



# **RESILIENCE STARTS HERE:**

## Typhoon Season and The Climate Crisis

*A Popular Education Module by:  
**TIGRA and Kaya Collaborative***

# PREFACE

One year ago today, the largest storm ever recorded made landfall in the Philippines. Today we educate ourselves about the roots of this storm and changing weather in the Philippines, and begin to act in solidarity with Filipino people directly affected by Super Typhoon Yolanda.

This is the first module of an open-source curriculum on Philippine Environmental Issues designed specifically for the Filipino-American community. Please email your comments, suggestions and a picture of your workshop so we can improve the curriculum and continue building the transnational movement for resilient communities in the Philippines.

*Yours in solidarity,  
TIGRA Philippines &  
Kaya Collaborative*

[www.transnationalaction.org](http://www.transnationalaction.org) // [www.kayaco.org](http://www.kayaco.org) // [www.kapwa.ph](http://www.kapwa.ph)



## HOW TO USE THIS CURRICULUM

This document was conceived as a partnership between the **Transnational Institute for Grassroots Research and Action** (TIGRA) and **Kaya Collaborative** (Kaya Co): two organizations that aim to mobilize the Filipino diaspora and other transnational allies of the Philippines in effective solidarity with long-term, locally led efforts for change. Its development in itself was a case of transnational action: a small force of seven young Filipinos, Filipino-Americans, and Filipino-Canadians working on a tight timeline across 3 time zones.

Our goal is to open spaces and spark dialogues that build a deeper understanding of homeland issues – and more visible avenues to collective action that’s driven by solidarity and grounded in purpose. We recognize our position in the diaspora as one that carries power and potential for creating change and driving networked resilience. We hope that after these discussions, you will too.

The following activities and exercises were conceptualized as sections of a single workshop catering to an audience of 5-30 people. However, we encourage you to use, discard, and adjust as appropriate to your context. **Overall, we recommend a workshop “platter” that includes the first two sections and the last section, along with at least one more section that focuses on an aspect of the Philippine experience and one that explores transnational action.**

This is the first of many iterations; we welcome and encourage all feedback, ideas, and requests.

**Happy mobilizing!**





# REFLECTIONS ON THE TYPHOON

*Introductions and mind map: 20 minutes*

## **Objective:**

*To reflect on each group member's response post-typhoon Yolanda; to identify and articulate common questions and challenges.*

## **Materials:**

*Board or large sheet of paper.  
Chalk or marker.*

## **Roles:**

*1 facilitator. Optional: note-taker, time keeper.*

## **DIRECTIONS:**

1. **In a circle, have everyone introduce themselves:**
  - Start with the basics: name, where you're from, etc.
  - What does the Philippines mean to you? What is your relationship with the Philippines and how has that evolved over time?
  - Where were you when the typhoon happened last year? What was your first reaction?
2. **On a board/sheet of paper:** have everyone, in turns, write one thing (a word, a phrase, an image or a symbol) that signifies a struggle they dealt with during the month after the typhoon. This can be personal, logistical, strategic, philosophical -- the goal is to articulate in some way a difficulty or concern that the typhoon last year triggered.
3. **Now, everyone at once, for 10 minutes: build off of those first few words with more words, images, quotes, questions.** Continue to branch off and spiral out, follow your gut, concretize everything and don't shy away from leaps and non-sequiturs. Embrace the noise. And then step back.
4. Ask the following questions to the group:
  - *What are some common themes?*
  - *What resonated most personally to you?*
  - *What's unclear?*
  - *What's missing?*
5. **Sum up the main themes and direct the group back to the start of the discussion.** *"Think back to where you were when Typhoon Haiyan struck. What did you do next? What did you end up being involved in? And looking back, what would you have done differently?"*

# TAO / BAHAY / BAGYO

Icebreaker and knowledge sharing: 10 minutes

## Objective:

To get to know each other and to identify the knowledge already in the room regarding the impacts of Climate Change.

## Materials:

Large sheet of paper with heading: "what we know about climate change."

## Roles:

1 initial facilitator

## DIRECTIONS:

1. **Ask participants to count off 1-3.** In their groups of three, have them form a unit: the crouching participant at the center will be the "tao" and those on both sides, place their hands together over the 'tao' to form a "bahay" or house.
2. **Be the first facilitator.** Explain that you'll say all three words then the 4th word you say is the instructive to move.
3. When you say "tao," the participants in the center will have to transfer to a different "bahay." When you say "bahay" then the participants on both sides, with hands together, will transfer to a different tao. When you say "bagyo" all the participants will have to change their status and positions altogether.
4. After 1 trial, add on another instruction: the person caught at the center without a bahay will have to **state a problem** presently faced by communities affected by climate change.
5. **Give one example and write it on the large sheet of paper:** "climate events like severe typhoons cause people to be displaced from their homes." Remind participants that impacts mentioned previously by other participants cannot be repeated by succeeding participants. Facilitator joins the action (ie. becomes a 'tao' in the next round).

## Deepening:

6. Think of impacts of climate change that are missing and add them to the list: *Water scarcity, Desertification, Coral bleaching, More intense storms, Sea-level rise, Food shortage, Migration, Hotter temperatures, Colder temperature, Ocean warming, Ocean acidification, Glacier melt.*
7. Discuss chains of causality. Probe the group in order to circle environmental impacts and draws lines that emanate from these base changes.

Examples: *Glacier melt > Sea-level rise > Water scarcity  
Desertification > Food shortage > Migration  
Ocean warming > intense storms > displaced home.*





# WHAT'S NORMAL? PART 1, OPTION A

Presentation: 10 minutes

## **Objective:**

*Synthesize climate science by discussing typhoon-formation and seasonal weather patterns in the Philippines*

*Understand the difference between climate variability and climate change*

## **Materials:**

*Under Tools / Part 2: Tool A - Typhoon Season Powerpoint Presentation*

*Large sheet of paper with heading: 'what we know about the Philippine climate'*

*1 marker*

## **Roles:**

*1 facilitator*

## **SLIDESHOW NOTES:**

You can choose to cover this section either by discussing the powerpoint and/or by doing the short play. The following notes contain brief information on the science that's relevant to each slide; feel free to tailor this to the particular focus and audience of your workshop.

### **Slide 1 and 2: InterTropical Convergence Zone**

An area encircling the earth nearest the equator where trade winds converge. The ITCZ is an integral part of the global atmospheric (air) circulation. Think of it as a cloud meeting place. The Philippines is just north of the equator and therefore impacted by ITCZ activity.

### **Slide 3: Rainforests of the World**

One effect of the ITCZ is the creation of rainforests in the world, including those in the Philippines.

### **Slide 4: Water cycle**

Pretty familiar to most folks. This is the movement of water on, above, and below the earth.

### **Slide 5: Typhoon Formation**

Note how the heat of the ocean is the primary source of energy for low pressure areas (thunderstorms). Get folks to relate this picture with the ITCZ. Where is the ITCZ present in typhoon formation? (*Answer: Active ITCZ triggers the rotation of wind because of the interaction between cool and warm air*)

### **Slide 6: Typhoon Formation**

Organization and wind speed are the primary differences between an LPA, Tropical Depression and Typhoon.

### **Slide 7/8/9: Typhoon intensity and frequency in the Philippines: Why?**

The Philippines is exposed to typhoons in large part because the warmest place in the ocean is the Indo-Pacific Basin.

### **Slide 10: Typhoons are a natural phenomenon with variable effect.**

Strong winds and rain high waves, storm surges. They weaken over land where they lack access to their foremost energy source, ocean heat. Often destructive for human populations, particularly in coastal areas. Can relieve drought. Transports heat from the equatorial area (the tropics) towards temperate regions, likely managing global climate.

### **Slide 11: Video of El Nino and La Nina:**

<https://www.youtube.com/watch?v=sIUSWEftN4w>

>> Skip next page and continue to starred (\*) items on **discussion & debrief**.

# WHAT'S NORMAL? PART 1, OPTION B

Role play: 10 minutes

## Objective:

Synthesize climate science by discussing typhoon-for-mation and seasonal weather patterns in the Philippines

Understand the difference between climate variability and climate change

## Materials:

Find under "Tools / Part 2": Cards with the following character descriptions:

- Atmosphere
- Water Cycle
- Living Organism: Tree
- Living Organism: Tree 1
- Living Organism: Bird
- Living Organism: Human
- Topography
- Living Organism: Vetiver
- Oil

## Roles:

1 facilitator

## DIRECTIONS:

**This activity is best done in combination with the powerpoint (Tool A).**

The facilitator clicks through the presentation as characters read their lines, deepening people's engagement with the script and relating it back to the science of typhoons.

**Distribute the scripts.** Give 9 people a card which explains their character. Tell everyone we are going to play 'the party game', a classic theatre exercise, only with a twist. This party will be set in the "Habagat Bar" in the InterTropical Convergence Zone. You will be the host of the party. If folks are familiar with theatre games, you can add on an improvisation in the beginning just for fun

Instruct guests to enter as their character before 'starting' the script:

- **Atmosphere is the Bar owner.** Layer of air that encompasses the earth's surface composed of gases: Oxygen (O<sub>2</sub>), Nitrogen (N<sub>2</sub>), Carbon Dioxide (CO<sub>2</sub>), Methane (CH<sub>4</sub>) etc.
- **Water cycle is the Bartender.** Cycle of evaporation, condensation, precipitation, evaporation/evapotranspiration.
- **Living Organisms are the customers.** Bacterium, Insect, Plant, Animal (human), contiguous living system with response to stimuli, reproduction, growth/development and self-regulation
- **Topography is the Bouncer:** Shape of the earth's surface and landforms.
- **Oil is the Newcomer into the party.**

**Give everyone a few minutes to read the script silently. Have everyone except Vetiver and Oil congregate together. Stage the play.**

>> Continue to **discussion & debrief** on next page.

# WHAT'S NORMAL? PART 2

*Discussion and debrief: 10 minutes*

## **Objective:**

*Synthesize climate science by discussing typhoon-formation and seasonal weather patterns in the Philippines*

*Understand the difference between climate variability and climate change*

## **Roles:**

*1 facilitator*

## **QUESTIONS:**

**At the end, form a circle to discuss the topics raised in the play/and or powerpoint.**

**Start with how it felt to be Oil, Water, Atmosphere and others characters.** Did people enjoy the play? What did they learn? Had folks thought about the connection between typhoons and the rainforests? Did they realize that typhoons get energy from the heat of the ocean?

**\*Facilitate the conversation making sure to emphasis the main take-aways:**

Typhoons are a natural part of the climate, globally and in the Philippines.

Climate variability is not the same as climate change.

Human and environmental factors can influence frequency of typhoons and vulnerability to disaster.

**If there are questions about topics that were raised (habagat and amihan, El Nino, typhoon formation etc.) you can review the powerpoint in more detail, using the talking points in the previous section.**

**Other probing questions:**

Why are Atmosphere and Water Cycle partners in the play?

Why are living organisms their customers? Probe for 'ecosystem services.'

How do we categorize Oil?

Why did the play end with a question 'what do YOU choose'?

**\*Move the conversation back to the flipchart list of 'what we know about climate change' from the first activity.** Create another flipchart list entitled: what we know about Philippine weather: include habagat, amihan, ITCZ, typhoons, ENSO and La Niña events.



# VULNERABILITY & RESILIENCE PART 1

Case studies & discussion: 15 minutes

## Objective:

To understand how vulnerability affects the scale of disaster in the Philippines based on case studies of recent typhoons.

To understand adaptive capacity and resilience as key in the Philippine context

## Materials:

**\*\*Story of 3 typhoons: Yolanda, Pablo, Sendong (<http://www.abs-cbnnews.com/specials/3disasters>)**

**\*\*Article on vulnerability and resilience: (<http://www.rappler.com/move-ph/issues/disasters/44135-disaster-ready-climate-change-adaptation>)**

Projector

Projected map of storm paths and impacts (<https://www.google.com/maps/d/edit?mid=zdhsVixmQOTo.kXzeL7cC3WvA>)

Glossary for reference

Large sheet of paper with Key Questions

1 marker

1 Facilitator

## Roles:

1 facilitator

## DIRECTIONS:

**(\*\*NOTE: This activity will benefit from participants having read beforehand. If possible, please circulate the two news article as homework, to read prior to the workshop).**

Re-visit the website of the the story of three disasters.

### Check in with people about their familiarity with each event

(Sendong/Washi; Pablo/Bopha; and Yolanda/Haiyan) and let people spend a few minutes sharing what they know and what they thought about the article if they had a chance to read it beforehand.

### Explain to the audience that this section of the workshops aims to delve deeper into why typhoons cause disaster.

It might be good to look at the definition of disaster vs. hazard in the Glossary.

**Make two groups.** Explain that each group will read a short vignette and unpack the stakes and themes using the given discussion questions as a guide. Then, we will come back together to have a dialogue comparing and contrasting our given vignettes.

The first discussion revolves around concepts of **VULNERABILITY**: What makes a person, a community, a society vulnerable? Each group will answer the following questions around one of the Case Studies (pgs. 18 and 19):

1. *Who are the actors involved and how do they affect response?*
2. *What are the different institutions/agencies/policies that play roles in the response, and how do they contribute to a community's ability to respond?*
3. *Does it attempt for long-term or short-term impact, or a balance of both? Does it achieve both levels? Where are the tensions and compromises?*
4. *What role does the local community play here? Are there visible, leading, collaborating, actively included in the process?*
5. *What roles does the national and local government play here? How should they contribute to a community's ability to respond?*

# VULNERABILITY & RESILIENCE PART 2

Discussion: 10 minutes

## Objective:

To understand how vulnerability affects the scale of disaster in the Philippines based on case studies of recent typhoons.

To understand adaptive capacity and resilience as key in the Philippine context

## Materials:

\*\*Story of 3 typhoons: Yolanda, Pablo, Sendong (<http://www.abs-cbnnews.com/specials/3disasters>)

\*\*Article on vulnerability and resilience: (<http://www.rappler.com/move-ph/issues/disasters/44135-disaster-ready-climate-change-adaptation>)

Projector

Projected map of storm paths and impacts (<https://www.google.com/maps/d/edit?mid=zdhsVixmQOTokXzeL7cC3WvA>)

Tools / Part 3 / Glossary

Large sheet of paper with Key Questions

1 marker

1 Facilitator

## Roles:

1 facilitator

## DIRECTIONS:

**Bring the two groups back together** to compare and contrast ideas that each group came up with.

*How does a human-centered reality match with the policy response? How do we define problems and solutions in reducing vulnerability?*

If it's a big group or you have more time, consider doing another case study pair "See Typhoon Vignettes" in the Tools > Part 3 folder). Use the same Key Questions to process the vignettes.

Explain that the second discussion will revolve around the concept of **RESILIENCE**. What makes a person, a community, a society resilient?

# VULNERABILITY & RESILIENCE PART 3

Discussion: 20 minutes

## DIRECTIONS:

**Given the vignettes we've discussed, bring the conversation back to the reality of Sendong, Pablo, and Yolanda.** We learned in the 'What's Normal' section that the Philippines is exposed to climate variability as a result of its placement in the world, topography etc.

Start another list on a large sheet: "What we know about Philippine vulnerability."

Try to list down the key areas where vulnerability has key role in how a hazard becomes a disaster and its scale and impact. This can be drawn from the vignettes, the Rappler article (5 steps to disaster-ready, climate-resilient communities) and broader knowledge in the room. Here is a starter list and way of categorization that can help people brainstorm.

### **Food security/food sovereignty**

Where does our food come from? Do we have a supply of emergency food? How long will our food supply last without refrigeration?

### **Energy/ Lighting/ Communication**

Where does our electricity come from? How would we communicate with the outside if our energy supply was cut off?

### **Infrastructure**

Are the roads and bridges in good shape? Do we have ports and airports? Do we have emergency equipment on hand to clear debris-- trucks/chainsaws etc.? Do we know where there is safe ground? Do we have good evacuation centers?

### **Agriculture/Fisheries**

Do we plant resilient crops? Are we overly dependent on one or two crops or do we have a diversity of options for sustenance? Do we have other means of livelihood and ways of earning income in case of interruption in our ability to farm or fish?

### **Ecosystem**

Are we fairly managing our natural resources? Are we cutting trees/ overfishing/ or using soil implements in ways that negatively impact the ecosystem's ability to cope with change?

### **Fresh water supply**

Are we fairly distributing the water supply? Are we using/ managing water in a way that enables the water lens/table to replenish itself? Are we mindful of the seasonal availability of fresh water?

### **People/culture/ governance**

Do people /communities/governments understand the hazards around them? Do we have traditional ways of managing and reducing risk? Are we aware of what to do to mitigate risk? Do we make time to communicate and plan?

## **Try to synthesize the themes:**

- *How do we address vulnerabilities and overcome barriers to resilience?*
- *How do we make decisions (do we use science? Is there a participatory process? Which voices are the loudest?)*
- *What kinds of trade-offs are at play (efficiency vs resilience, public vs private, environment vs economy)?*
- *Who pays/ ought to pay for the cost of overcoming barriers to resilience?*

# VULNERABILITY & RESILIENCE ALTERNATE FORM

*Bingo/scavenger hunt: 30 minutes*

## **Objective:**

*To understand how vulnerability affects the scale of disaster in the Philippines based on case studies of recent typhoons.*

*To understand adaptive capacity and resilience as key in the Philippine context*

## **Materials:**

*Bingo cards with summaries of case studies.*

## **Roles:**

*1 facilitator.*

## **DIRECTIONS:**

**This activity will take extra preparation by the facilitation team** in order to break up the case studies into 3-4 sentence bits and prepare the bingo cards.

**Explain the bingo/scavenger hunt game:** The case studies are already 'cut' into into conceptual blocks, essentially scrambling the storylines. The goal is to tel one whole story that includes elements of hazard, vulnerability, impact, response involving two or more actors, and adaptive capacity. The stories don't have to be true, they just have to be believable.

**Give each person one bingo card and 3 or more pieces of the case studies** (depending on the size of the group). The story pieces will be added to the bingo card they get at the beginning of game play. Explain that we will move around the room and ask questions of our peers. For example, I have items: Mindanao Agricultural Production down 30%, Poverty stats in Leyte, 200mm of rainfall in a day. As I talk with others, I will gather more pieces of the story to use on my card by asking questions (Do you know any hazards in Mindanao?) In addition to the items distributed among participants initially, the facilitator could also have other items to be given out as the game progresses (for small groups).

Allow the game to continue until there are 2 or more winners.

## **Processing/Deepening:**

**Discuss what happened:** Was it difficult to find the elements of your story? What's the difference between hazard and disaster? Between exposure and vulnerability?

How is adaptive capacity at play in the stories?

**Together, unpack one winner's story taking it a step further-** What would it take to truly build adaptive capacity for a happy ending to that story? Where would the change take place? Who is the agent of change?

## VULNERABILITY & RESILIENCE GROUP A CASE STUDY

### **One of the main issues in disaster response and long-term recovery is making decisions about what areas are safe and unsafe.**

One year after Typhoon Yolanda survivors struggle to find appropriate and safe shelter. Out of the 14,500 households that have been promised permanent housing, only 400 have been successfully built for survivors in Tacloban. Many affected families remain situated in 'danger zones', some residing in tents and makeshift dwellings.

In the months after Yolanda, the national government started trying to implement a 'no-dwelling zone' within 40 meters from the sea. While the implementation and feasibility of this policy has been questioned by grassroots groups (no consultation), by scientists and planners (no generalization, topography matters), and by local government leaders, including the mayor of Tacloban, the policy has still managed to stall the provision of housing to affected families. There are many donors for housing but most are not willing to fund a permanent house with insecure tenure.

Re-settlement is expensive and a logistical challenge, often requiring the local government to buy land from private sellers. It is also notoriously unpopular as it has very rarely been successful in the Philippine context. In Cagayan de Oro City, nearly 4 years after Sendong, of the 5,700 houses built so far for affected families, 1800 remain uninhabited due to a lack of electricity and water supply/sewage, as well as a lack of transportation and livelihood options. In areas deemed unsafe, there continues to be residents. Coastal dwellers, many of whom are small-scale fishers, are unwilling to move far from their livelihoods, dependent on access to the sea. In New Bataan, Compostela Valley, also affected by Sendong, the areas designated for re-settlement have since Yolanda been declared as no-build zones, and thus the process of finding 'safe' areas will need to begin again.

## VULNERABILITY & RESILIENCE GROUP B CASE STUDY

**“Hopefully we get the calamity [fund assistance] they [government] promised. If we get that we can finish re-building our house. Hopefully we’ll get that.**

They said that if we build our house, we’ll have to leave here anyway. But that’s probably not for some time. It can’t be all at once. We’re many people here. Bahala na. As long as we’re able to fix our house here so we can sleep. Because now where we sleep there’s still water coming in, so we have to move to the side without that drip. So that’s our dream, that hopefully we get that help. They said 30,000 for totally damaged houses. Hopefully we get that. Some people plan to buy a new motor for their boat. Others will get their boats fixed. We haven’t. Our boat is worn and old [but working]. My husband says that first we concentrate on fixing our house. And then hopefully buy a new motor. I guess we shouldn’t really fix-up our house since we’re going to have to leave this place. But at least to fix it so we can sleep. (inaudible)..

Hopefully they give that calamity [fund] they said they would so that we can buy the things we need. Actually we have some materials that were given by Sir Allan [of Back to Sea]. But we don’t have any money to pay the carpenter. So if we get that calamity [fund], we’ll be able to fix our house. Thank you. If it weren’t for you how would we tackle our problems? If it was just us, nothing would happen. And unless you are close to someone in the government, at the municipal hall, you won’t receive any help. Some people were able to get seine, plywood. We weren’t able to receive anything because we don’t know anyone. It’s good if you know someone, you’re able to get something. Us, nothing.

So thanks to Back to Sea we received some help. The only thing is we’re not able to fix our house. We don’t have money and we have many kids. We’re not always able to catch fish from the sea. And since the kids are studying, they need lunch. There’s two of them [in high school] so that’s already 60 pesos per day. But sometimes we give them less than that. We give them 20 each. We have fish and rice anyway. They eat that. Sometime we don’t give them any money anymore, only food. If we catch a lot [out at sea], they each get 30 pesos, so they have an extra 10 for snack. Sometimes one of them is a penny-pincher. If we give him 30 pesos, he’ll save 10 pesos. He won’t eat. He’ll save it. Even sometimes when the weather’s not cooperating and his dad can’t go out fishing, I have to borrow from him!”

*--Maribel, Yolanda victim in Bantayan Island, August 2014*





# BAY AREA CASE STUDY PART 1

Discussion on Relief Efforts: 15 minutes

## **Objective:**

To activate our experience and knowledge as youth organizers in addressing environmental issues in the Philippines.

## **Materials:**

Case studies of relief efforts including flyers of events and timeline

Folder: Part 4 / South Bay Taskforce Haiyan

Large sheet of paper or whiteboard

1 marker

## **Roles:**

1 Facilitator

## **DIRECTIONS:**

### **Zooming in to a case study:**

"Let's look at one way that people came together in the U.S. to provide support for disaster relief. Has anyone heard of NAFCON? Taskforce Haiyan?" (If so, have a volunteer talk introduce them to the rest of the group.)

*On November 13, 2013, several days after Typhoon Haiyan/Yolanda made landfall, the National Alliance for Filipino Concerns (NAFCON), a coalition of grassroots groups, launched Taskforce Haiyan in San Francisco, California. Taskforce Haiyan is a U.S.-wide grassroots campaign to raise funds for disaster relief. Different regional Taskforce Haiyan focuses include South Bay (San Francisco Bay Area), Southern California, Northwest, and Northeast. Partnering with Bayanihan Alay sa Sambayanan (BALSA, People's Cooperation for the People), Taskforce Haiyan transfers 100% of donations made to NAFCON directly to BALSA, a network of grassroots organizations providing on-the-ground relief in the Philippines. Member organizations include disaster-response NGOs, schools, and faith-based groups.*

### **Let's take a closer look at some actual events they held.**

#### **Pair Activity:**

Get into pairs or groups of 3. Introduce profiles of several events that the South Bay Taskforce Haiyan held. Each pair should pick a different event to look at. If there are more pairs than events, double or triple up!

11/14/13 Candlelight Vigil, Woodside  
4/25/14 Land is Life  
9/20/14 From Relief to Releaf

#### **Thing to think about:**

What are the components of the event?  
What do you think was the purpose of this event?  
What do you think this event accomplished?

#### **Group-share & debrief: if running out of time, skip.**

Which event would you most likely want to go to? Why? Which event do you expect had the most attendance?  
Did some of the events have things in common? What were some of those commonalities?  
What was the significance of the dates and times of the events? the times?  
Does anyone want to share how their local community mobilized for disaster relief? Who led the efforts? How effective was it?

# BAY AREA CASE STUDY PART 2

*Discussion: 15 minutes*

## **Objective:**

*To activate our experience and knowledge as youth organizers in addressing environmental issues in the Philippines.*

## **Materials:**

*Case studies of relief efforts including flyers of events and timeline*

*Folder: Part 4 / South Bay Taskforce Haiyan*

*Large sheet of paper or whiteboard  
1 marker*

## **Roles:**

*1 Facilitator*

## **PROCESSING/DEEPENING:**

### **Activity, groups of 3-4:**

Imagine your group is in charge of planning an event that will take place on the anniversary of Typhoon Haiyan/Yolanda. What would it look like?

Have the groups think about:

What would be the theme / name?

What might the programming look like?

Who would you invite to attend?

Who would you invite to help out in other aspects (e.g. food, performance, etc)?

**\*\*** What's at least one thing you would you want attendees to take away from the event?

### **Group-share:**

Have each group share their event to everyone. Alternatively, have them act out the event if you think they're up for it! If you're running out of time,

**After everyone shares, bring together all of the insights from this section and discuss how they are connected to earlier parts of the workshop.**

Have them think about the events from South Bay Taskforce Haiyan, or some of the events you and your groups made.

### **Ask the following guiding questions:**

What were the main takeaways?

How do event participants in the U.S. benefit?

How do communities in the Philippines benefit?

**\*\* Wrap-up: Let's think about how we can tie this all together.** Think about how we've been talking about resilience and trying to define what it looks like. What are some ways that these events are able to build resilience?

# NATIONAL CASE STUDIES

Discussion & theory of change exercise: 30 minutes

## **Objective:**

To activate our experience and knowledge as youth organizers in addressing environmental issues in the Philippines.

## **Materials:**

Case studies of relief efforts including flyers of events and timeline

Folder: Part 4 / Transnational Case Studies

Large sheet of paper or whiteboard

1 marker

## **Roles:**

1 Facilitator

## **DIRECTIONS:**

Share the case studies profiled on the next page. Break into small groups, and have each group choose one to unpack. Then literally unpack the respective Google Drive folder under **Tools > Transnational Case Studies**.

Discuss the following questions within your group:  
Who was the audience?  
What was the purpose?  
How would you define success in relation to that?

**Draw out a theory of change.** See "Theory of Change" examples in the "Part 4" folder.

Start at the end: *IMPACT*. Re-articulate the purpose of the initiative.

Go to the beginning. *INPUTS*: What kind of resources, people, and information were necessary for this initiative?

Fill the spaces in between:

*ACTIVITIES*: How did the organizers tie these different resources, people, data, etc. in an attempt to create value?

*OUTPUTS*: What would you measure to ensure that the activities occurred as planned, and at the proper "dosage"?

*OUTCOMES*: What were the intended first-degree effects of the activities occurring?

**Step back and look at the lines of logic connecting each step to the other.** Which connections are you most confident in? Which ones are you least confident in? What are some of the questionable assumptions underlying these links, and how would you go about testing them?

**Present back.**

**Discuss as a group:**

What inspired you? What possibilities did these examples open up? What was challenging or ambiguous?

# NATIONAL CASE STUDIES ACTION PROFILES

## **TASKFORCE HAIYAN (NAFCON/BALSA)**

**Leaders:** *The National Alliance for Filipino Concerns (NAFCON)* is a coalition of grassroots Filipino organizations and individuals in the U.S. “serving to protect the rights and welfare of Filipinos by fighting for social, economic, and racial justice and equality.”

*Bayanihan Alay sa Sambayanan (BALSA, or “People’s Cooperation for the People”)* is a network of grassroots organizations providing on-the-ground relief in the Philippines. Member organizations include disaster-response NGOs, schools, and faith-based groups.

**Action:** On November 13, 2013, several days after Typhoon Haiyan/Yolanda made landfall, NAFCON launched Taskforce Haiyan in San Francisco, California. Taskforce Haiyan is a U.S.-wide grassroots campaign to raise funds for disaster relief. Different regional Taskforce Haiyan focuses include South Bay (San Francisco Bay Area), Southern California, Northwest, and Northeast. Partnering with BALSA, Taskforce Haiyan transfers 100% of donations made to NAFCON directly to BALSA. NAFCON and BALSA also partner with the Kapit Bisig Kabataan Network.

## **KAPIT BISIG KABATAAN NETWORK (KBKN)**

**Leader:** A national Filipino youth- and student-led relief network built in January 2014 in response to Typhoon Haiyan, the mission of *Kapit Bisig Kabataan Network (KBKN)* is to “support survivors of calamities in the Philippines by raising funds, organizing relief and rehabilitation missions, and advocating for long-term solutions to improve disaster preparedness.” “Kapit bisig” means link arms, and “kabataan” means youth.

**Action:** In the summer of 2014, KBKN led their Relief and Rebuild Mission which sent youth and students to participate in grassroots relief and rebuilding efforts. They are now mobilizing this same network to spread the word globally about the human and political situation in typhoon-affected areas.

## **STAND WITH THE PHILIPPINES**

**Leader:** *Yeb Saño* is the Climate Commissioner for the Philippines, the Philippine government’s lead negotiator at the UN Climate Talks in Warsaw.

**Action:** Frustrated with the lack of adequate action at the UN level, he started an online petition for signers to stand in solidarity with people of the Philippines and all victims of climate change worldwide, and urge the climate negotiators to move forward with bold action. On November 19, 2013, in just four days on [Avaz.org](http://Avaz.org), he collected 600,000+ signatures. He gave an emotionally-charged speech at the conference and decided to start a hunger fast until negotiations reached a turning point.

## **HACKATHON + DESIGN CHALLENGE ON EDUCATION + DISASTER RELIEF**

**Leader:** *NextDayBetter* is “a culture platform that builds and activates diaspora communities to create a better future,” in the belief that diasporas are “hubs and inspirations for social innovation, incredible design, and world changing ideas.”

**Action:** On November 16-17, 2013, NextDayBetter held an event in New York City to rally hackers, designers, and strategists together to create technological solutions to support education and disaster relief in the aftermath of Typhoon Haiyan. Out of six projects, one was developed further under a six-month incubation program. The following weekend, NextDayBetter held a similar event in Toronto.

## **RELIEF AND RESILIENCE SUMMER TOUR**

**Leader:** *Transnational Institute for Grassroots Research and Action (TIGRA)* is a “comprehensive organization for immigrant economic empowerment, particularly for new immigrants and undocumented youth.” Its network includes 15,000+ immigrant families and grassroots organizations in the US working to forge new forms of citizenship based on equity, participation and solidarity.

**Action:** Following Typhoon Haiyan, they launched a Relief & Resilience campaign on November 11 2013, specifically to raise funds for hard-hit areas in Northern Cebu. In May 2014, TIGRA invited 10 environmental and social justice advocates from the US to spend eleven days in Cebu and Bantayan Islands. They repaired boats, rehabilitated a dump site, and heard stories from locals about their rebuilding efforts.

## **BANGON.PH**

**Leader:** Symph Studios is a Cebu-based start-up. Their tagline is “creating awesome things people fall in love with.”

**Action:** The day after Typhoon Haiyan hit, #BangonPH started from the premise that the impact of donations is constrained by a lack of communication and access to information. Its solution is an open data platform that “consolidates multiple relief efforts, needs, and statistics of affected areas” for easier collaboration. Their belief is that an easy-to-use online platform is needed to coordinate efforts for sustainable impact.

# SOLIDARITY IN ACTION

*Crisis simulation and action planning: 30 minutes*

## **Objective:**

*To prepare ourselves for responding to Philippine disaster - both at the moment of highest urgency and during the quiet lulls*

## **Materials:**

*1 board or sheet of paper*

*1 marker*

## **Roles:**

*1 facilitator*

*1 note taker*

## **DIRECTIONS:**

Set the scene for your group: a disaster just struck in the Philippines.

### **Process out loud as a group:**

Who will you support in the Philippines? What criteria and considerations are we looking for?

Who can we influence? What are resources within our grasp?

Who can we partner with?

### **What can we do?**

1. **Ideate:** Have each group member take 5 sticky notes and write an idea on each one. After 5 minutes, have the group post all notes up on a wall.
2. **Converge:** Each group member goes up to the wall, one at a time, and has three votes to allocate between the post-it notes. The three votes can be spent on one, two, or three ideas. Votes can be visualized using:
  - stickers
  - tally marks on a corner of the post-it
  - anything that's convenient and visual!

### **Examine the top three options.** For each one:

Explain in more detail.

What are the strengths of this approach?

What are the potential challenges?

**Go back to your notes from the very beginning of the workshop.** Do these solutions answer any of questions, concerns, and challenges that we articulated at the start?

**Someone will commit to writing this discussion up into a "disaster response primer"** for your group that summarizes: potential beneficiaries, questions to keep in mind, potential partners, potential initiatives and the strengths and challenges of each one.

**NOW: shift the frame of reference.** It's one year later. Relief helped, but at the systems level everything is still in chaos.

Go back to your answers. Have any of them changed? *What can you do now?*



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**“SWIRL” pattern by Uday, via Subtle Patterns ([subtlepatterns.com](https://subtlepatterns.com)).**