and programmes staff from the following sectors: Environmental Sustainability including Climate Change, Disaster Risk Reduction, Water and Food Security.

[19] Natsios at the Center for Global Development suggests that USAID (and you could (almost) superimpose 'Tearfund') has 3 broad categories of humanitarian aid and development work: '(1) the delivery of goods and services (eg distributing of food aid and humanitarian assistance after a disaster, doing immunizations, distributing bed nets to control malaria, building of schools and roads, (2) the building of local self-sustaining institutions—government, private sector, and nonprofit—through the training of staff, construction of business systems, and development of regular organizational procedures and institutional cultures and (3) policy dialogue and reform, which means an ongoing discussion and debate about reform and policy changes… . The first of these missions—service delivery—includes outcomes that can be counted and seen… while the latter two missions often are neither easily measured nor very visible, and require a long time horizon to achieve success; more important, they require the cooperation and consent of the power structure and leadership in the developing countries, which makes their outcomes more problematic and unpredictable. (A USAID-funded NGO can do a mass immunization of children successfully, but providing funding, training, and equipment to a local health ministry to do the same thing will usually have a more problematic outcome). For that reason, those latter two functions are increasingly underfunded and neglected, yet they are the most important in the long run, as they are more transformational and more central to what development—and state

are the default setting for NGOs, donor agencies and developing country government-led programmes alike. Tearfund should explore alternatives and advocate for and practice 'adaptation' and 'reslience building' work that has the transformational results of local self-sustaining institutions, and fair and just policies.

5.3.2 Developmental changes – how to improve the CEDRA and EA tools, workshops and support

1. **Clarify and clearly explain the relationships between sectors, and each sector's use of terminology and toolkits**

- Provide clarity on when each of the different tools (CEDRA and EA and also PADR) should be used, of the overlaps between them, and of what the possible different outcomes could be

- Include the '3 circles diagram' and the 'Resilience graphs' in versions 2 of the tools (see Appendix B of the Environmental Assessment and Appendix F of this evaluation)

- Refer to possible other stressors that must be considered eg write a list that includes socio-economic aspects, water stress, food insecurity, disaster risk and so on. Provide a clear explanation for how partners can make sure they consider all aspects, so that resilience is truly built, resulting in increased wellbeing for the communities where partners work. This can include signposting to other toolkits.

2. **In Version 2 of CEDRA (and EA if produced) some sections, terms, concepts and exercises need to be altered and added**

- Look at 'locations' not 'zones'; add more information on how to identify the scale of the area to cover

- Update and improve the glossary and simplify the language used eg avoid terms like 'surface water' and 'vector'

- Talk about 'why a risk is important' not 'significance'; and 'whether something will happen or not' not 'likelihood'

- Improve guidance on the ranking exercises and how to add numerical values, and how to involve communities

- Add a section on Action Planning

- Add a greater emphasis on women and children's particular vulnerabilities to climate change and environmental degradation; providing suggestions for adaptation options

- In CEDRA add a section on urban vulnerabilities to climate change and environmental degradation; providing suggestions for adaptation options

- In CEDRA the new steps should be: 1. District Mapping, 2. Review the Science, 3. Consult Communities, 4. Evaluation and Risk Assessment, 5. Select Adaptation Methods, 6. Implement CEDRA – including action planning. In this way, the existing sections 4 and 5 are integrated into these sections, and existing section 1 is expanded into 3 sections

- CEDRA current Step 6 'Continual review' should become Step 7 and should be rewritten to provide clear evaluation indicators, also applying any transformational learning regarding shared resilience frameworks, and the need for longer term outlooks listed under points 1 and 2 above.

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building—is all about. (Natsios A, (2010), page 4, *The Clash of Counter-bureaucracy and Development*, Center for Global Development, USA.)

3. Increased support for partners to enable them to have successful outcomes from their participation in the CEDRA and EA workshops and ongoing support

- Generate funding for partners to carry out the CEDRA and EA processes and to implement action plans; help partners to plan and prioritise projects effectively in light of funding limitations (eg address Malawian partners' perceived limitation that many adaptation options require huge capital investment to be piloted, such as dam construction for irrigation harvesting); and provide support for partners in providing environmental assessments and climate risk assessments to other donors (as partners said that CEDRA helps them with this, it is possible this is a priority need for them).

- Increase information and technical support regarding climate science and adaptation options, both during and after workshops in an ongoing way. During the workshops invite experts and technical specialists to attend the workshops. Ongoing support could be provided through setting up regional Environmental Sustainability science and technical experts, who could also act as a go between, building partnerships with other experts and knowledge centres, as well as supporting partners and communities in lobbying for greater availability of relevant climate science. The list of scientific sources could be updated and the list of adaptation options expanded.

- Online information could also be increased eg through the provision of brief and simple 'how to' guides for different adaptation options, or through a website that directs partners to existing similar guidance sheets. Other website information could include all the CEDRA and EA training materials, examples of CEDRA and EA reports and case studies of adaptation options used, and Training the Trainer materials.

- Provide more information in local languages, such as key sections of the tools, or a reduced 'light' version of the tools.

- Increase the use of games, community film making for participatory monitoring and evaluation, and dramas: to aid good communication to partners and communities of difficult concepts, and to facilitate good upwards communication and sharing of community knowledge.

- Improve mechanisms for capturing partner experiences of the CEDRA and EA processes and their following adaptation actions – and share this learning eg more locally relevant case studies and example reports, and more exchange visits.

- Increase guidance and support for relevant advocacy following CEDRA or EA field research findings.

- Prior to the initial workshops, explain to partner organisations that CEDRA is a process that takes place over a period of months and needs to be reviewed annually.

- Provide clearer guidance on the inputs needed for the CEDRA and EA process eg number of days each element takes, how many communities should be visited, and the need to be pragmatic - balancing rigorous use of the science with making genuine progress even when relevant scientific data is not available (eg using 'no regret adaptation' which would be justified even with no climatic changes).

- Give clearer direction on who should participate in the workshops: best participants are field staff who understand technical project factors and concepts, but who also have enough seniority and respect to influence organisational senior management or boards of trustees.

- Consider ways of institutionalising the learning, especially in conflict zones where turnover of staff in partner organisations is high. Consider, for example, having clear exit and entry strategies that include passing on environmental information and skills, and using videos and previously produced CEDRA or EA reports.

- Provide guidance on the different ways CEDRA and EA can be used – reflecting how they have been used to date by partners, eg as part of a needs assessment for a new project or programme; as part of forming a new organisational strategy (eg 5 year plan); or to assess how resilient existing programmes and projects are to CC and ED, and whether they themselves have negative environmental impacts. Provide direction on the possibility of using CEDRA and EA one after the other ie carrying out EA on

several projects first and then feeding that information into an application of CEDRA organisation-wide.

- Ensure all CEDRA and EA programmes follow the training sequence: training, practice and report writing, follow up with sharing, action plans, follow up.

- By the end of the first workshop produce a contract where partners, Country Representatives, Workshop Facilitators and CEDRA/EA programme support staff agree the type of ongoing support which may be needed, who will provide it, and how.

- Identify concrete steps to facilitate partners in working together and sharing experiences and learning, building on good practices in Democratic Republic of Congo (DRC) and Brazil. In DRC, partners worked in cross-organisational hubs to produced shared CEDRA reports, and in Brazil an email self-help group was set up for partners to share experiences and ask each other questions about CEDRA.

4. Increased support for partners to enable effective outcomes in the communities

- Provide clear guidance and case studies on how to pass on the CEDRA and EA training to other field staff – within partner and peer organisations: build on good experiences of this in Nepal and Uganda. Add new Training of Trainer elements to CEDRA and EA workshops.

- Share positive experiences of participatory exercises and community information gathering carried out by partners who have participated in this programme. Include detail on CEDRA and EA experiences of participatory decision making processes eg how community members and focus groups were involved in prioritising which adaptation actions to take. Eg see Church of Bangladesh and LAMB case studies in sections 2.3.1 and 3.2.1, respectively.

- Increased emphasis is needed to ensure communities don't neglect projected climate change impacts . This is not a simple matter to address – poorer communities will rarely choose to invest in projects that may or may not be needed in 10 or 20 years' time, above projects that meet their basic needs of water, food and shelter today. This issue could possibly be resolved through application of a local common resilience framework – see point 1, above.

- Awareness-raising needs to be undertaken with caution, however, as it can easily lead to expectation-raising in communities – that new funds may be coming their way. The workshops already emphasise this to good result, but Version(s) 2 should cover this too.

- The potential for falsely raising expectations must not become a reason for not doing awareness-raising: people need to be empowered and their voices need to be heard at local, district, national and international levels. The local communities have a right to influence and make decisions with a good knowledge of what their future holds and capacity in this area should be supported.

- Increase guidance to help partners to communicate climate change and environmental degradation in local communities in a way that brings hope eg through the use of dramas.

5. Include 'most significant change'[20] or similar soft outcomes evaluation techniques from the start of a programme

- Setting up an evaluation plan and structures from the start make for an easier workload and richer evaluation results. Tearfund collected monitoring information from the start in the form of questionnaires and workshop facilitator's reports, and this was effective in achieving ongoing learning – with many lessons learned implemented during the programme's lifetime (see next section, 5.4). This forward

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[20] See http://www.mande.co.uk/docs/MSCGuide.pdf

planning could be improved further through use from the start of The Most Significant Change methodology – which helps with the collection of meaningful stories of change. This can have multiple positive benefits eg: empowerment for community members or partner staff; learning about things that really make a difference; and a database of stories for use in promotional materials.

6. Tearfund country programmes and training need to be better coordinated

- In at least 3 of the 7 countries involved in this programme, multiple trainings were carried out in the same year as the CEDRA and EA Phase 1 programme, with small negative side effects. In Nepal, training in CEDRA, EA and PADR took place in the same week, which led to confusion amongst partners. In Bangladesh, 12 trainings took place in the year (it was an exceptional year, and also not all the same partner staff attended all of them, however managers commented on absent staff). In Uganda a larger DRR training programme taking place at the same time, meant that the EA training there was side lined. In each of these countries some partners enthused about how useful all the training had been. However, this evidence suggests a need for better coordination between different programmes in country.

- Tearfund could: map a 'country vision' containing the ultimate desired outcomes for Tearfund work in that country; map partner and Country Representative requirements or priorities, and seek to ensure Tearfund funded training is coordinated and joined up.

- Involve partners in the decision making for their country on what topics and how many trainings occur during any single year. (This reportedly did happen in Bangladesh, but not all staff involved in the programme were aware of this – and this was partly because of staff turnover.)

- As an example, good practice was observed relating to a recent CEDRA programme in India, where local community mobilisation and advocacy training was also planned by Tearfund for 2011. These three trainings contain overlapping aspects of environmental factors, advocacy and work with the local church. The three workshop facilitators and the India Country Representative worked together to ensure they were joined up so actions planned and priorities and needs highlighted in one workshop were taken to, and incorporated into, the next.

5.4 Initiatives already started by Tearfund to improve the CEDRA and EA workshops and tools

During the field testing period of the CEDRA and EA tools and workshops (2009 to 2011) a number of initiatives have already been started by Tearfund to bring about improvements. Many of these reflect a good understanding of the observations and recommendations of partners and staff who have been involved in the CEDRA and EA Phase 1 programme.

Tearfund initiatives relating to some of the feedback presented afresh in this evaluation include:

- Producing a draft Terms of Reference for CEDRA Version 2 – to be circulated for internal and external review in July 2011. The planned Version 2 includes eg increased information on adaptation options, an update on how to access climate science, a new section on monitoring and evaluation for adaptation, clearer guidance for how long the CEDRA process takes for field staff and managers, and so on.
- The sections of CEDRA have already been revised in CEDRA workshops eg there is an Action planning session, and a video has been produced that shows the new sections – see http://tilz.tearfund.org/Topics/Environmental+Sustainability/CEDRA+Videos.htm
- Producing an Environmental Sustainability toolkit, to help partner organisations to communicate Climate Change and Environmental Sustainability in communities – a first draft version of this was produced in July 2011.

- Scaling up support to partners in finding locally relevant science, by inviting local scientists to CEDRA workshops

- Starting to incorporate case studies gathered from the CEDRA and EA participants into a new internal case studies database, with a longer-term view to sharing this externally on a CEDRA site on Tearfund's Information and Learning Zone (TILZ) website.

- PSO have provided funding for a later phase of workshops, and in the proposal Tearfund included more funds for partner application of adaptation methods.

- The Tearfund programme funding team have identified the need to consider the CEDRA funding requirements in the corporate programme funding review.

- Tearfund staff working in climate change adaptation, disaster risk reduction, water and food security have their own 'Adaptation Working Group' and are: (a) working to agree common definitions eg 'what is adaptation'; (b) increasingly engaging in wider discussions amongst INGOs about the possibility of working towards shared 'resilience' and 'capacity building' outcomes, and (c) identifying how to evaluate progress, even when the outcomes are less tangible.

- Internal discussions in Tearfund have taken place on the overlaps between the different tools (CEDRA, EA and PADR in particular), and various graphics and powerpoints have been developed to help explain the overlaps. (More work is needed however to facilitate a cross-Tearfund understanding, and then to be able to communicate this to external stakeholders.)

- Training of Trainer workshops have already taken place in the UK, Brazil, Australia, Thailand and Kenya.

- Advocacy support for participants in CEDRA and EA workshops is made available from Tearfund staff who have specialisms relating to advocacy work and who are assigned to be a particular country's 'Advocacy Link Person'.

- Versions of CEDRA have become available in Burmese and Bangla, during the field testing process.

Appendices

Appendix A: Main evaluation interview questions (for partners)

1. Did you carry out CEDRA or EA or both – how did you make this choice?

2. What did you find most inspiring about the CEDRA/EA workshops and technical support?

3. In comparison to the ordinary one workshop approach, what difference does this 1 training + 1 follow up workshop approach make?

4. What is your involvement in the planning, implementation and monitoring of the CEDRA/EA programme in your organisation?

5. How did you and your organisation come to attend the workshops in the first place – was it an area you were already interested in learning more, or was it a new subject to you? Did you feel you had the option not to attend?

6. How has the learning taken place in the project, for you personally, for others in your organisation, for your organisation and for the whole group?

7. What conditions have been essential to create the possibilities for the CEDRA/EA report writing and any adaptation programmes you are involved in (management, capacity, context, special expertise etc)?

8. What went well with the workshops and following stages for you and what not; please explain why?

9. What has been the outcome and impacts of your CEDRA/EA work? (Or what results do you expect)?

10. Do you think the skills and knowledge learned will be used for other projects in your organisation?

Appendix B: Focus group most significant change workshop session

Session outline

The intention in the Most Significant Change (MSC) sessions was to facilitate an open and reflective discussion, generating 'soft' or qualitative evaluation information.

The whole group of about 25 participants, brainstormed their answers to the following questions, with the evaluator writing answers up on a flipchart and encouraging participation by everyone present. Then they all voted by writing their One Most Significant Change on a piece of paper. The most popular changes were noted and comprise the bulk of the partners' answers to sections 3.4 and 3.5 of this evaluation.

Q1: What was the BEST thing for you personally about the CEDRA and EA training you have received, and of the experience you have had of sharing with the community and collecting community perceptions about environmental issues?

Q2: What was the BEST thing for your work / your organisation?

Q3: What is the most important thing that the workshop facilitators and tool authors can learn, that would most help improve the CEDRA and EA workshops and tools?

Appendix C: An example of a partner CEDRA report

INF Nepal CHD Technical Sector
CEDRA assessment
July 2010
Submitted to Tearfund UK

Executive Summary

The CEDRA assessment is a new experience for INF Nepal, although INF Nepal has long experience in Community Health and Development (CHD) projects. However, some of the CEDRA work has been implemented through the CHD plan due to similarity between the CHD and CEDRA assessments.

INF Nepal management has implemented the CEDRA assessment through integrating it into its existing CHD project activities across six district programmes across all three ecological zones: mountains, hills and terai (flatlands). The six District Programmes are: INF Jumla & INF Mugu situated in the mountain zone, INF Banke, INF Kaski's Kapilvastu & INF Dang situated in the Terai zone and INF Surkhet situated in the hilly zone. Each of these district programmes have Community Health & Development projects targeted to poor and marginalised groups aiming to empower them improve their quality of life.

This report has been compiled with reference to assessments undertaken across each of the above Districts where INF Nepal has been implementing their CHD work. CHD work has been implemented through community Self Help Groups. We thank these SHGs for their involvement in collecting the information for the CEDRA assessment.

The CHD log frame was intentially designed to commence with a small number of pilot projects. The timing of these pilot projects has coincided well with the CEDRA assessment, enabling the two processes to be integrated. Activities (adaptations and other actions) coming out of the CEDRA assessment will also be implemented through the CHD project structure. Therefore the CHD Section Head will be responsible for day to day monitoring, planning, budgeting and reporting to the Programme Manager. The district Programme Manager will be responsible for the overall management of the Programme including CEDRA activities. The CHD Technical Advisor will be responsible to provide cross programme technical inputs in coordination with District Programmes to ensure technical standards and timely donor reporting.

The following sections of this report commence by describing how the CEDRA assessment was undertaken, identifies the three separate ecological zones and gives an overview of the outcomes of district orientation workshops. The report then goes on to give an overview of the scientific findings including climate change projections, projected climate and environmental impacts, government responses and potential adaptation options. The community based risk assessment is then given, leading to the proposed logical framework at the end of the report.

Appendix D: An example of a partner EA report

Church of Bangladesh Social Development Programme (CBSDP) - Rajshahi Regional Office Medium-level Environmental Assessment

Date	May - June 2010
Assessment project manager	Ruhul Quddus Tito (CBSDP-Rajshahi Manager)
Fieldwork completed by	Christopher Methun Mondol (CBSDP-Rajshahi Assistant Manager)
EA Form completed by	James Pender (CBSDP Climate Change Consultant)

Introduction
As part of the Church of Bangladesh Social Development Programme's (CBSDP) partnership with Tearfund it is planned to conduct Environmental Assessments (EA) at all its field offices funded through the Tearfund supported project *Mobilising the Church in responding to the threats posed by Climate Change*. When these are completed the EA will form a base on which to conduct *Climate change and Environmental degradation Risk and Adaptation Assessments* (CEDRA) for the two main zones where CBSDP operates and are particularly vulnerable to climate change: The Arid Zone in western and central Bangladesh and the Wetland Zone in southern Bangladesh. As much of the information required for the EA can also be used for CEDRA in terms of the fieldwork to collect information from the community included questions related to both CEDRA and the EA. In addition as CBSDP-Rajshahi is currently collaborating with the Department of Botany of Rajshahi University in investigating traditional resource use and how these resources can be preserved or cultivated (CBSDP is already cultivating one type of wild vegetable in a test plot), further questions were included in CBSDP's community survey. The questionaire is attached as Appendix 1.

Methodology
The fieldwork was completed between the 10th to the 30th May by Assistant Manager Christopher Methun Mondol (James Pender, CBSDP Climate Change Consultant joined him for visits to the first 3 villages surveyed). 14 villages where CBSDP's *Food Security Program* is operating in order to get the most diverse participants as possible which included: Santal villages, a Pahari village, Oroan villages, Muslim Bengali villages, a low-caste Hindu Bengali village and a number of villages of mixed religion and ethnicity. Eight of these villages were in the Barind Tract of Rajshahi District and six were in the High Ganges River Floodplain of Natore District. The separate data from each village can be seen in Appendix 2. The survey used focus groups comprised of around 16 people that included: The village headman, teachers, Development Group/Village Organisation leaders, church/mosque/temple committee members, the catechist/Imam/Priest (if that were his home village), farmers, students, and housewives with 50% being women.

The focus groups were asked questions and the surveyer wrote down their replies, with most the questions being asked in an open-ended manner so as not to lead or influence the responses in any way, categories of questions included: Information on site, Human Environment on site, Climate change, Physical Environment, and Natural Resources used by the community. A number of Participatory Learning and Action (PLA) techniques were

used to help obtain data, namely a *Disaster Event Timeline* (which followed the questions on Physical Environment) and a *Seasonal Calendar – Past & present situation* was used following the questions of climate change, and following the exercise participant were asked if they had any strategies to cope with these changes. For the PLA exercises two groups were formed a mens group and a womens group in order to get different perspectives on the local situation.

Other information for the assessment was obtained from: The *CBSDP-Rajshahi Baseline Survey and Project Assessment Report* (2009) for which 200 beneficiaries and 100 beneficiaries in Natore and Rajshahi Districts completed individual questionaires relating to development and the work of CBSDP; the 2nd edition of the book *Bangladesh Environment: Facing the 21st Century* edited by Philip Gain of Society for Environment and Human Development (SEHD) that contains lots of useful information on a wide variety of environmental issues; volume 1 of the *Encyclopedia of Flora and Fauna of Bangladesh: Bangladesh Profile* published by the Asiatic Society of Bangladesh that contains good information on geography, biodiversity, climate, soils and natural resources; and finally from the *Bangladesh Country Almanac* (*2008*) using *AWhere* mapping software that can be downloaded from http://www.awhere.com/CSISA/Homepage.aspx, that contains much government data on agriculture, the human and natural environment.

Following the completion of part 1-3 of the EA, the Manager, Assistant Manager and Climate Change Consultant facilitated the completion of sections 4 and 5 at a meeting of all CBSDP-Rajshahi's senior staff. Section 6 was completed at the EA/CEDRA follow-up training by Tearfund at Hope Centre between 12th to 16th June.

Map of the 4 Sub-districts where CBSDP-Rajshahi works, Rajshahi City where its office is based and the local agri-ecological zones (itallics) J.S. Pender using BCA database & AWhere version 4 software

The rest of this appendix can be downloaded from www.tearfund.org/CEDRA/Evaluation/AppendixD
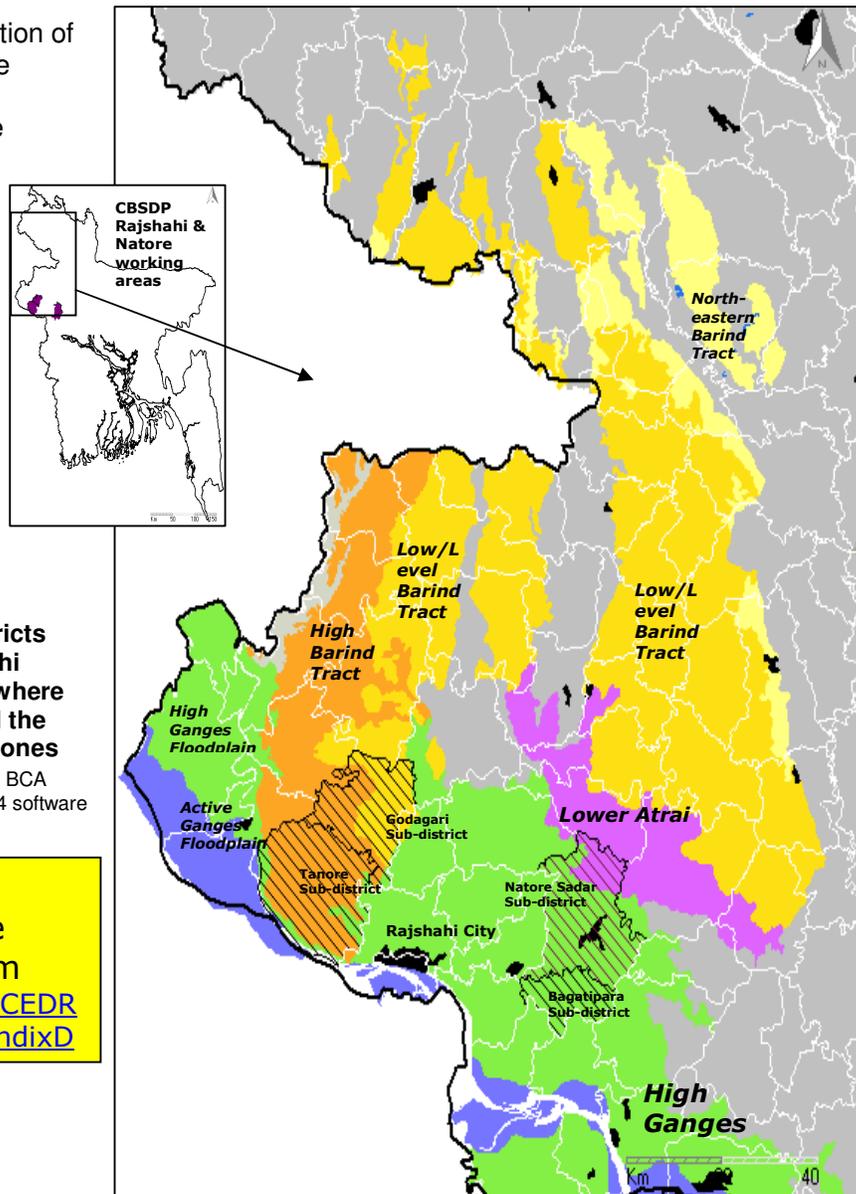
Appendix E: Two examples of workshop facilitator's end of workshop reports

<div align="center">

CEDRA Training Feedback – Beni, DRC
18 – 23 January 2010

</div>

Day 0
Started on Mon afternoon with introductions, objectives and overview of week etc. Worked quite well because we could start the next day first thing with the Biblical perspective session.

Day 1
To explain climate change use a simple diagram on flip chart. Hand out terms and definitions. When you mention a technical term the person holding that term has to stand up and read out the definition.

Extra sub-session on forest resources given that deforestation is such an issue in DRC. Used the info from Roots 13 to draw 2 diagrams showing: forests and local environment; and forests and climate change.

Links between ED, CC & DRR: none of the participants had even heard of DRR so I did not labour this model too much. We worked on the hazards and impacts images and I explained that we would focus on solutions to CC & ED impacts during the training. Was important to clarify in this context that volcanic eruptions were a natural hazard and not related to CC/ED.

Day 2
Participants found it confusing to see the link between Step 1.2: Identification of information and Step 1.3 : Compile a question list. I think Step 1.2 could be removed. However the list of possible impacts is still useful when you get to Step 2.

Despite having learnt various participatory techniques most participants still prefer to use a simple focus group. I would also question how much extra information can be gained from using the other techniques, ie is it worth the hassle?

Day 3
3 groups went to villages and 1 group went around town collecting info from various offices. Internet access is not good so we didn't try to have an internet session.

Day 4
Participants were in 3 groups according to zone of work, ie north-east, east, and south-east. It works better to split the larger groups into sub groups according to sectors of work.

Step 4 seemed to be confusing for some participants. They found it hard to grasp the concept of what might be unmanageable. And in reality there are still things that can be done to mitigate most of these risks so the heading is misleading. Eg community unwillingness to adapt – could be managed with sensitisation; Lack of political will or another stakeholder unwilling to change (eg industry) – do advocacy; Cost to large – search for other donors Don't have technical expertise – collaborate with other organisations with technical skills

I wonder if we could cut out Step 4 as these ideas and discussions will come up naturally in Step 3.

After finishing all the steps we did a quiz to see who could remember all the Steps and put them in order.

Someone from each group typed up their analysis tables in the evening so that we could put the documents onto CD along with other workshop info for people to keep.

Day 5
We discussed the action plan and dissemination on Day 4 so Day 5 was just wrapping up.

However I did do a session on CCA and the church as there were a number of church denominations present.

They came up with the following needs for church leaders info:
- Biblical basis for Creation care. Church pastors have very little theological training so they are unaware of some aspects of biblical teaching.
- Need to contextualise the information to the realities of Africa. ie video based on African experience. Most of the CC dvds are northern based ie Inconvenient Truth and Day After Tomorrow documentary.
- Could produce Manuels, CDs / Videos, Visual aids
- Learn lessons from HIV/AIDS awareness raising and mobilisation

<u>Feedback from the evaluation forms:</u>
Scoring showed that participants felt they had a clear understanding of the causes of climate change and environmental degradation and they also understand well the links between climate change, environmental degradation and disasters.

Participants understood some steps better than others and this resulted in some participants not being totally confident in carrying out the full CEDRA process. However step 1 scored highly with participants feeling they had a good enough understanding of how to collect information about the climate and the environment to be able to teach this to others.

For Step 2 they have a fairly good idea of how to assess climate and environmental impact risks and to prioritise them.

Although there is a good understanding of what adaptation is there were a number who did not feel so confident about developing adaptation responses and choosing the most appropriate as per step 3.

Some participants felt uncertain about steps 4 and 5, probably because these were only dealt with briefly in the workshop. In fact participants in all the workshops that I have been involved in seem to have found dealing with unmanageable risks in step 4 a bit confusing.

Brazil CEDRA trainers' workshop report
24– 28 January 2011, Afogados da Ingazeira, Pernambuco, Brazil

Tearfund Staff Member	Richard Weaver	**Visit Date**	22-30 January 2011	**Report Date**	29 January 2011
Partner visited	CEDRA workshop for 26 participants from 17 organisations in Brazil.				
Project sites visited	2 communities close to Sao Jose do Egito in Pernambuco				
Partners visited	See Participants list attached				

Objective of the trip
The purpose of the trip is to hold a CEDRA training of trainers workshop for Brazil partners. It includes four days in house workshop and one day field visit to communities.

Expected Outcome
Expectations listed by participants on day 1
- To systematize information and be able to share it with our organizations;
- To identify and measure climate change indicators / tools;
- To use CEDRA process as a means to convince partners and communities about impacts of climate change and adaptation;
- To learn how to use the techniques in urban areas;
- To find information and tools in order to them in remote and needy communities with little or no access to techniques;
- To use CEDRA process to work on emotional aspect of people's lives;
- To learn how to become partners with the Government;
- To use CEDRA process as a monitoring tool;
- To find out as a group what climate change and adaptation mean;
- To apply CEDRA process in the development and assessment of projects;
- To understand the relation between climate change, CO_2 emission reduction and adaptation in vulnerable areas;
- To ensure that everyone will be able to build an action plan.

We went through all of these at the end and the group considered that all of them had been achieved over the course of the CEDRA workshop

Brief description of activities undertaken

Please see attached detailed time table in Appendix 2

Appendix F: Adaptive Resilient Development graphs – The case for needing to combine our development, resilience and adaptation work

The graphs below look at development, adaptation and resilience separately and then together. The 3 graphs above each other on the left hand side look at communities who have no internal or external support or interventions to help them develop, adapt to climate and environmental change or to become resilient to disasters. All of these situations result in static or declining well-being of the community.
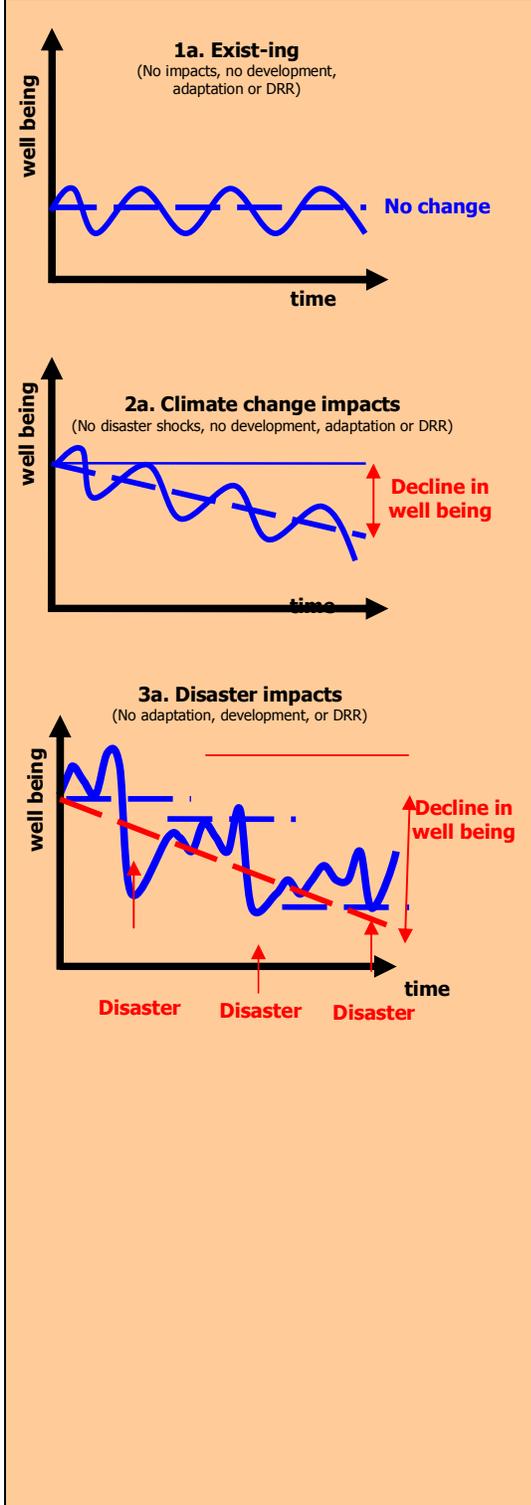
The 3 graphs in the right-hand column show improvements in well being due to different interventions of development, adaptation or disaster risk reduction (resilience).

The horizontal X-axis on the graphs represents the passing of time. The vertical Y-axis represents well-being. Human development is measured in different ways by different analysts, as described in the box below.
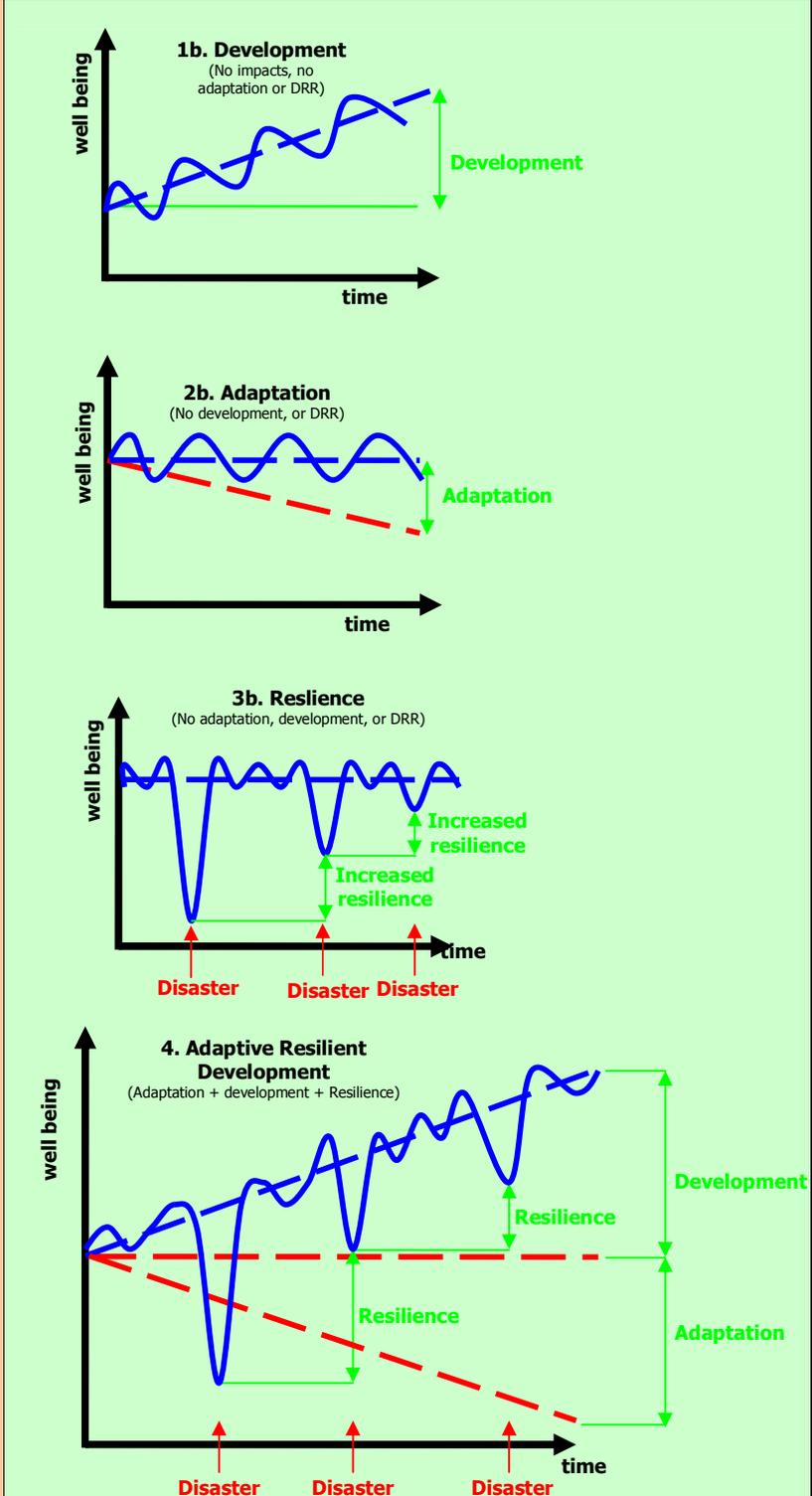
Each of the graphs is explained here:

1a. This graph represents a community that is "existing" without change. There are no negative impacts from climate or environmental change, disasters or other causes. Also, there is no external assistance to improve well being through development, adaptation, disaster risk reduction or otherwise.
1b. This graph represents the intended results from development. Whether development is undertaken by government, NGOs, the private sector or the community's own initiatives, the intention is that well being improves over time.
2a. This graph shows how climate change (and also environmental degradation) are reducing the level of well being in communities if there is no external development, adaptation or DRR interventions to help them. The graph assumes there are no other disaster shocks or other negative impacts on the community.
2b. Adaptation is shown on this graph as activities undertaken in response to climate change (or environmental degradation) impacts, with the intention of returning the community to the same level of well being as they would have had if the climate or environmental impacts had not happened. Many commentators use the term Adaptive Capacity to describe the ability (resources, time, money, skills) of the community to respond to climate change impacts and return to their previous level of well-being.
3a. This graph shows how a community impacted by a number of disasters over time suffers a reduced level of well being if there are no interventions to help them recover from the disasters or become resilient to future potential disasters. This graph assumes that there are no ongoing development or adaptation activities and no impacts from climate and environmental change.
3b. This graph illustrates the purpose of Disaster Response and Risk Reduction activities, which aim to help communities recover from disasters, but also increase their resilience so that future disasters do not have such a big impact on them. Disaster risk reduction, or resilience building, aim to increase the capacity of communities such that they can ultimately return themselves to their previous levels of well-being.
4. Graph 4 illustrates the benefit if we intentionally combine our skills and resources to help communities adapt to climate and environmental change, become resilient to disasters and support them in development. Tearfund call this **Adaptive Reslient Development**.

Community Wellbeing without any development, adaptation or disaster risk reduction interventions.	Development, Adaptation and Disaster Risk Reduction impacts on well being.

1a. Exist-ing
(No impacts, no development, adaptation or DRR)
well being / time / No change

1b. Development
(No impacts, no adaptation or DRR)
well being / time / Development

2a. Climate change impacts
(No disaster shocks, no development, adaptation or DRR)
well being / time / Decline in well being

2b. Adaptation
(No development, or DRR)
well being / time / Adaptation

3a. Disaster impacts
(No adaptation, development, or DRR)
well being / time / Decline in well being / Disaster / Disaster / Disaster

3b. Reslience
(No adaptation, development, or DRR)
well being / time / Increased resilience / Increased resilience / Disaster / Disaster / Disaster

4. Adaptive Resilient Development
(Adaptation + development + Resilience)
well being / time / Development / Resilience / Resilience / Adaptation / Disaster / Disaster / Disaster

The above graphs were developed by Mike Wiggins of Tearfund, with input from colleagues Oenone Chadburn and Nigel Timmins. They are partly influenced by unpublished graphs developed by Oxfam.

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This document can be downloaded from:
www.tearfund.org/CEDRA/Evaluation