

DREAM TOWN

CLIMATE VULNERABILITY ASSESSMENT KAMPALA





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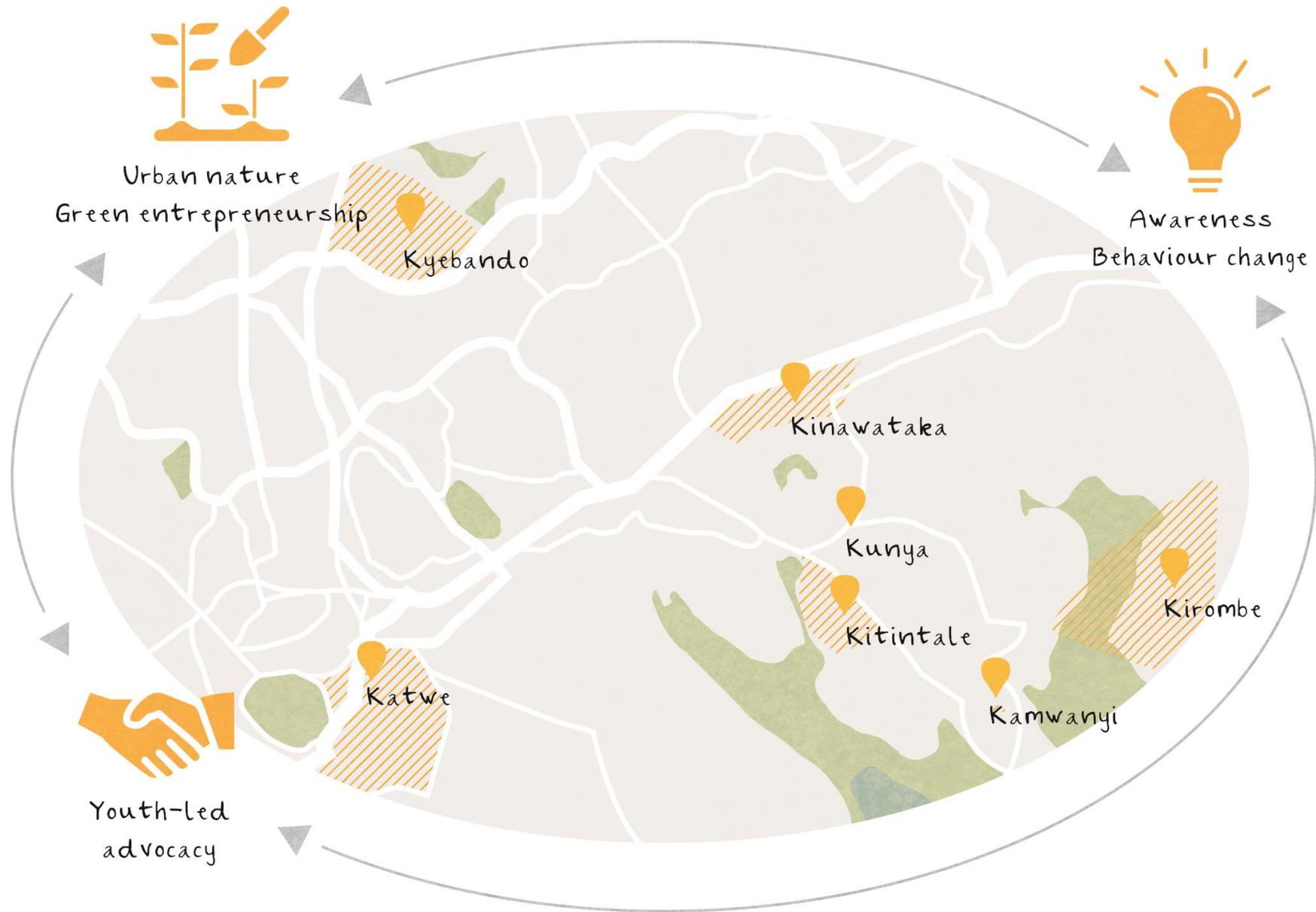
NAC NETWORK FOR ACTIVE CITIZENS



GHETTO GO GREEN

Youth take action to **green their city**. We support young agripreneurs from Kampalas ghettos working to make their communities greener and more resilient towards the impacts of the climate crisis. They do urban farming using innovative and climate-smart methods - create public green spaces - and raise awareness among peers and local leaders about the most serious climate-related issues challenging their communities.







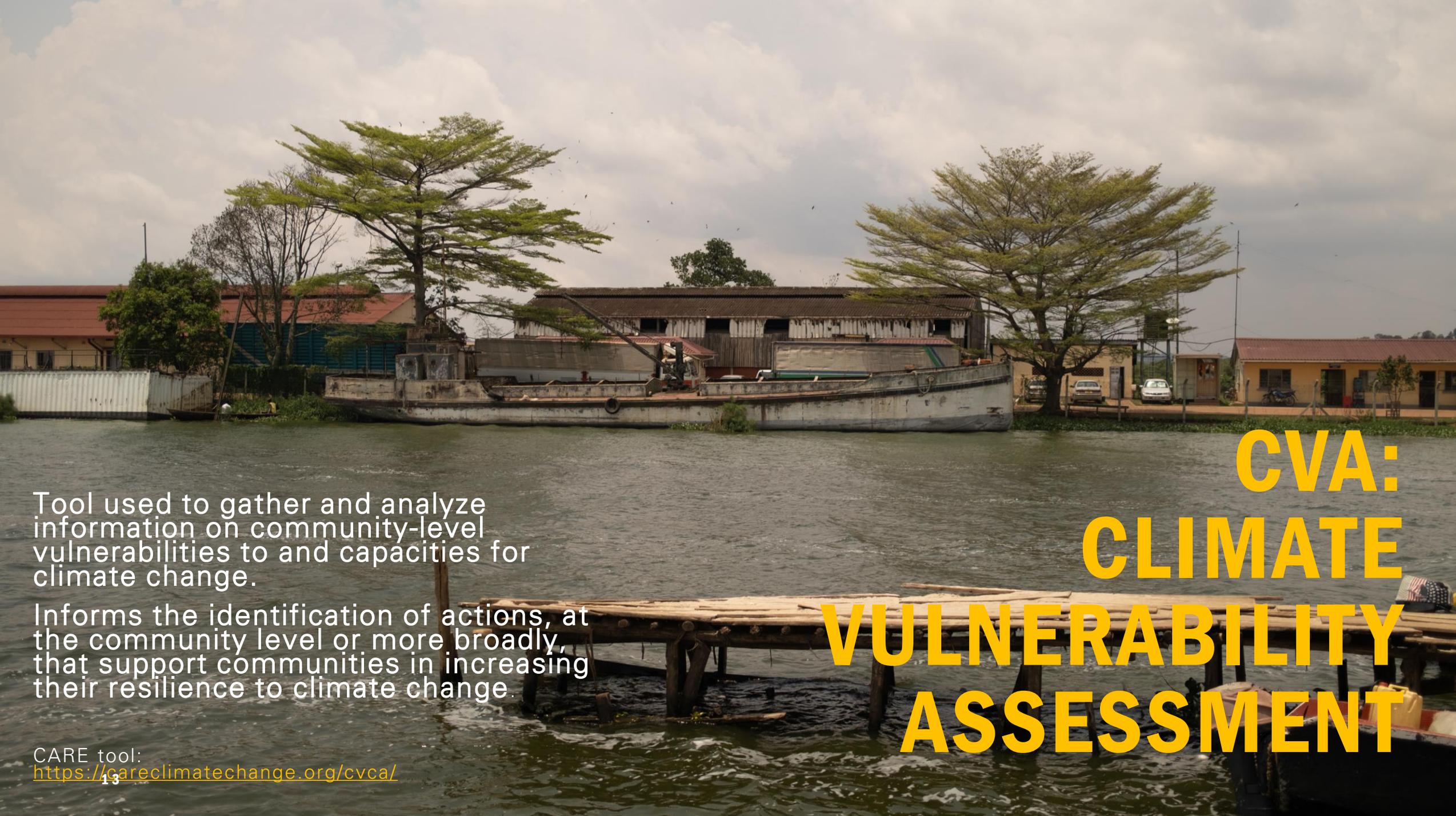


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Tool used to gather and analyze information on community-level vulnerabilities to and capacities for climate change.

Informs the identification of actions, at the community level or more broadly, that support communities in increasing their resilience to climate change.

CVA: CLIMATE VULNERABILITY ASSESSMENT



TWO OBJECTIVES

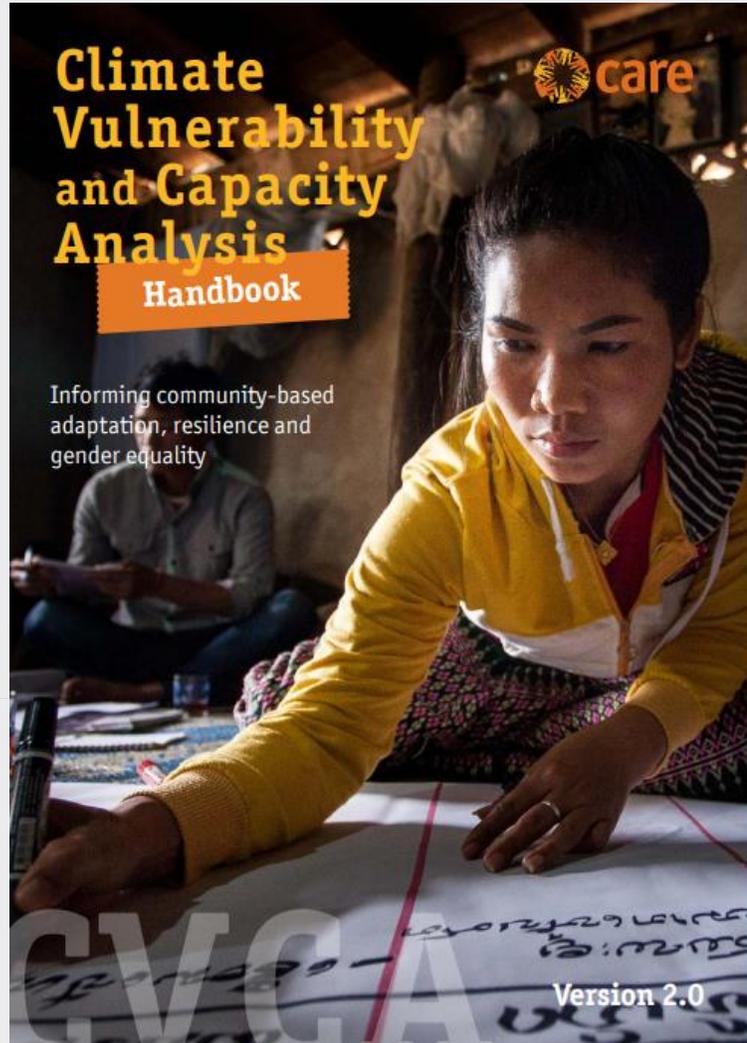
I.

**TO ANALYZE CLIMATE
CHANGE VULNERABILITY
AND ADAPTIVE CAPACITY
OF 7 GHETTO
COMMUNITIES IN
KAMPALA.**

II.

**TO ENHANCE COMMUNITY
KNOWLEDGE TO YIELD
GREATER
UNDERSTANDING ABOUT
LOCAL IMPACTS OF
CLIMATE CHANGE IN 7
GHETTO COMMUNITIES IN
KAMPALA.**

THE TOOLS



Daily Clock^{liv} field guide 4.

How to facilitate

Objectives

- To illustrate the inequality in workloads within the household and how this can undermine resilience and affect the ability to implement the adaptation options
- To show the value of women's work
- To understand how daily tasks and the division of responsibilities shift when a climate-related shock occurs

Materials

- Flip chart paper with two daily clocks already prepared (see Figure 6)
- Thick-tipped markers in a variety of colours
- Masking tape
- Camera to document the process (ensure that the participants are comfortable with it before taking photos of them)
- Field Guide
- Paper for note taking
- Clipboard

Timing
1 hour and 15 minutes

How to facilitate

NOTE: For this activity, it is helpful to bring a focus group of men together with a focus group of women. They will work separately but then come together to discuss. If this isn't possible, then you can have part of the group role-play the opposite sex. You will need two facilitators—one for each group.

1. Explain that you are going to discuss the different tasks that women and men do to keep the household running. Divide the participants into two groups, one of women and one of men (see note above), each working with a facilitator who will follow the steps below.
2. Ask the group to imagine a typical day for a woman/man like themselves, from the time they wake up to the time they go to bed.
3. Using one of the prepared daily clocks, ask them to draw or write all of the tasks that they do throughout a typical day. This should include any overnight activities (such as breastfeeding), paid and unpaid work, leisure and rest time. Give them approximately 20 minutes to do this.
4. Using the second daily clock, ask them to imagine a day when the community is affected by a climate shock (you can refer back to the hazard map and vulnerability matrix to select a particular hazard scenario to make this more specific). Ask them to repeat the exercise of building the clock, focusing on how things change when a shock has occurred.
5. Once the daily clocks are complete, bring the groups together. Ask them to place the clocks side by side.

Image: A woman in a pink headscarf sitting on the floor, drawing on a large sheet of paper.

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Seasonal Calendar^{liv} field guide 3.

How to facilitate

Objectives

- To analyse seasonal changes in activities and periods of stress or scarcity
- To identify important livelihood activities
- To document community observations of changing trends in seasonal patterns

Materials

- Flipchart paper
- Thick-tipped markers in a variety of colours
- Masking tape
- Local materials such as stones, sticks, beads, etc.
- Camera to document the process (ensure that the participants are comfortable with it before taking photos of them)
- Field Guide
- Paper for note taking
- Clipboard

Timing
1 hour and 15 minutes

How to facilitate

1. Use the ground or a piece of flipchart paper. Mark off the months of the year on the horizontal axis as shown in Figure 7.
2. Explain to the participants that you would like to develop a calendar to show key events and activities that occur during the year.
3. Ask people to list the key seasons, activities and other events that occur throughout the year, and arrange these along the vertical axis. The list could include:
 - Seasons (rainy and dry seasons, hot or cold seasons)
 - Holidays and festivals
 - Agricultural activities including planting, harvest and marketing
 - Periods of scarcity of resources, such as food, water, fish or pasture
 - Times of migration
 - Timing of climate events such as storms, floods, droughts and heat waves
 - When common seasonal illnesses occur for people and for livestock
4. When the key events have been listed, plot the timing of them in the table based on agreement among the participants, as shown in the example below, leaving space after each event. You may want to suggest that they use different colours or symbols to indicate the intensity of the event or activity, for example when the rains are heaviest. The note taker should note any events for which the group has difficulty deciding on timing.

Image: A group of people sitting on the floor, working together on a large sheet of paper.

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TOOLS USED

HAZARD MAP
TRANSECT WALK
HISTORICAL
TIMELINE
RESOURCE
MAPPING

SEASONAL
CALENDAR
DAILY CLOCK
VULNERABILITY
MATRIX
FOCUS GROUP
DISCUSSION



STEPS OF THE PROCESS

DESK REVIEW OF LITERATURE

FIELD ASSESSMENT

DATA ANALYSIS

PARTICIPATORY ANALYSIS

ACTION MAPPING

PRESENTATION OF RESULTS

127 PARTICIPANTS

Community members

Youth leaders

Duty bearers from
Kampala Capital City
Authority

Civil society
NAC staff and
volunteers





COMMUNITY ASSESSMENT



GENDER ROLES AND RESPONSIBILITIES

- JTC ROLES WOMEN AND DAUGHTERS ON BASIS**
- 1- WASHING CHILDREN
 - 2- CLEANING (WASHING UTENCILS) (CLOTHES)
 - 3- WASH CLEANING THE HOUSE
 - 4- COOKING (Preparing break FIRST)
 - 5- BUYING FOOD FROM THE MARKET
 - 6- COOKING & SERVING LUNCH
 - 7- TAKING CHILDREN TO SCHOOL
 - 8- ATTENDING TO OUR BUSINESSES
 - A- selling soft drink
 - B- BOYQUES
 - C- SOYS
 - D- selling food in the Market
 - E- Tailoring
 - F- Drinking Mood & Naize, Genjo
 - 9- REPAIRING FLOODS WATER (Anytime)
 - 10- FARMING (small gardens)
 - 11- Taking care of our husbands & Family
 - o- washing their clothes & ironing for them
 - o- cooking & serving them
 - 12- Visiting TV especially Aganabio Group at Ten (to visit)
 - 13- Meeting fellow women in our saving groups
 - 14- Attending church Services
 - 15- Teaching children homework at home



COMMUNITY HAZARD MAPPING



EXAMPLES OF KEY FINDINGS

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FLOODING

widespread infrastructural damage, displacement and destruction of livelihood assets, including shelters,

#

OUTBREAK OF DISEASES

floods ⇒ high risk of malaria and cholera as a result of poor sanitation

#

FOOD INSECURITY

heavy rainfall or higher temperature intensity ⇒ erosion and land degradation ⇒ shifts in viable areas for farming

#

ADAPTIVE CAPACITY

links to households' diversity of livelihood portfolios

#

ACCESS TO LAND

plays a big role in on-farm diversification ⇒ land pressure in the most densely populated ghetto communities increases vulnerability to climate change effects

“WHAT SURPRISED ME WAS HOW MUCH THE SEASONS HAD CHANGED. USING THE SEASONAL CALENDAR, WE LEARNT THAT THE SEASONS FOR DOING DIFFERENT ACTIVITIES ESPECIALLY IN AGRICULTURE HAD CHANGED SO MUCH”

“WE DID THE ACTIVITY FOR A PERIOD OF TWO DAYS AND THIS WAS A BIT TIDIOUS SINCE THEY HAVE TO MAKE ENDS. SOME TOOLS LIKE THE DAILY CLOCK NEEDED ALOT OF TIME TO BE EXHAUSTED AS THE DISCUSSION WAS TO GO ON SINCE IT HAD TO DO WITH GENDER AND ROLES”

- Hellen, Network for Active Citizens



FINAL REPORT

https://issuu.com/dreamtown.ng/docs/climate_vulnerability_assessment_final_report_july

CLIMATE VULNERABILITY ASSESSMENT REPORT

MARCH, 2021

Communities:

Katwe, Kinawataka, Kyebando, Kiroombe, Kunya, Kitintale and Kamwanyi



In partnership with Dreamtown
Supported by Civil Society in Development (CISU)



SOCIAL MOBILIZATION, ADVOCACY, AND DIALOGUE ABOUT ADAPTION ACTIONS

COLLABORATIONS TO LEVERAGE ADDITIONAL TECHNICAL AND FINANCIAL RESOURCES

ENGAGE IN PLANNING TO INFORM AND INFLUENCE DEVELOPMENT PLANS AND POLICIES MAINSTREAMING CLIMATE ADAPTATION ACTIONS

PROVIDE REGULAR INFORMATION ON VULNERABILITY AND POTENTIAL POLICY RESPONSES TO TARGET COMMUNITIES

SCALING UP SUCCESSFUL COMMUNITY-BASED ADAPTATION INITIATIVES

HOW WE GET THERE – NEXT STEPS AND USE OF THE FINDINGS

A photograph of a dirt road in an urban area. A person is walking away from the camera in the distance, carrying a bag. The road is flanked by simple buildings and trees. The scene is brightly lit, suggesting daytime.

WHAT DID WE DO SO FAR?

GUIDING COMMUNITY YOUTH PARLIAMENTS

DEVELOPED A ROAD MAP FOR ADVOCACY

PRESENTED AT URBAN THINKERS CAMPUS IN KAMPALA TO LOCAL GOVERNMENT

INFORM CONTEXT IN FUTURE PROJECTS

USED IN WORK BY COMMUNITY JOURNALISTS



**URBAN
THINKERS
CAMPUS**



PUBLIC CAMPAIGNS

MISSION

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COMMUNITY DIALOGUES

COMMUNITY JOURNALISM



**MEN HVA' SKAL
DET KOSTE?**

5432 USD

3 DAYS

7 COMMUNITIES



THANK YOU

Nina Ottosen

nina.ottosen@dreamtown.ngo

www.dreamtown.ngo