

# **CLIMATE CHANGE AND REFUGEES – EXERCISES FOR THE LEARNING MATERIAL**



Updated 4/2020

---

# CONTENTS

The exercises in this guide are designed to be a part of the 'Climate change and refugees' learning material. The different parts of the material, namely the PowerPoint, its supporting material, and these exercises complement each other. Together they form a functional teaching package. The material is targeted at students in upper comprehensive school as well as upper secondary education. All you need in order to implement the exercises, are copies of the printable stories and photos, flip chart paper/cardboard, post-it notes, as well as regular and felt-tip pens. The photos in the learning material have been taken by Outi Neuvonen during her excursion to Uganda in autumn 2019. In addition, interviews conducted by her have been utilised in planning the teaching material.

Assignment: why-why-why? .....	1
Assignment: climate pictures .....	3
Assignment: rights under threat .....	6
Assignment: adaptation strategies .....	8
Assignment: sustainable development .....	9
Assignment: climate compass .....	10
Project idea: organise a climate and refugees exhibition .....	12
Project idea 2: create your own climate exhibition .....	13
Project idea 3: design your own project .....	14
Appendix 1: climate pictures .....	15
Appendix 2: human rights and their realisation in refugee settlements in Uganda .....	25
Appendix 3: text about Nakivale .....	28
Appendix 4: stories .....	29

Pictures in the material: Outi Neuvonen



This document has been produced with the financial assistance of the European Union. The contents of this document are the sole responsibility of The Finnish Refugee Council and can under no circumstances be regarded as reflecting the position of the European Union.

# ASSIGNMENT: WHY-WHY-WHY?

The 'Why-why-why' exercise is suitable for the start of the section 'Why do people flee?'. The exercise does not require advance information on displacement, which is why it is a good introduction to the theme of climate change and displacement.

**Goal:** With the exercise, the participants tackle the root causes of displacement and migration and identify the related cause and effect relationships as well as connections to climate change.

**You will need:** Flip chart paper and felt-tip pens

**Duration:** 20 min

## Instructions:

1. Divide the students into groups of 3–4 people and give each group one large sheet of flip chart paper.
2. Ask the students to place the flip chart paper in a horizontal position and draw 3 vertical lines across it so that there are 4 columns on the paper. Ask them to write 'Why do people leave their homes?' in the first column. We recommend drawing a reference diagram, illustrated below, on the board to support the instructions.
3. Explain that the exercise has 4 phases. The students have 3 minutes to complete each phase, so encourage them to write down their thoughts quickly.
4. In the first phase, ask the students to write down in the second column all the answers they can think of to the question 'Why do people leave their homes?'. The answers are written one below the other.
5. In the second phase, ask the students to review their answers and write down in the third column why that is. This means that they have to ask 'why?' about each thing they wrote.
6. In the third phase, ask the students to review the answers in the third column, ask again 'why?' and write the answers down in the fourth column.
7. In the fourth phase, ask the participants to circle the answers that they consider to be related to the climate/climate change.

8. The end result should be a diagram that describes the direct causes of migration as well as the underlying causes and dependent relationships. Answering the questions is intended to become increasingly challenging, since the exercise involves two major phenomena with cause and effect relationships that are global. Discuss the thoughts provoked by the exercise and its results with the students. You can use the following questions in the reflective discussion:

- Did answering the question 'why' become difficult at some stage? When?
- Was it easy to identify the connections between the phenomena?
- How many of your answers were related to the climate/climate change? How many answers did you circle?
- Out of the cause and effect relationships you identified, which ones can be proved by facts and which ones cannot?
- Take a look at the last column. Is it fair that this happens? What could we do to change things?

<p>Why do people leave their homes?</p>			
---	--	--	--

Example of flip chart paper.

**Source:** The exercise has been adapted from the Oxfam guide 'Citizenship in the Classroom'.

# ASSIGNMENT: CLIMATE PICTURES

The 'Climate Pictures' exercise is well suited to the section 'Why do people flee?'.

**Goal:** The exercise helps participants to identify connections between migration and climate change.

**You will need:** Copies of the climate pictures (Appendix 1), a whiteboard and felt-tip pens

**Duration:** 20 min

## Instructions:

1. Print out the climate pictures (Appendix 1) in A4 size.
2. Divide the students into groups so that each group gets a different picture from Uganda that is related to climate change. If there are very few students, you can give each group two pictures.
3. First, ask the groups to come up with a title describing the situation in the picture, such as flooding.
4. Ask the groups to consider how the picture is related to climate change and displacement, and to list as many things as possible.
5. Ask the groups to bring the pictures to the board one by one and to write the titles next to them. Ask the students how their picture is related to climate change and displacement.
6. When all pictures are on the board, ask the students to come back to the board and draw an arrow between the pictures that they think relate to each other. Alternatively, you can interview the group and draw the arrows yourself based on their answers.
7. At the end of the exercise, tell the students that the pictures are from refugee settlements in Uganda, where drought, flooding, lack of water, agricultural challenges and hunger affect people's everyday lives. You can discuss the pictures and how they relate to one another in more depth with the supportive list below. You can also move on to explore the themes through the section 'Climate change as a cause of migration' in the PowerPoint presentation.

## Supportive list for the discussion:

- **Drought** (picture 1, p. 17) is related to hunger, a lack of water and agriculture, among other things. Drought makes agriculture more difficult, which is why the crops are poor and there is a lack of food. Due to a lack of water, dirty lake water is also used for drinking.
- **Cutting trees** (picture 2, p. 18) is linked to e.g. hunger, lack of water, deforestation and drought. Forests are being cut down in order to obtain sand to build houses and wood to make a fire for cooking and purifying water. Cutting down forests worsens deforestation and droughts. On a large scale, cutting down forests accelerates

global warming as carbon sinks are reduced. In Nakivale, Kyangwali and Adjumani, the drawbacks of cutting trees have been taken into account: the forests are protected, felling is rationed and new trees are planted. For example, in Kyangwali women are allowed to get wood from the forest on Wednesdays. New agricultural plots are also not cleared at the earlier rate, but those who have lived in the area the longest hand over plots to newly-arrived refugees.

- **Diseases** (picture 3, p. 19) are related to issues such as lack of water and drought on one hand, and education on the other. When clean drinking water is not available, many people use lake water, which spreads diseases. (80% of the people in Nakivale carry a bacterium originating from the water that causes an illness which, if left untreated, will lead to death. Many cannot afford the private health clinics where they could get medicine, as farming is uncertain due to the changed climate. In addition, ticks, rashes, diarrhea and cholera all spread through the water.) Diseases are connected to education, because while many people know about the illnesses, they do not want to change their ways or believe new information.
- **Food/hunger** (picture 4, p. 20) are related to agriculture, among other things; agriculture in turn is affected by droughts and floods/rainstorms as well as the unpredictability of rainy seasons.
- **Lack of water** (picture 5, p. 21) and especially the lack of clean drinking water is related to e.g. droughts, as well as illnesses. People get drinking water from the lake, but the water is not clean and spreads diseases. People also fish in the lake and use the water for cooking in general. Droughts have caused lakes to dry out, reducing fishing opportunities, which in turn exacerbates hunger among refugees. (In the photo: Kayinga Anunly)
- **Recycled goods** (picture 6, p. 22) are linked to issues such as hunger among refugees, lack of water and lack of money. The shoes and clothing that end up in refugee settlements are in the worst of conditions, being mostly unusable rags. People attempt to sell recycled clothes in hopes of earning extra income. The consumer culture in the more rapidly developed countries is in itself one of the factors behind climate change. The clothing industry is one example of this.

**Floods** (picture 7, p. 23) are related to e.g. agriculture and thereby also hunger, because they can destroy crops. They are also linked to people's ability to live their day-to-day lives free from major disruptions. Floods and rainstorms can affect schooling when classrooms flood. Aid trucks cannot transport food or water aid when floods turn roads into sludge.

- **Education** (picture 7, p. 23) is related to matters such as illnesses, agriculture, cutting down trees, etc. Education plays an important role in achieving all types of change. For example, people know about the illnesses caused by lake water, but they do not necessarily believe the new information or want to change their ways. Education is also linked to the adoption of new farming and energy production methods, among other things.

- **Agriculture** (picture 8, p. 24) becomes more difficult due to droughts and floods, which are exacerbated by climate change. The areas reserved for agriculture are limited, as felling trees must be reduced. Agricultural challenges are reflected directly in the prevalence of hunger and unbalanced diets, which may also predispose people to diseases.
- **Solar energy** (picture 9, p. 25) is frequently used in refugee settlements.

# ASSIGNMENT: RIGHTS UNDER THREAT

The exercise 'Rights under threat' is suitable for the start of the section 'Climate change puts people under pressure'.

**Goal:** The goal of the exercise is to discuss how human rights are realised in the lives of the inhabitants of refugee settlements where climate change already affects the everyday lives of people. The exercise helps students develop their empathy skills.

**You will need:** A presentation slide showing a table of human rights, post-it notes, the text on Nakivale (Appendix 3), Appendix 2 'Human rights and their realisation in refugee settlements in Uganda'

**Duration:** 15–20 min

## Instructions:

1. Show the slide with the table of human rights to the students. Give them a moment to study it and an opportunity to ask what the rights mean.
2. Ask the students to choose the 5 most important rights to them and to write them on post-it notes (1 right per post-it).
3. Then ask the students to imagine that they are moving to live in a refugee settlement in Uganda. Read the text about the refugee settlement in Uganda to the students. You can ask them to close their eyes and truly imagine that they are there.
4. Then ask them to take the rights (= post-it notes) that they do not think are realised in the refugee settlement in Uganda and to turn them upside down.
5. Discuss the exercise with the group. The students can first discuss in pairs or small groups. You can use the following questions, for example, to support the discussion:
  - Which rights did you choose?
  - Did you have to turn any post-it notes upside down? Which rights did you think were threatened in the refugee settlement in Uganda? How did you feel when you turned a note upside down?
  - How did the climate and climate change affect the realisation of rights in the text?
  - How could the realisation of rights be promoted? (Instead of this question, you can finish with the climate compass exercise.)
6. Finish with describing briefly how the rights are realised in the refugee settlement in Uganda. You can use Appendix 2 and the summary of the realisation of rights as an aid:
  - Most of the rights are realised or their realisation is possible in principle.
  - In practice, however, the situations are challenging, and opportunities limited. The rights to development and education, work, rest and leisure as well as an adequate standard of living are good examples of this.
  - The right to nationality is not realised in Uganda, because refugees cannot become citizens of Uganda and therefore, they can never fully integrate into the country.



- One of the things climate change makes more difficult is agriculture, leading to a lack of food and income and, therefore, an adequate standard of living not being realised.
7. Finally, mention that the arrangements in refugee settlements in Uganda are exceptional in many ways, and that more rights are threatened on many refugee camps in the world.

# ASSIGNMENT: ADAPTATION STRATEGIES

The exercise 'Adaptation strategies' is suited to the section 'Global challenges require global solutions'. The 'Climate compass' exercise is a good continuation for it.

**Goal:** The exercise introduces the students to the lives of people in refugee settlements in Uganda and how climate change and adapting to it have affected their everyday lives. Reading and discussing the stories strengthens the students' empathy skills.

**You will need:** 3 stories printed out (Appendix 4)

**Duration:** 20 min

## Instructions:

1. Print out 3 stories to hand out to the students. If you have a large group (more than 15 people), you can print out two copies of each story.
2. Divide the students into groups of 3 or 6 people and hand out one story to each group. You can tell them that the people in the stories are refugees who were interviewed in Uganda about climate change in the autumn of 2019.
3. Ask them to read the story and answer the following questions.
  - What kind of challenges has climate change brought into the life of the person in question?
  - What kind of adaptation methods have they found? How have they solved the challenges?
4. Ask the groups to present the challenges and the adaptation methods to the rest of the class.
5. Discuss the exercise and the thoughts it provoked with the group. You can use the following questions to support the discussion:
  - What do you think about the fact that the people in the refugee settlement are forced to find ways to adapt?
  - What differences are there between adapting to climate change in Finland and in Uganda? What things do they have in common?

# ASSIGNMENT: SUSTAINABLE DEVELOPMENT

Sustainable development -assignment is well suited to the section 'Global challenges require global solutions'.

**Goal:** Pupils identify links between migration and climate change and sustainable development.

**You will need:** Sustainable development goals (pp slide 32)

**Duration:** 20 min

## Instructions:

1. Divide pupils into pairs or groups.
2. Show them the slide about the sustainable development goals. If you haven't discussed the goals before, you can introduce them first. (More info eg. <https://sustainabledevelopment.un.org/?menu=1300>)
3. Ask pupils to discuss the following questions for 10 minutes:
  - Which goals should we pursue to meet the challenges of climate change and forced displacement?
  - Which of the goals are especially important in Finnish Refugee Council's work?
4. Discuss the groups' ideas together.
5. Facilitate the discussion with the help of the background material for slide 32 (only in Finnish).



Sustainable development goals.

# ASSIGNMENT: CLIMATE COMPASS

The 'Climate compass' exercise is suited to the end of the class as well as the section 'What can I do?' of the Climate Change and Refugees teaching material. The climate compass can also be used to start a project related to the theme, in which case the compass can be left on the wall of the classroom to inspire the students and remind them of the plan.

**Goal:** The goal of the exercise is to encourage the students to think about solutions for mitigating climate change and the related forced migration.

**You will need:** A compass drawn onto a flip chart, the text for envisioning the future (below), post-it notes

**Duration:** 10–15 min

## Instructions:

1. Tell the students that you will, for a moment, be looking towards the future, to the year 2035.
2. Read them the text below. You can ask the students to close their eyes and imagine that they are in the future.

*'The year is 2035. You are smiling. The global challenges that used to feel impossible and distressing have started to unravel. Global warming has slowed down and climate migration has also declined. New, functional solutions were found for the changed living conditions both in Finland and Uganda as well as the rest of the world. People in large numbers were inspired to make a positive change. Their will was reflected in the operation of schools and in political decision-making. The change was not seen as giving something up; it was seen as a new opportunity. The change was made possible by you, your friends and schoolmates, as well as the people and decision-makers in Finland, Uganda and the rest of the world. You are proud of yourself and everyone who made bold choices and joined their forces.'*

3. Ask the students to write on post-it notes what they/their school/Finland/the EU did to make the change possible. They should only write one thing on each post-it note.
4. In the meantime, attach a large compass onto the wall and name the points for example as follows: I, school, Finland, EU.
5. In the last phase, ask the students to place the notes around the different compass points.
6. Discuss the answers with the students:
  - Which actions are easy to implement? Which ones are more difficult? What things could be implemented right now, e.g. at school?
7. Agree on ways in which the students' ideas can be furthered, if possible.



An example of a compass. Only draw 4 points on the board/flip chart paper.

# PROJECT IDEA: ORGANISE A CLIMATE AND REFUGEES EXHIBITION

**Goal:** The goal of the photo exhibition is to introduce students to the effects of climate change in the lives of people in refugee settlements in Uganda. The exhibition provokes thoughts about the experiences of individuals and explores global cause and effect relationships.

**To whom:** Lower and upper comprehensive school students, secondary education students

**You will need:** Wall space, the photos, captions and supplies for hanging the pictures (we will send everything necessary)

**Duration:** E.g. 1–3 weeks; you can determine the duration yourself

## Instructions:

1. Order the photo exhibition by contacting: [globalikasvatus@pakolaisapu.fi](mailto:globalikasvatus@pakolaisapu.fi)
2. Be prepared to receive the exhibition on the date of delivery and to pay the shipping costs.
3. Set up the exhibition according to the instructions sent with it. If this is a lower comprehensive school, only display some of the photos (according to the instructions).
8. Decide who will view the exhibition and when. Will it be all students in the school or only some groups? Will a separate time period be reserved for viewing the exhibition or will the students do so when they choose, such as during recess?
4. Consider whether the students could participate in organizing the exhibition. Could they be responsible for setting up the exhibition or organise a discussion event or a quiz in connection with the exhibition? Or could they arrange an event in connection with the exhibition, to which e.g. family members would be invited?
5. Decide or plan together with the students how the exhibition and the thoughts it provokes will be processed. You can utilise the exercises of the Climate Change and Refugees material for the purpose. For example, the 'Climate compass' exercise encourages students to think about solutions related to climate and displacement both locally and globally.
6. After the exhibition is over, pack it up carefully and send it back to the Finnish Refugee Council.

# PROJECT IDEA 2: CREATE YOUR OWN CLIMATE EXHIBITION

The project can be implemented after a lesson on the topic of Climate change and Refugees or after the photo exhibition. If you wish, you can also combine the exhibitions and perspectives of both Finland and Ugandan refugee settlements on climate change can be explored.

**Goal:** The goal of the project is for the students to focus on climate change from the point of view of people living in Finland. The project also inspires students to act for the climate.

**You will need:** Phones or tables for taking pictures, a printer or a slide projector

**Duration:** The project can be divided over a period of e.g. 3–4 weeks

## Instructions:

1. Arrange a lesson where you present the project idea, or start the project at the end of a lesson on the topic of climate change and displacement.
2. Ask the students to plan who they could interview and photograph while working in pairs, for example. The interviewees can be family members, neighbours or other people that the students find interesting. You can encourage the students to contact people outside their social circle. In addition to people, the photos can also depict nature, for instance. Make sure that each group has access to a camera.
3. The students can use the questions below for the interview or make up their own. You can also select some compulsory questions and ask each pair to come up with e.g. five additional questions.
4. Give the students 2–3 weeks to carry out the interviews. Ask them to pick the best 2–3 photos and write captions for them.
5. Use the results of the interviews to create a small exhibition. You can print out the photos, hang them on the wall and display the exhibition for e.g. a few weeks. Alternatively, the results can be displayed using a computer and a slide projector.
6. If you wish, you can contact the local newspaper or other media and propose a story about the subject. Climate change is a topical issue, and projects created by the youth may also interest the general public.

## Example questions for interviews:

- What does climate change mean to you? How is climate change evident in your own life?
- What have you done to mitigate climate change? What has changed in your immediate social circle?
- How could we help those who are already suffering from the effects of climate change?
- What kind of a message would you like to send to the decision-makers in Finland or the world?

# PROJECT IDEA 3: DESIGN YOUR OWN PROJECT

A student-oriented project related to the topic is a good continuation to a lesson or a photo exhibition centred around the theme of climate change and displacement.

**Goal:** A project of their own inspires students to take concrete climate actions and offers a channel for making a difference. The project strengthens solution-oriented thinking.

**You will need:** Climate compass, flip chart paper/cardboard for project planning

**Duration:** You can spend e.g. 2 lessons on project planning, but you should reserve enough time for the actual implementation of the projects during the period, term or school year, depending on the projects.

## Instructions:

1. Start by doing the 'Climate compass' exercise or use the answers to a climate compass created during a previous lesson.
2. Ask the students to choose a goal for themselves from the answers on the climate compass. The goal should be something that can be implemented with the school's and the students' own resources. If they wish, the students can also come up with a new goal.
3. Divide the students into groups in a way that allows everyone to plan a project they are interested in.
4. Ask the groups to plan a concrete project to realise their goal. As a part of project planning, they should answer at least the following questions:
  - What is the goal of the project? What will change when the project succeeds?
  - Who benefit(s) from the project?
  - What will actually be done in the project? (How will the goal be achieved?)
  - Who implement(s) the project?
  - What is the project schedule?
  - Who/which parties will be collaborated with?
5. Ask the groups to prepare a short 'sales pitch' for the project which they present to the whole class. Tell them that they can use visual elements to support the sales pitch.
6. In the end, you can vote for a project that will be implemented by the whole class together.
7. If you want to involve the themes of displacement and immigration in your project, the Finnish Refugee Council is happy to consult in project planning:  
[globaalikasvatus@pakolaisapu.fi](mailto:globaalikasvatus@pakolaisapu.fi)



# APPENDIX 1: CLIMATE PICTURES



































# APPENDIX 2: HUMAN RIGHTS AND THEIR REALISATION IN REFUGEE SETTLEMENTS IN UGANDA

Appendix to the exercise 'Rights under threat'

1. Right to life	2. Freedom of religion	3. Right to work	4. Freedom of speech and association
5. Freedom of movement	6. Right to a nationality and the right to be recognised as a person	7. Right to development and education	8. Right to rest and leisure and to participate in the cultural life of the community
9. Fair trial	10. Right to own property and right to an adequate standard of living	11. Freedom from discrimination	12. Right to participate in public affairs and decision-making
13. Right to asylum	14. Freedom from slavery, forced labour, torture and arbitrary arrest	15. Right to marry and found a family as well as protection of family life	16. Right to social security

Source: ihmisoikeudet.net

**1. Right to life**

In Ugandan refugee settlements, refugees are safe, and therefore their right to life is realised.

**2. Freedom of religion**

Freedom of religion is realised in refugee settlements, because refugees can practice the religion of their choice.

**3. Right to work**

Refugees have the right to work, but in practice there is very little work available. Those who have completed a course in the English language can usually find a job more easily.

**4. Freedom of speech and association**

Freedom of association is realised, because people can assemble freely. Freedom of speech and opinion are also realised.

**5. Freedom of movement**

Freedom of movement is realised in refugee settlements in Uganda. In many other countries, the situation at refugee camps is very different.

**6. Right to a nationality and the right to be recognised as a person**

Refugees are nationals of their own countries of origin, but they do not have the opportunity to ever become Ugandan citizens. For this reason, many live in refugee settlements for decades. The refugees have identity cards and the citizenship of their own country, through which they are recognised as persons.

**7. Right to development and education**

The right to development and education is realised in principle. In practice, however, the situation is difficult, and opportunities are limited. For example, there is limited availability of training/courses. The course offering depends on which areas different NGOs operate in. The supply does not meet the demand, meaning that not everyone has access to education. For example, the Finnish Refugee Council is the only NGO in Uganda that offers literacy training for adults. The annual capacity of the courses is approximately 15,000 people, but there are hundreds of thousands of illiterate adults, especially women, in the refugee settlements.

**8. Right to rest and leisure and to participate in the cultural life of the community**

The right to rest and leisure is realised in principle. In practice, however, many have only minimal time for leisure. Especially women often spend their time getting wood and water, cooking, doing laundry and taking care of children (there are often many children in the family, and some parents also take care of orphans). In addition, some have severe traumas that prevent them from sleeping properly. Rest and sleep also suffer if there is not enough food or if the diet is too unbalanced. For most people, the cultural life of the community in refugee settlements means parish activities, football, crafts or singing in a choir. There is a limited number of options.

**9. Fair trial**

Refugee settlements have their own justice system, which is applied to the inhabitants of the settlement. They do have the right to a trial. The police are responsible for safety in the area.

### **10. Right to own property and right to an adequate standard of living**

The right to own property and right to an adequate standard of living is realised in principle. In practice, however, many live in poverty and they cannot afford anything nonvital, such as new clothing. Many live on too little food and an unbalanced diet, due to which malnutrition can be observed in children. The plot of land that the refugees can use for farming is small and the soil is challenging, making farming difficult. In practice, an adequate standard of living is not realised.

### **11. Freedom from discrimination**

Freedom from discrimination is realised in principle. In practice, however, racism does occur in the refugee settlements, because the refugees come from different countries.

### **12. Right to participate in public affairs and decision-making**

This right is realised partially. The refugees are not citizens of Uganda, which is why they cannot, for example, vote in national elections. However, refugee settlements have a separate local government at the so called 'block level' where people can vote and participate in decision-making. The right to participate at local level can be realised for those who are sufficiently literate.

### **13. Right to asylum**

The right to asylum has been realised for the people living in refugee settlements. They have been granted asylum.

### **14. Freedom from slavery, forced labour, torture and arbitrary arrest**

Freedom from slavery, forced labour and torture is realised. Arbitrary arrests are very rare and when they occur, they are linked to political refugees. Most of the people in refugee settlements are not political refugees, which means they are safe.

### **15. Right to marry and found a family as well as protection of family life**

The right to marry and found a family as well as the protection of family life and privacy are realised.

### **16. Right to social security**

Refugees do not have the right to social security as we know it. For example, there is no pension or unemployment insurance system. However, refugees receive a small allowance for food, and the settlements have schools for children and health care services.

**Note!** The system in refugee settlements in Uganda is exceptional. In many refugee camps, more rights are under threat.



# APPENDIX 3: TEXT ABOUT NAKIVALE

## Appendix to the exercise 'Rights under threat'

You escaped from your home country to Nakivale refugee settlement in Uganda. Conflicts forced you to flee. You feared for your life, so you had no other choice. In Nakivale, you finally feel safe.

The day is hot, the temperature being at least 35 degrees. The sand whirls around and the scenery around you is ruled by drought. There is sand with small farms and houses built out of clay as far as the eye can see. A woman passing by says that the area used to be a forest, but most of it has now been cut down. In a street corner, someone sells second-hand clothes from Europe that seem to be in poor shape. A huge landfill full of plastic bottles can be seen in the distance.

You rent a small house to live in. The rent is 20,000 shillings and the allowance you receive is 30,000 shillings. You do not have a lot of money, and you try to think of ways to get more income. You cannot afford anything nonvital, such as new clothes. You have a small eco-friendly stove that burns coal in your house.

Luckily, you also receive a small plot of land, and you can start to grow maize and beans. You hear that a man who has lived in the refugee settlement for longer had to give up the plot so that you could have it. You hope that there will be enough rain for the land to produce crops. Then you would be able to buy for example a goat or chickens. Climate change, however, makes farming very uncertain.

You get to know a woman who has lived in the refugee settlement for longer. She says that there is a lake nearby, from which you can get water for drinking and cooking. You thank the woman and go to the lake to get water. At the lake, you see that there is rubbish floating on the surface and the water looks dirty. You still fill up your water container. Later you hear that many have fallen ill due to the water. There are a lot of health clinics in the area, but the diseases have also led to death, because the public health clinics do not have enough medicine for everyone. There are not enough resources for public health care, which makes you worry. There are also private doctor's offices in the area, but you cannot afford them.

You hear that you can also study in the refugee settlement. You could learn to sew and make clothes, or you could attend a personal finance class. You hope that through studying and new skills, your farming would yield enough crops to sell. You did not have the chance to go to school, so first you have to complete literacy training. You especially hope that, in time, your children can go to school so that their life would be easier.

# APPENDIX 4: STORIES

Appendix to the exercise 'Adaptation strategies'

## Story 1: Celestine



I am a 56-year-old man, and I fled from Congo with my wife in 2006. We live in the Nakivale refugee settlement, where we have had six children. I fled the war and the conflicts between the tribes in Congo. After the escape, I have not been able to have any contact with my home country. Our life in Congo no longer exists. There is only our current life in Nakivale refugee settlement. It was difficult here in the beginning because we did not have enough food and we still had to feed the children. Life became easier when we got our own little plot of land and I started farming.

Climate change has affected things dramatically here in Nakivale, however. When I came here in 2006, the land was full of forest and trees. Now most of the forest has been cut down. The people in the community know that they should not cut down the trees, but they do it anyway, because wood is a necessity for cooking and purifying water. Our community has planted new trees with the support of environmental organisations. We hope that there will be enough rain so that the trees will grow.

I hope that droughts will not be too hard on my maize and bean in the future. If the crops are good, I can earn money and use it to buy goats or chickens. The current climate, however, makes this very uncertain.

## Story 2: Okom



I am a 36-year-old Ethiopian from the village of Gambellah. I fled the ethnic violence in Ethiopia in 2003, first to South Sudan, where I ended up staying for ten years. I fled alone, and part of my family had to stay in Ethiopia despite the dangerous situation. Communicating with my family has been difficult after I left. After ten years, I had to leave South Sudan, too, as the conflict there escalated. At that point I fled to Uganda, to Nakivale, that has a large refugee settlement.

Now I live in Nakivale refugee settlement in Uganda, and I have a wife and five children. I like it here in Nakivale because it is safer than my home country or South Sudan. Life is better than it has been in a long time.

I grow maize and beans for a living. However, the climate has changed very much, however, and farming is sometimes difficult. The rainy season is very short, which means that the growing season is cut too short, as well. It is not possible to grow enough food for the whole year.

I came up with the idea to dig holes during the rainy season to collect water for farming. The method has worked, and I have also taught other members of the community to dig holes.

Even though farming is sometimes challenging, I want to stay in Uganda. I would be in danger at home in Ethiopia.



### Story 3: Kampayari



I am a 48-year-old seamstress, Kampayari Francine, and I am currently living in a refugee settlement in Uganda. I escaped the Rwandan genocide to Burundi in 1995 and from there I continued to Tanzania, where I lived for six years. The refugee policy in Tanzania changed, however, which is why I ended up here in Uganda.

I can already feel the effects of climate change in my life because the heat here is sometimes extreme. It causes drought and a lack of drinking water. More water is needed to ensure that there is enough for drinking and cooking. The sources of clean water have dried out, however, so we get water from the nearby lake even though the lake water is polluted. I know that many villagers have fallen ill and died due to the lake water. My brother's wife also fell ill after using the lake water and was hospitalised for two months. It is often impossible to cure illnesses, due to medicine not being available.

UNHCR delivers water to the refugee settlement, which helps a lot. But even the water aid they provide is not enough for everyone. In general, NGOs have helped us significantly with the lack of food and drink. We have also planted trees together. In addition, I completed the entrepreneurship course organised by the Finnish Refugee Council, where I acquired a lot of useful skills and information. I learnt about saving money and was able to start a new profession as a seamstress.