2.5.2

**CLIMATE
RESILIENCE
FRAMEWORK**
ISET-INTERNATIONAL

☑ **Activity 2.5.2**

Exploring Vulnerability

Every person living and working in your city or the city periphery, including you, is exposed to climate hazards. Different groups of people suffer different levels of harm during climate hazards, economic crises, or other difficult times because they have different strengths (capacities, including access to systems and supporting institutions), weaknesses (vulnerability, including lack of access to systems and constraining institutions), and degree of exposure to the particular disruptive event. In this activity, you will select a particular vulnerable group in your city and explore that group's capacities and vulnerabilities, including: the laws, policies, and customs that limit or help this group of people; the types of resources they have available; and their access to city services, functions, and ecosystems.

| IN THIS ACTIVITY YOU WILL: |

✓ Discuss whether poverty and vulnerability are different ideas in your context;

✓ Explore "what is poverty" and "what is vulnerability;" and

✓ Identify existing information about or representation of poverty and vulnerability in your city.

INSTRUCTIONS

PART 1: POVERTY VS. VULNERABILITY

Are poverty and vulnerability the same or different? Start by discussing whether poverty and vulnerability convey different information in the context in which you are working. What does "poverty" mean? What does "vulnerability" mean? If you are working in a language other than English, when you translate these words, do they both translate to the same word in your language? If you cannot distinguish between these, then do this exercise just for the one poverty/vulnerability concept you have.

Discuss as a group, 'what is poverty?' Some questions you might want to consider are:

- Is there an official 'poverty line' in your city, a level of income below which a person or family is considered to be "poor"?

- Is poverty solely dependent on income?

- If someone in your city and someone in the countryside have the same income, are they equally poor?

- Is there a measure of poverty that is not tied to income?

Next, explore 'vulnerability'. Again, questions you might want to consider are:

- Who are the vulnerable people in your city?

- Where do they live?

- What do they do for work?

- What resources do they have that they can use or rely on during disasters or crises?

- What sort of events are "crises" for these people?

- What happens to them during economic downturns or climate disasters?

PART 2: WHO IS VULNERABLE?

Often, city residents have an image of "those people"—the slum dwellers, the migrant workers, the female headed-households, the boat-people—as the vulnerable people in a community. However, there are often other groups, those that are not quite as desperately poor or vulnerable, who are overlooked. In this section, we want to identify those

vulnerable but not quite as desperate groups. These are the groups that can be *unexpectedly* at risk from sudden shocks or crises. For example, barbers can be particularly impacted by economic downturn, because people choose to skip haircuts or cut their own hair.

Some of the questions you might want to explore as you consider this idea are:

- If you have an official "poverty line", who are the people who lie just above the poverty line? Are they really less vulnerable than those below the poverty line?

- What groups are particularly dependent on weather or climate? This could include those involved in farming, aquaculture and fishing, but also small-scale tourism, the elderly, handicapped or children who might be disproportionately impacted by extreme weather events, migrant workers who depend on climate related employment, etc.

- Are there other groups of people that are not generally considered vulnerable that nonetheless could become vulnerable if conditions shift only slightly?

PART 3: EXISTING INFORMATION

This third section is designed to deepen the discussion around vulnerability by beginning a dialogue around poverty and vulnerability issues and seeing where it goes. If the first question or two take you off in an interesting and useful direction, there is no need to return to the rest of the questions.

- What kinds of information about poverty are there in the city?

- Is there statistical information regarding the distribution of poor people?

- Are there services or safety nets for people living below the poverty line? If so, are the same safety nets or services available for the near-poor?

- Can people be poor because they cannot access social networks?

- Are migrants and people who are not registered considered members or residents of the city? What services and systems do they have access to? Are there laws, policies; or social expectations that limit their access to services that other community members have?

- Is your city an expensive place to live?

- How do people with very little money manage to live in your city? What are their adaptation strategies to compensate for being poor?

PART IV: MAPPING VULNERABLE GROUPS

In Activities 2.3.3 and 2.4.1 you mapped City Development Trends and Hazard Exposure. As part of these exercises, you considered vulnerable groups and areas of the city. If you have access to those maps, work with the first set of questions below. If you don't, work with the second set of questions. Once you have finished either the first or second set of questions (Maps or No Maps), complete the third set of questions (Climate Change).

Divide into small groups of 4–6 people.

Maps: Review your maps from Activities 2.3.3 and 2.4.1:
- Are the vulnerable groups and areas you discussed in this activity represented on those maps? If not, add them, or start a new Poverty and Vulnerability map.

- Do the maps from Activity 2.4.3 indicate high hazard areas that you have not considered in your discussions in this activity?

- If you combine the information from your previous mapping activities with what you discussed in this activity, do you find new areas, groups, or classes of vulnerable peoples that you haven't yet discussed?

- Are there things you have discussed—vulnerable groups or geographic areas, fragile systems, or other information—that are core information about your city's vulnerability that are not represented on your maps? Add them to one of your maps.

No Maps: If you do not have maps from Activities 2.3.3 and/ or 2.4.1:
- Draw a map of your city.

- On the map, identify vulnerable areas or groups.

- Add areas that are heavily impacted by climate hazards. Ideally, sketch in different climate hazards (typhoons, annual flooding, intense rainfall flooding, drought, windstorms, landslides, erosion, etc.) in different colors.

- Add other information that helps explain vulnerability in your city. This might include: sources of water or food; major transportation routes; service coverage such as areas with piped water, electricity, solid waste disposal, sewers; areas with rapid urbanization; etc.

- Is there anything else from your discussions in this activity that should be added to your map? If so, add it now.

Climate Change: On your maps, identify areas, systems, or groups that would be more vulnerable as a result of climate change. For example (this list is not comprehensive—this is just the type of question you might want to consider):

- Are there secondary areas that might flood or be subject to high erosion or landslides if flooding got worse?

- Are there areas that would be impacted by longer or more frequent droughts?

- Are there specific areas/systems/people that would be impacted by heat waves?

- Are there areas that are heavily dependent on tourism that might be impacted by climate-related tourism reductions?

Each small group should share their maps with the full group, with subsequent groups noting just information not included on previous maps.