INTEGRATED RISK MANAGEMENT

ADVOCACY TRAINING MANUAL

Developed by Partners for Resilience in the Horn of Africa

PARTNERS FOR RESILIENCE

This publication was inspired by Partners for Resilience Programme in partnership with Netherlands Ministry of Foreign Affairs . The support of CORDAID in the Development and Financing Production costs is invaluable

Words of Appreciation

"This manual is the product of a unique collaboration across countries and cultures – expertise, experience, knowledge, skills. So much was shared and brought together in this manual. I am very proud to have been part of this process and I hope that this manual will bring support and inspiration to many, within Partners for Resilience and beyond. It was exciting to work on this together with individuals and organizations with a common goal to make our world greener, fairer and with sustainable temperatures."
Sille Jansen
PfR Advocacy Capacity Strengthening Coordinator / CARE Netherlands

---

"The training manual preparation process created a good opportunity for discussion among experts from different countries and background on the concepts and practical application of Integrated Risk Management approach. I have a firm belief that the manual will serve as a resource document for IRM trainings to be organized in different countries that may have different political context, socio-economic and geographic background. Individuals who involved and contributed their expertise in the process deserve high level of appreciation."
Ayichalim Zewdie
Cordaid PfR Country Lead Ethiopia

"This manual is the result of an in-depth consultative process, and draws from practical examples and best practices from a multitude of countries and contexts. I do envisage that individuals and organizations facilitating and focusing on resilience building, and climate change adaptations, would find this manual useful. It is meant to be a guideline that would help achieve holistic and Integrated Risk Management. As a part of the team, I really am happy to have contributed to this process and hope that others find this manual useful."
Arvind Das
Netherlands RedCross – PfR Country Lead Southern Sudan.

"The development of this manual is a first step in strengthening prerequisite capacities for integrated risk management among the PFR's stakeholders, Governments, donors, civil society organizations and communities in the horn of Africa. I do believe that through this manual transformative change in the way polices, legislations and programs are developed and implemented will be triggered with the broader objectives of saving lives and protecting livelihoods of the vulnerable communities in Horn of Africa."

Zeituna Roba

Country Lead Cordaid PfR Kenya

The Horn of Africa continues to face enormous challenges including extreme poverty, conflict, demographic pressure, environmental stress as well as insufficient resilience to food crises. The strategic partnership seeks to influence policies and further explore opportunities for effective policy implementation more especially in the PfR focus countries of Ethiopia, Kenya, Uganda and South Sudan. This training manual on Integrated Risk Management for the Horn of Africa that has been developed through dedicated efforts and unique collaboration across countries and experts drawn from the Alliance member agencies consisting of Netherlands Red Cross, CORDAID, Wetlands International, CARE Netherlands and the Red Cross Red Crescent Climate Centre will be useful in strengthening capacities for Alliance staff and other stakeholders in understanding the nexus of the intersection of Disaster Risk Reduction, Ecosystem Management and Restoration and Climate Change Adaptation , a critical ingredient for effective policy Dialogues. This training Manual will therefore serve as a critical resource document for the intended IRM trainings across the horn of Africa to be applied in the different context.

Shaban Mawanda

Red Cross Climate Centre Uganda / South Sudan

The Integrated Risk Management (IRM) Training Manual espouses key experiences and aspirations of the experts who participated in its development process. It is a key Milestone in shaping the discourse on Integrated Risk Management through enhanced capacities that I believe will contribute to quality policy engagements, briefs and strategy papers on IRM. I do hope Stakeholders working on Resilience theme in the Horn of Africa and beyond find this Manual useful in their work too.

Merciline Oyier

Cordaid PfR Lead Horn of Africa

Acknowledgements

The manual has been developed by the Partners for Resilience programme in the Horn of Africa with support of experts involved in the Horn of Africa Programme Region; Specifically Ethiopia, Kenya and South Sudan. Its development has been guided by the knowledge and skills known to participating experts and experiences implementing the PfR programme.

Tools and Manuals developed by others have been instrumental in putting together this Manual including photos/pictures that have largely obtained from the PfR Library or other online sources. In some cases explanations were copied in full. They are referenced in the sections below.

List of contributors:

South Sudan

Mr. Arvind Das	Netherlands Red Cross
Mr. Mahteme Fekadu	Cordaid

Uganda

Mr. Shaban Mawanda	Red Cross Red Crescent Climate Centre
Mr. Moges Bekele	Cordaid
Ms. Juliet Katusime	ECO Uganda
Ms. Annet Kandole	CARE Uganda
Mr. David Omega	CARE Uganda
Mr. Brian Kanaahe Mwebaze	Uganda Red Cross Society

Ethiopia

Mr. Ayichalim Goshue Zewdie	Cordaid
Ms. Munaye Tesfaye	Red Cross Red Crescent Climate Centre
Mr. Leulseged Yirgu	Wetlands International
Dr. Adamu Girma Taffesse	CARE International
Mr. Zerihun Kassa	Ethiopian Red Cross Society

Netherlands

Ms. Harma Rademaker	Cordaid
Ms. Sille Jansen	Partners for Resilience / CARE Netherlands
Ms. Linda Janmaat	Partners for Resilience /CARE Netherlands

Kenya

Ms. Zeituna Roba	Cordaid
Ms. Lilian Nyaega	Wetlands International
Ms. Sarah Nduku	Kenya Red Cross Society / ICHA
Mr. Titus Wamae	Wetlands International
Ms. Suada Ibrahim	Kenya Red Cross Society
Ms. Merciline Oyier	Cordaid
Ms. Maurine Ambani	Kenya Red Cross Society / ICHA
Dr. Halima Saado Abdillah	Kenya Red Cross Society

Contents of the IRM Advocacy Training Manual

About the Integrated Risk Management Advocacy Training manual

What is the purpose of this manual?

The manual aims to provide an overarching guide for delivering training on Integrated Risk Management (IRM) and particularly to strengthen the capacity to advocate for IRM in the programme countries of Partners for Resilience in the Horn of Africa: Ethiopia, Kenya, Uganda and South-Sudan. The methodology and tools presented in this manual build on the practical approaches to IRM developed by the PfR programme in the Greater Horn of Africa (GHA) as well as the expertise on Disaster Risk Reduction, Ecosystems Management and Restoration and Climate Change Adaptation from the PfR Alliance members.

The objectives of this manual are to:

1. Facilitate a common understanding of Integrated Risk Management concepts and practice among PfR Alliance members and partners.
2. Provide guidance for facilitators, particularly of PfR Alliance members and partners, to train broader civil society and other stakeholders on IRM concepts and practice as well as IRM advocacy skills.
3. Provide tools for practitioners and advocates to enhance advocacy capacity to integrate IRM in policy and practice.

Expected outcomes of using this training manual are:

1. To have a harmonized understanding of IRM within the PfR Alliance and partners.
2. Higher level of knowledge and capacity of people trained to work with IRM.
3. Higher level of integration of IRM at institutional level of civil society and other stakeholders trained.

Who is the manual intended for?

The manual is intended for those who would like to facilitate trainings on Integrated Risk Management. It is developed for PfR organisations and partners, but can also be used by any other organisations and individuals who are interested in Integrated Risk Management to address risks and impacts of disasters, climate change and environmental degradation.

How can this manual be used?

This training manual is presented in a flexible format so that it may be adapted to suit different audiences in different contexts.

The manual is not a stand alone product but part of a package of resources needed to deliver the training. Relevant resources to be used alongside this manual are available in the Resource Booklet and powerpoints are available in the Partners for Resilience online library, accessible through: https://library.partnersforresilience.nl.

Use of the various resources will be based on the needs of the target audience to be trained. The resources in the Resource Booklet are also interesting for the trainees and the booklet can be shared with the trainees as a part of the training.

Trainers are encouraged to conduct pre-training needs assessments (see Resource Booklet section on Introductory Module, Training needs assessment sheet) to assist in adapting the training to the context.

Manual Structure

In this manual, for each module an outline has been developed that gives guidance on the possible timing, the methodology and materials required. Furthermore, facilitator notes have been developed to guide the facilitator on how to approach the content preparation and delivery, and various resources developed including designed exercises, powerpoint slides, definitions and examples.

The manual consists of a basic facilitators module which helps you as a facilitator to prepare for a training. It includes tools to make a needs assessment, training agenda, etc.

The manual has 6 modules. It starts with an introduction module to Integrated Risk Management (IRM) (module 1), followed by 3 modules on the areas included in IRM (module 2 on Disaster Risk Reduction, module 3 on Ecosystems Management and Restoration, module 4 on Climate Change Adaptation), and an in-depth module on IRM (module 5). The last module is on IRM Advocacy and Policy (module 6).

The manual uses an 'anchor exercise', which reappears in all the 6 modules. It is an exercise during which participants create the landscape in which they work as a starting point for understanding and applying integrated risk management.

How long does it take to conduct training using the manual?

Depending on the needs of the participants and your goals as a facilitator you can create a training pathway that selects a number of modules or sessions based on the interest, needs and time available.

Module header	Specific Module	Time needed
Module 1 Integrated Risk Management Introduction		
Total: 3 hours 35 mins	1.1 Background to IRM	45 mins
	1.2 Why Integrated Risk Management	45 mins
	1.3 Integrated Risk Management in my own landscape	1,5 hrs
	1.4 Key principles of IRM	35 mins
Module 2: Disaster Risk Reduction		
Total: 4 hours	2.1 What is Disaster Risk Reduction?	1,5 hrs
	2.2 Why Disaster Risk Reduction?	45 mins
	2.3 Local Context of Disaster Risk Reduction - what does DRR look like?	1 hr
	2.4 Global, Regional and National DRR Frameworks	45 mins
Module 3: Ecosystems Management and restoration		
Total: 9 hours	3.1 Introduction to EMR, definitions, basic concepts	3 hrs
	3.2 Understanding the context of ecosystems management and restoration (EMR)	15 mins
	3.3 Ecosystem approaches and Resources	1,5 hrs
	3.4 Ecosystem restoration in practice	45 mins
	3.5 Integrating ecosystem management and restoration into plans, policies and programmes	3,5 hrs
Module 4: Climate Change Adaptation		
Total: 5 hours 45 mins	4.1 CCA key terminologies and concepts	1 hr
	4.2 Climate Change vulnerabilities and impact	1 hr
	4.3 Adaptation	3 hrs
	4.4 Climate Finance	45 mins
Module 5: An in-depth look at IRM		
Total: 7,5 hours	5.1 Drivers of risk in the landscape	1 hr
	5.2 The synergies and differences between Climate Change Adaptation, Disaster Risk Reduction and Ecosystems Management and Restoration	1 hr
	5.3 Integrated Risk Management in Practice	1,5 hr
	5.4 Integrated Risk Management in the urban context	3 hrs
	5.5 Gender and vulnerable groups in IRM	1 hr
Module 6: Dialogue and Advocacy for IRM		

Total: 17 hours	6.1 Basics of Advocacy	45 mins
	6.2 Advocacy Strategies	45 mins
	6.3 Identifying the issue	1,5 hr
	6.4 Stakeholder analysis	1,5 hr
	6.5 Developing key messages	3 hrs
	6.6 Advocacy Planning: From Strategy to Action	3 hrs
	6.7 Monitoring and Evaluation of Advocacy	2 hrs
	6.8 Policy Advocacy	2 hrs
	6.9 IRM Policy and Law Analysis	2,5 hrs
The way forward: ensuring impact of the training	Organize follow up meeting and reconvene participants to reflect on progress.	6 hrs

Training Pathways

Facilitators can mix and match the elements of the manual that they believe, based on a needs assessment, to be most relevant for the participants in their training. Based on the needs and level of understanding of participants, a facilitator can, for example, decide to focus more in-depth on ecosystems, if that area of knowledge is less developed and needs more emphasis.

A basic training could consist of the IRM Introduction and the Landscape Exercise (anchor exercise) which is represented in the introductory part of all 3 modules on Disaster Risk Reduction, Ecosystems Management and Restoration and Climate Change Adaptation. This could be followed by the in-depth module on IRM and an exercise on advocating for IRM. There should always be time and attention to plan follow up to the training together with the participants, during the training. This will allow you as the facilitator to think together with the participants about how the knowledge and skills from the training will be used in the daily life and work of the trainees and how you as a facilitator will know that the training was effective.

The training pathway could look like this:

Example schedule for basic IRM training (3 days)		
Preparation phase		Time needed
Needs Assessment	Sending the needs assessment/follow up to receive inputs or organize a meeting with future participants to make the needs assessment together	5 hours
Filling out session preparation sheet	And going through the modules to bring back to mind the materials and exercises	5 hours
Total hours of training: 20 hours for 3 days (+- 6,5 hours per day)	Module	Time needed
	Introductions, welcome, etc.	0,5 hour
	Module IRM Intro (Module 1.1, 1.2, 1.3)	3 hours
	Landscape exercise and introduction to DRR, EMR and CCA (Modules 2.1, 3.1, 4.1)	5,5 hours
	IRM in-depth (Modules 5.1, 5.2, 5.3, 5.5 - if relevant add 5.4)	4,5 hours
	Advocacy for IRM (Module 6.1, 6.3 (use stakeholder analysis from modules 2.1, 3.1 and 4.1), 6.5)	5 hours
	Advocacy planning (6.6)	2 hours

Follow up phase		
Organize a follow up meeting with the participants one month after the training to see if they have been able to use the knowledge and skills and if any questions/difficulties have come up in the use of knowledge and skills.		Preparation: 3 hours.(Including printing the certificates :))
Meeting: 3 hours.		

Trainer preparation: Develop an effective IRM training

This section of the manual establishes a sound professional base on which a facilitator can develop and deliver an effective IRM training.

Specific objectives of this section:

- Provide tools to define the objectives and programme of the training consisting of: Needs Assessment, Session Preparation Sheet, Agenda, Evaluation Sheet. Describing the concept of teaching and learning (knowledge)
- Designing instructional objectives in precise and measurable terms (skills)
- Explaining the basic principles of (adult) learning (knowledge)
- Applying these principles by designing quality session plans (skills)
- Being willing to learn and open to be self-reflective (attitude)
- Promoting use of various modes of communication in the IRM training session to create effective teaching and learning (attitude)
- Considering individual differences of trainees and provide for all of them to acquire the knowledge and skills being imparted (skills)
- Evaluating the effectiveness of teaching and learning (skills)

Define the training

Decide the specific objectives of the training that will be done using this manual. For example, objectives could be to raise awareness on Integrated Risk Management (IRM), engage in policy dialogue, get IRM into practice etc.

Key objectives are already formulated in this training manual. These objectives are the basic objectives you copy in the session preparation sheet (see Resource Booklet Introductory Module). Sometimes you want to achieve more or different objectives. Note them down to help yourself keep on track. Also write down your personal objectives.

Define support you need from other trainers

If there are certain areas of expertise you would like to provide training on but feel you need additional expertise, it can be helpful to invite a facilitator from another organization/area. However, keep in mind the training objectives and the way to transfer skills and knowledge. Someone from outside coming in to give a powerpoint presentation may not be the best for the energy level in your training and the information may not stick with your participants. So brainstorm in advance with the expert on how the knowledge can be shared in an exercise or other way (quiz) which requires active participation from the participants.

Know your trainees

To have an effective training it is necessary to identify the target audience for the training, guided by the objectives you want achieved by the training. Ask yourself: who would I like to train? What do I expect these participants to do with the knowledge and skills after the training? How will I know they are using the skills and knowledge learned?

Assess the needs of your target audience: Think carefully who the learners are, what they already know and what they need to know in order to achieve the desired objectives. Carry out a training needs assessment in advance of the training to help shape the content and delivery style of the training. A sample training needs assessment is presented in the Resource Booklet Introductory Module. It is important to note that participants will be adult learners, and therefore the training content and style needs to suit this type of learner.

Adult learners are:

- **Autonomous and self-directed:** Adult learners will direct their own learning based on their own objectives and final goal. So, in addition to providing course content, facilitators need to help create an environment where trainees (participants) are encouraged to be involved in the learning process.
- **Have accumulated life experience and knowledge:** Adult learners will draw from their current and previous life experiences such as education level, past training, work experience, and family and social history while learning. Learning is more relevant when trainees can draw on their own life experiences and knowledge and relate them to the course content.
- **Goal-oriented:** Adults undertake training for a specific reason or goal which they want to achieve. Facilitators need to find out the goals or expectations of trainees prior to training and explain course content, objectives and show how the course will meet these goals.
- **Relevance-oriented:** Adult learners need to see the value of learning something

new and how training will help them meet their needs. An important part of finding out the goals and expectations of trainees prior to training is to tailor activities to meet the needs of trainees. This means that although the modules have been designed with activities, the facilitator needs to creatively devise ways to create relevance in the training by using examples from the community.

- **Practical:** Adults want to learn new information or gain skills that have practical application for their jobs or daily lives. Facilitators should help trainees to apply knowledge gained through training in practically useful ways.
- **To be respected:** As all individuals participating in the course (both facilitators and participants) are adults, each participant has skills and experience to contribute to the training. Facilitators should therefore treat trainees as equals and provide ample opportunity for participants to express their thoughts freely in an open and productive learning environment.

Tips for working with adult learners

Ensure safety: Both the non-judgmental classroom atmosphere and the design of learning tasks they are able to accomplish, should communicate to the learners that this will be a good experience.
This also means that the facilitator should ensure an inclusive approach sensitive to gender issues and marginalized groups. Concretely this may consist of:

- Asking participants to inform you on the forehand about any special needs or circumstances, e.g. special needs for physical access to a venue.
- In your introductory or domestic remarks, do the same, and ask all participants to accept without further questions or remarks the choices of participants during the training. For instance, a female participant may renounce joining a physical game and does not need to explain herself nor needs to be encouraged to change her mind.
- Asking for respect and patience with all participants expressing themselves in their own way, as every contribution is valuable.

Develop sound relationships: Sound relationships include respect, good communication, affirmation and careful listening on the part of the IRM Trainer and the trainee. Take time to build these relationships.

Sequence and reinforce learning: Tasks should be sequenced from easy to difficult; from simple to complex and go from group experiences to individual performance. Reinforcement means to repeat the material in interesting ways until it is learned. Do that.

Teach by action with reflection: Adults learn sessions best by doing and thinking about them.
Small group discussion is often helpful here. The reflection brings new insights, opportunities to make decisions or to change, and leads to new actions. Questions which help in this process might be:

- What do you see happening here? (description)
- Why do you think it is happening? (analysis)
- When it happens in your situation, what problems does it cause? (application)
- What can we do about it? (implementation)

Respect the learners: As much as possible, help the learners to take charge of their own learning.
Ask for their opinions and experiences. Value what they can teach you and the class.

Ideas, feelings and actions are all aspects of learning: Learning involves more than cognitive material (ideas and concepts). It also includes emotions (how one feels about the material), and actions (doing something/practicing the session). Little substantive learning takes place without involving something of all three aspects (Lewin, K. 1951 Field Theory in Social Science). Try to involve all three in all the sessions.

Immediacy: Adult learners do not have time to waste. They need to see the immediate usefulness of new learning. In every session, try to help them accomplish one thing they can use.

Clear roles: Although IRM facilitators need to be recognized as professionally skilled, they also need to be seen as approachable; someone who understands trainees. This may mean taking time to sit and talk, visit trainees' homes, or join them in social events.

Team work: Small groups can be used effectively to provide safety and promote mutual learning. However, the teams must be composed of people who are willing to get along. Move trainees around until everyone is settled in a group that functions well. Help them as they learn to work together as a team. Encourage each person to participate in discussions and see that work is shared equally.

Engagement: Encourage learners to put themselves into what they are learning. When they do that, there is usually real joy in learning.

Accountability: IRM Facilitators must be accountable to teach learners what they have promised to teach.
Trainees will know they have learned the material because they have been able to do it.

> ***"Tell me and I will forget. Show me and I will remember. Involve me and I will understand"***

Prepare the scheme of work

The scheme of work is a guideline that defines the structure and content of a course and can be used to monitor progress against the objectives. It maps out clearly how resources (e.g. books, equipment, time) and class activities (e.g. trainer-talk, group work, demonstrations, discussions) and assessment strategies (e.g. tests, quizzes, Q&A, homework) will be used to ensure that the learning aims and objectives of the IRM training are met successfully. It will normally include times and dates. Schemes of work can be shared with trainees so that they have an overview of the IRM course.

Tailor or contextualise the scheme of work to the audience needs, interests and landscapes. A training needs assessment will be helpful in contextualising the training.

The key parts of a scheme of work include:

- Baseline of participants/facilitators/environment
- Content
- Objectives or outcomes
- Methods of delivery (Trainees and Facilitators activity)
- Assessment/ evaluation strategies
- Resources
- Other Remarks

Use the topics in the IRM training manual to describe your own scheme of work using a session preparation sheet (see a sample in the Resource Booklet Introductory Module). A session preparation sheet will help you to systematically translate the IRM topics, trainee needs and your ideas into an attractive, varied and informative session. The sheet consists of two parts:

Part I – Session preparation sheet

1. **The session learning objectives:** Note the objectives of the session. Make sure the objectives are achievable. It is better to make a short list of achievable session objectives than to make a whole shopping list of objectives of which you know in advance you will be unable to achieve them all.

   After developing your session learning objectives, list how you will accomplish each objective - including what training methods you will use and the materials that you will need. After you have developed a complete list of objectives and identified your methods, proceed with the development of specific training materials.

2. **The content:** Note the general theme of the session. Note in general terms which knowledge (theory), skills (practice) and attitudes (behaviour) you want to teach in this session.

3. **The initial situation concerning the trainees:** Note some relevant features of the initial situation concerning the trainees. Try to describe shortly what prior knowledge the trainees have, what the construction of the group is, and any other relevant characteristics

4. **The initial situation concerning the learning environment:** Note some relevant features of the initial situation concerning the learning environment. It is not necessary to give a detailed description of the classroom and the available materials. You should however give a short description of the possibilities and the limitations of the location.

5. **The initial situation concerning the IRM facilitator:** In this section you note your strong and weak points as an IRM facilitator. The previous sessions will probably give you a good view on the points that need some extra attention. Write them down and pay attention to them while preparing another session.

Part II – Session preparation sheet

In the second part of the session preparation sheet you note the actual structure of the session.

Time: Note the time that you need for each session. Do not forget to spend time on a good introduction and on powerful links between the different session. Do not forget to have a break!

Content: Note with a few words the content for each session, including key messages or take-away points that need to be communicated or learnt at the end of each session.

Training methods: Describe how you will work. Write down and briefly describe which educational methods you will use per session.

Learning aids: Write down which materials you will use, including presentations, flip charts, handouts. etc.

Appendices: The session preparation will serve as a guideline during the session. To be able to support the session as optimally as possible you can complete the session preparation with some appendices.
It is very useful to insert the scheme you will write on the blackboard, in your session preparation. If you want to use questions and answers as training method, it is useful to add some cards with questions to your session preparation. Tasks and work sheets can also be added.

Evaluation: An evaluation should also be written down. Note the remarks (from yourself, the trainees, the other facilitators) in another colour on your session preparation sheet. You can also add these notes as an appendix to your session preparation. These notes will enable you to pay attention to the strong and weak points from your previous session and give you inspiration. A sample evaluation sheet can be found in the Resource Booklet, Introductory Module.

Once the scheme of work is complete, use it to prepare a training agenda; see an example in the Resource Booklet, Introductory Module.

Module 1: Introduction to Integrated Risk Management

About Module 1

This module will familiarize the participants with the concept of Integrated Risk Management, briefly explaining the three components that are combined in this approach, namely Disaster Risk Reduction, Ecosystem Management and Restoration, and Climate Change Adaptation.

Learning Objectives:

- Basic understanding of disasters and its causes in the Greater Horn of Africa
- Basic understanding of the relation between disasters, ecosystems and climate change and why this relation is important.
- Basic insight into how the different elements of Integrated Risk Management are represented in participants' own environment/landscape.
- Basic understanding of the IRM programming principles.

Module 1.1: Background to IRM

Introduction: This session introduces information on disaster risks in the Greater Horn of Africa region.

Learning objectives:

- Basic understanding of the disaster risks in the Greater Horn of Africa and impact on people.

Methodology: Questions to the participants for active engagement and powerpoint
Materials needed: Projector & laptop, flipchart, markers.
Resource Booklet: Background information on disasters in the Greater Horn of Africa
Duration: 45 mins.

Facilitation notes:

A) To start the session, ask participants to name all the type of disasters they know that have taken place in their country/area. Write these down on a flipchart. (10 mins)

B) Ask participants to exchange with their neighbour a personal experience they or their family has had that was related to a natural disaster. (10 mins)

C) Ask if anyone would like to share their experience with the group. (10 mins)

D) Summary of issues and session wrap up. (10 mins)

Module 1.2: Why Integrated Risk Management

Introduction: In this session, the relation between disasters, ecosystems and climate change will be explored.

Learning Objectives:

- Basic understanding of the relation between disasters, ecosystems and climate change and why this relation is important.

Methodology: Explanation and visualization.
Materials needed: Flipcharts and different colored markers.
Resource Booklet: - Powerpoint on PfR
Duration: 45 minutes

Facilitation notes:

A) Ask the participants which conditions and activities they think can have an influence on the impact of a natural hazard. A flood for example. What kind of conditions and activities would make the impact on the community less destructive? Write these on a flipchart. Encourage participants to think of activities before, during and after the flood.

(**If helpful, ask participants:** What would make the impact on the community more destructive? Write these on a separate flipchart)

B) **Explain while engaging the participants:** The impact of a natural hazard such as a drought or a flood depends on the level of preparedness of the community that lives in the area where the natural hazard takes place. This preparedness and resilience of the community does not only depend on the knowledge and skills of community members of, for example emergency aid and safe places to flee to, but also on how well the ecosystem is able to resist drought or floods and the frequency and duration of the natural hazard, the climate.

C) **Interact:** Name a few of the factors mentioned by the participants on the flip chart here to show that there are many factors which influence the impact of a natural hazard.

D) **Ask the group:** What if you want to reduce the impact of a flood on communities? Should you only train community members on emergency aid? Or do you take a more holistic approach?

E) **Explain:** Integrated Risk Management (IRM) involves awareness of the importance of ecosystems and landscapes as buffers against hazards like droughts or floods, and as a source of livelihoods, and therefore combines a landscape approach with community based disaster risk reduction and climate. By integrating climate variability and climate change, IRM looks not only at current, i.e. weather related risks, but also at possible hazards, i.e. changing rainfall patterns, that may affect communities in the future.

F) Write on a flipchart the following two texts and hang them somewhere on the wall/in the room:

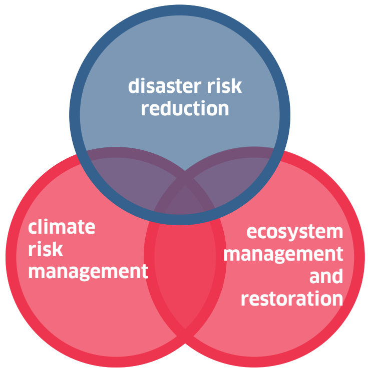
Integrated Risk Management (IRM) is a holistic, multidisciplinary way of managing risk and increasing community resilience. It builds on Disaster Risk Reduction (DRR) and integrates key elements from Climate Change Adaptation (CCA) and Ecosystem Management and Restoration (EMR).

And:

Definition of IRM: The systematic process of reducing disaster risks through anticipative, absorptive, adaptive and transformative actions, taking into account the effects of climate (change) and the role of ecosystems. It addresses the drivers of risk, the capacities and assets of communities and individuals and their enabling environment. (5 mins)

G) Ask the participants to look again at the conditions/activities on the flipchart to reduce the impact of a flood. Are there any conditions/activities they would like to add?

H) Draw 3 overlapping circles on a flipchart, like so:

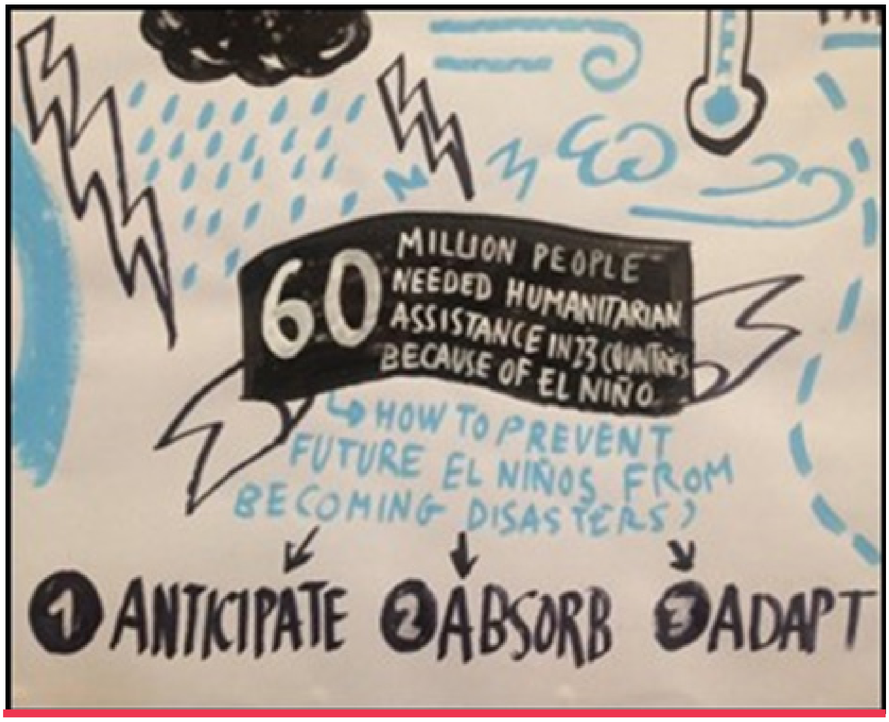


I) Ask participants to tell from some of the activities in which of the three circles or overlapping areas they belong.

J) Explain: The main purpose of IRM is to make communities less dependent on external assistance to deal with disaster risk so that they are able:

- to anticipate the risks they face by building on existing capacities
- to respond when disaster strikes while maintaining basic structures and functions
- to adapt to changing risks and to a changing location, situation and its livelihood options
- to transform themselves to address underlying factors and root causes of risk

The Integrated Risk Management approach puts Disaster Risk Reduction in a context where risks for communities because of natural hazards are assessed (and addressed) by also considering the effects of climate (change), the wider land-scape and the role of eco- systems: by integrating climate variability and change IRM looks not only at current (weather-related) risks, but also at future risks, which may be different in frequency, intensity and even nature; by integrating the role of ecosystems IRM looks at the wider landscape as a system in which risks originate and become manifest; well-managed ecosystems can buffer hazards and bring livelihood benefits to communities. The integration of climate and climate change adaptation, and of ecosystem management and restoration, is a manifestation of the fact that disaster risk reduction, by nature, has an overlap with these two fields: it addresses disasters that are



climate-related (i.e. disasters to which extreme weather contributes), that play-out in landscapes, and that affect ecosystems on which people rely.

IRM recognises that DRR, CCA and EMR are interdependent and interact in complex ways. The resilience of communities and organisations therefore needs to be strengthened to address the complex challenges of disaster management within this context. The IRM approach is a means to this end.

Module 1.3 Integrated Risk Management in my own landscape

Introduction: In this session, participants will start applying the elements of IRM to their own environment. By creating a map which contains the different components of IRM the components will not be abstract but concrete and real.

The map drawn in this session is the 'anchor exercise' in the IRM Advocacy Training Manual and will be referred to in other sessions.

Learning Objectives:
- Basic insight into how the different elements of Integrated Risk Management are represented in participants' own environment/landscape.

Methodology: Exercise (creating a landscape map)
Materials needed: Flipcharts, marker pens, sticky notes and other colorful and creative materials as available.
Resource Booklet: no specific resources
Duration: 1,5 hours

Facilitation notes:

A) Ask participants to form 3 to 4 groups based on number of trainees.

B) Give each group a flipchart and creative materials.

C) Ask each group to draw a landscape map which represents the geographical area where they implement their work. Ask the group to include in their map (by

Figure 1: An example of a landscape map

drawing not writing):

- What hazards are there in your landscape and where?
- What ecosystems are there in your landscape and where?
- Where are the communities?
- Who are the stakeholders (communities, businesses, farmers etc.)? Where are they located?
- What does the governance structure look like? Where are elements of the government structure found?
- What/where are the main livelihoods in your landscape?
- How is the land used in the different areas of your landscape?
(45 minutes)

D) Ask each group to present their landscape and the elements in it (5 mins per group to present plus 5 minutes for questions/discussion). The other participants can ask questions to clarify. Other questions for each group to reflect on:

- What are the disaster risks in this area?
- Who are most at risk when disaster strikes? Any particular groups within communities (e.g. farmers, women, elderly, illiterate people, people with disabilities)
- How does disaster affect livelihoods in this area?
- How does climate change influence the disaster risk?
(45 mins)

Module 1.4: Key programming principles of IRM

Introduction: Integrated Risk Management is not just about combining expertise, it is a way of working. These ways of working are captured in the IRM principles.

Learning objective:

- Basic understanding of the IRM programming principles

Methodology: Group exercise (with coffee break) and powerpoint presentation.
Materials: Post-its/small pieces of papers, tape. Prepare a post-it/small note for each participant with one of the eight principles below written on it. (Local Ownership, Livelihoods, Landscapes, Ecosystems, Timescales, Global and local, Integration, Partnerships). Laptop and projector.
Resource Booklet: Powerpoint on Basic IRM Concepts
Duration: 35 minutes.

Facilitation notes:

A) Ask the participants to stand up. Stick a note with one of the principles on each participants back without showing it to them. (5 mins)

B) Ask the participants to walk around and take a coffee/tea (if it's coffee/tea break time) and try to find out what is written on their back. The participants can give each other hints but they cannot say the exact word on the paper. Each participant has to try and find out what is written on the paper. (15 mins)

C) Ask participants to come back and sit down again. Ask each participant what they think is written on the piece of paper (some participants may have the same). And why they think this word/principle is important for Integrated Risk Management. The other participants can add ideas. (15 mins)

Clarify where needed:

- Local Ownership: Putting people at centre stage, building on local and traditional resources and knowledge to promote community self-management, boost empowerment and create local ownership
- Livelihoods: Focus on protecting and strengthening livelihoods, both from a humanitarian and a development perspective.
- Landscapes: Recognize the broader geographical scales (landscapes) on which the drivers of risk express themselves
- Ecosystems: The role of ecosystems for community safety and resilience needs to be recognised
- Timescales: Encompass different time scales in risk management
- Global and local: Make global and regional policy frameworks and agreements risk informed by local realities
- Integration: Integrating disciplines and approaches to encompass different risks
- Partnerships: Collaboration of stakeholders – communities, government agencies, private sector, knowledge institutes and civil society – to complement expertise and resources

Module 2: Disaster Risk Reduction

About Module 2:

In this module the basic concepts of disaster risks reduction are explored. It will become clearer how disaster risk and the landscape/environment are interlinked, and how the management of these risks are linked to national and international processes.

Learning objectives:

- Understanding of basic concepts, principles and practices of DRR
- Introduction to disaster models, the disaster risk formula to create linkages between development and risk
- Understanding the local and wider context of DRR with linkage to the landscapes and stakeholders
- Understanding approaches to designing and implementing DRR interventions to address risks
- Understanding global and regional frameworks of DRR
- Understanding disasters and their consequences

Module 2.1: What is Disaster Risk Reduction?

Introduction: In this session the basic concepts of disaster risk reduction are explored. An Introduction to disaster models, the disaster risk formula to create linkages between development and risk is given.

Learning objective:

- Create understanding of basic concepts, principles and practices of DRR
- Create a common understanding of disasters, effect, immediate response and lessons drawn.
- Engage participants to think of examples from their own contexts and experiences.
- Rationale for DRR, with thinking of proactive measure to reduce risks and the shift in the approach

Methodology: Exercise, group discussion and powerpoint presentation
Materials and equipment: Printed and cut out list of DRR terminologies and a copy of the DRR terminologies as handout for each participant, (see section 2.1 of the Resource Booklet), Flip charts, printed Handouts, marker pens, masking tape, projector & computer.
Resource Booklet: Powerpoint on DRR Concepts
Duration: 1, 5 hours

Facilitation Notes:

A) Exercise Key DRR Terminologies: Cut the table with the terminologies in section 2.1 of the Resource Booklet into cards: left column the terms and right column the definition.

B) Distribute the two sets of cards with the selected DRR terminologies and their definitions. Ask each person to look for the person bearing the card that matches his/her term or definition.

C) Ask the participants to tape on the board or spread on the floor the matched definitions and terminologies.

D) Ask the participants to review and explain the matches. Allow them to shift cards and correct their matches if needed.
Note to the facilitator: Participants can discuss in small groups of 3 or 4 the definitions that individuals got and agree on the concept that they refer to.

E) Go through the terms together with the participants and explain the terms and definitions, praising each correct match. For mismatched terms, provide the correct definition and explain why. Participants must now agree on the definitions as these terms will be used throughout the training course.

F) Ask the participants the following guide questions and relate their answers to the definitions of hazard and disaster:

- Is disaster natural or not?
- How do we know if a community cannot cope with the effects of a hazard?
- How do hazards progress into disaster?
- Who declares a disaster?

G) Distribute the handouts (See section 2.1 of the Resource Booklet) to guide the participants.

H) Explain: Synthesis (10 minutes)

A hazard can either be man-made or natural and should not be treated as synonymous with disaster. A disaster occurs when a community cannot cope with the deleterious effects of a hazard. Therefore, a disaster is a social construct, consequence of human failure to plan well. In other words, a hazard event is a necessary but not sufficient condition for the occurrence of a disaster. For example, if a flood occurs in South Sudan but does not result in massive loss of lives and property, the flood is only a hazard event and not a disaster.

Often times, government or external agents declare a disaster on behalf of communities without consulting them. Government declaration of disasters is also sometimes political. It should be noted that if a community can cope with the effects of a hazard they will not seek external assistance. However, if they cannot cope, they will also let it be known right away. Therefore, the point of Resource for declaring a disaster is the community.

Most of the time communities do not formally communicate their disaster situation. Instead, they exhibit actions that indicate they are not able to cope with the hazard – hence a state of disaster. These indications of inability to cope are enough basis for saying that the community already declared a state of disaster. This is different from the formal and public declaration of a state of disaster by government agencies.

Resource: CMDRR Training Manual (Cordaid)

K) Presentation on : Disaster Risk Formula and Model, Linkages between development and risk (see section 2.1 of the Resource Booklet and the Partners for Resilience Library that is accessible here: https://library.partnersforresilience.nl

L) Use the powerpoint to explain how the Disaster Risk Formula works and introduce the disaster management cycle to the participants

Module 2.2. Why Disaster Risk Reduction?

Introduction: Disasters are costly. Preventing a hazard turning into a disaster or mitigating effects of a hazard saves lives, assets and money.

Learning objective:
- Understanding consequences of different disaster types

Methodology: Presentation (powerpoint with statements (true/false)) and video
Materials: Computer/laptop (for presentation), projector, red and green cards
Resource Booklet: Powerpoint on Why Disaster Risk Reduction?
Duration: 45 Minutes
Facilitation notes:

The facilitator will present statistics using statements (either true or false) where the participants will try to gauge their knowledge on impact and magnitude of disasters.

The facilitator can adapt statements and explanations in the powerpoint presentation based on his/her context for this session. The facilitator shows a statement, the participants raise a card (green-true and red-false), followed by the facilitator presenting the correct answer (true or false) with an explanation.

A) Read the statements in the powerpoint (see resource booklet section 2.2) one by one. For each statement ask participants to raise a red card if they disagree, green card if they agree.
B) The powerpoint will give the right answer and an explanation.

Module 2.3: Local context of DRR – What does DRR look like?

Introduction: In this session participants explore what the impact of hazards has been in their own landscape and have the opportunity to share experiences in addressing these hazards.

Learning objective :
- Understand the local and wider context of DRR with linkage to the landscapes and stakeholders
- Understand approaches to designing and implementing DRR interventions to address risks

Methodology: Group activity, exercise, small group discussion,
Materials needed: Flip Chart, marker pens, creative materials, masking tape, case

study (Resource Resource Booklet: Case study on DRR or prepare case studies based on where the participants are from.
Duration: One Hour

Facilitation Notes:

A. Divide the participants in small groups depending on the number of the participants. These should be the same groups as for the anchor exercise in Module 1.3 if they have done this exercise.

B. Refer the participants to the anchor exercise or if they have not done this exercise ask them to map out their location/ villages/ area to understand the context and Risks.

C. Ask the participants to develop a hazard map by including:

- *Hazards: Mapping of the most common hazards such as drought, flood, conflict, disease, etc.*
- *Community and their livelihoods: Mapping of common livelihoods includes (-Pastoralism, Agro-pastoralism, smallholder farming, fishery, small scale business,) etc.*
- *Stakeholders: Mapping or defining key stakeholders –both primary and secondary stakeholders, their roles, responsibility, including private sector, community institutions, etc.*
- *Governance structure: Mapping out the existing formal government and traditional governance structure where community coordinated in relation to DRR.*

D) Ask the groups to present their map in plenary

E) Facilitate a plenary discussion, e.g. with the following questions:

- Based on one of the Hazard- how has the hazard prevailed, affects, scope, etc. in the most recent time this hazard occurred.
- What is the scope and size of the hazard effects---location-wider/smaller, groups community/who is most affected, stakeholders- who was affected most?
- Response- who community, government, private structure responds, etc.
- How are the hazards across the landscape linked to each other?

This is followed by presentations of the maps by the small groups in a plenary session with the participants.

F) By sharing their experiences in disaster and/or risk management participants will be able to open up and recount what happened in their organization, communities and region/country during a disaster event. It will give them the opportunity to articulate and examine observations, experiences and current approaches from their own and other organizations in responding to disasters and to draw lessons from it.

Exercise: In small groups, ask trainees to think about and discuss the following guiding:

- How did the disaster affect the development efforts of your organization, your community and your region/ country?
- What was the immediate response of the community, external organizations, NGOs and government? In what way were these responses adequate or inadequate?
- What lessons can we draw from your answers in terms of the link between disaster and development?

G) Present the case study from section 2.3 in the Resource Booklet or your own/from the areas of the participants.

H) Ask participants in groups of 4-5, to reflect on the case studies presented and then they relate the case studies to their own experience, projects etc.

Write on a flip chart the following questions to be discussed in the small groups:

- What do you understand from the case study?
- How is the case study relevant to the local context, area of work, expertise?
- The process or steps used in the case study, with thinking of involvement of stakeholders, the outcome/impact clear, etc.
- What are the limitation/gaps and recommendations for designing DRR interventions?

Module 2.4: Global, Regional and National DRR Frameworks

Introduction: In this session the key policy frameworks are identified and discussed: Facilitator will share key global, regional and national [MA14] frameworks such as the Sendai Framework for DRR, the Sustainable Development Goals, and the New Urban Agenda key priority area that relate with DRR. After this there will be a break-out session during which participants will be grouped based on their experience and engagements in global, regional and national frameworks

Learning objective : Understanding global and regional frameworks of DRR

Methodology: Presentations and break-out sessions
Materials needed: Projector, computer/laptop, flip charts, pens, sticky notes
Resource Booklet: Powerpoint on Sendai Framework
Preparation needed: Use the powerpoint on the Sendai Framework and prepare a presentation on the national and sub national DRR policies and strategies.
Duration: 45 minutes

Facilitation notes:

A) Present the Sendai Framework

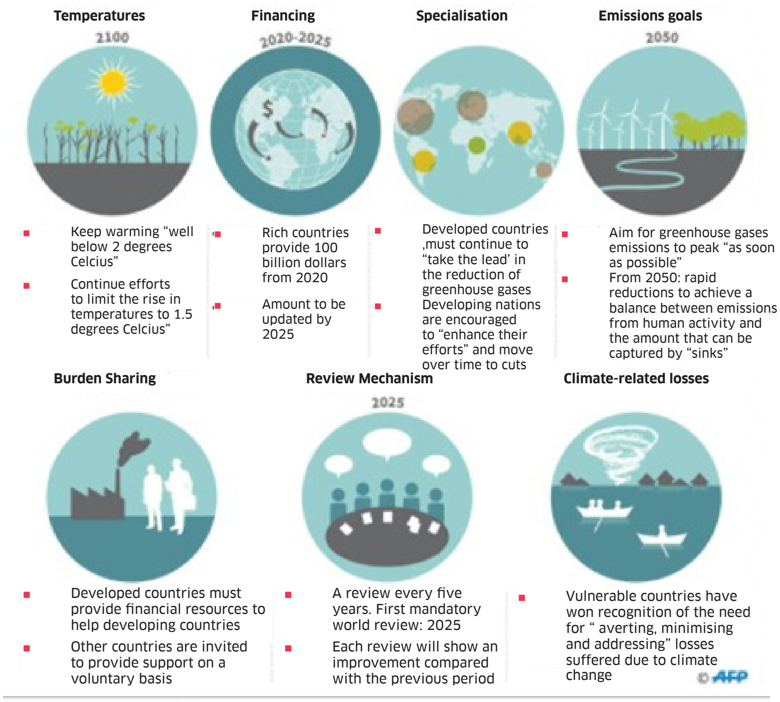
B) Present national and sub national DRR Policies, strategies

C) Ask participants to reflect on the DRR frameworks that have been presented. Leading questions include:

- How do the key international agreements and the national/ regional DRR frameworks work?
- What topics in national and regional plans in your country are linked to the global agreements?

Source: www.preventionweb.net

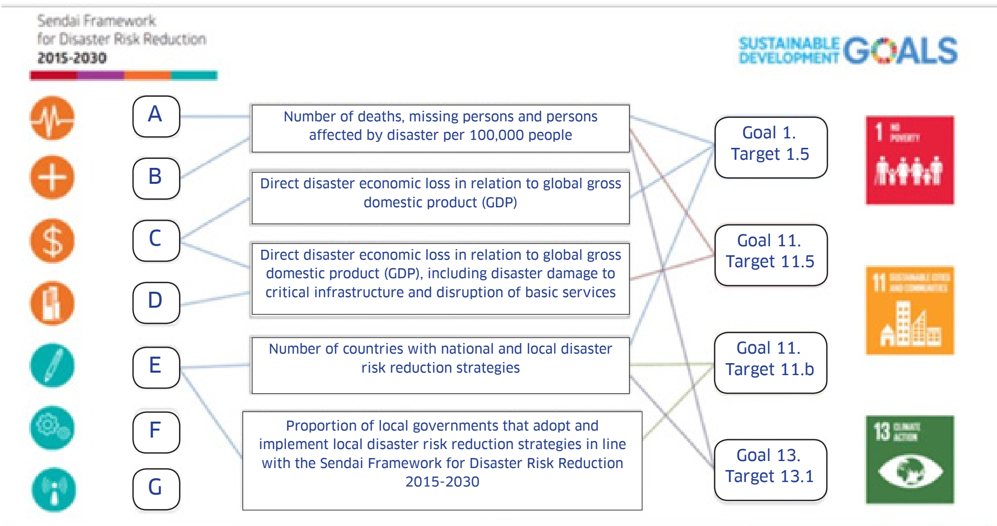
The Paris climate agreement: key points



Source: www.ednh.news

Sendai Framework For Disaster Risk Reduction

2015-2030



Source: www.preventionweb

Module 3: Ecosystem Management and Restoration

About Module 3

This section seeks to enable the participants to gain an understanding of ecosystems, their importance, roles and related management issues.

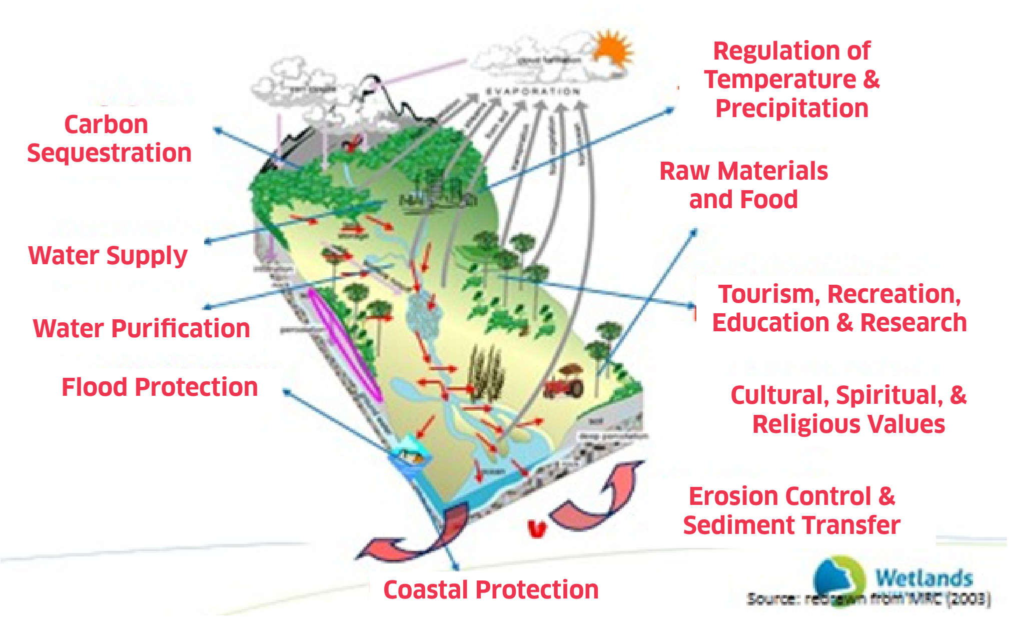
Topics included are:
- Basic understanding of terminologies and concepts related to ecosystems.
- Different types of ecosystems in the Horn of Africa.
- The importance, benefits/functions of ecosystems services.
- Problems affecting ecosystems.
- How ecosystems can mitigate hazards.
- Integrating an ecosystems approach into policies, plans, programmes.

Learning objectives:

1. Basic understanding of concepts, elements and approaches of Ecosystem Management and Restoration (EMR)
2. Identify the underlying causes of ecosystem degradation that must be considered when establishing intervention strategies and processes
3. Develop a greater understanding of ecosystem services
4. Understanding and skills to integrate an ecosystems approach into plans, programmes, policies.

Why do ecosystems matter?

People's livelihoods are depending on ecosystems



Module 3.1: Introduction to EMR, definitions, basic concepts

Introduction:
This session seeks to equip the participants with basic understanding of the key concepts and definitions of EMR including the role of ecosystems in hazard mitigation.

Learning objective:
At the end of the session, participants will have a basic understanding of concepts, elements and approaches of Ecosystem Management and Restoration (EMR)

Methodology: Powerpoint, exercises.
Materials and equipment needed: Flip charts, markers, projector, index, hand-outs of summarized supporting materials (see facilitator's note below in boxes)
Resource Booklet: Swamp City, Powerpoint on EMR Introduction
Duration: Three hours

Facilitation Notes:

A) Ask participants what they think an ecosystem is, what is included in an ecosystem? Write this down on a flipchart.

B Write down the definition of an ecosystem on another flipchart:

An ecosystem is a dynamic complex of living communities, including micro-organisms, plants, animals and humans, and their non-living environment interacting as a functional unit in a given area.

C) Show in the definition which elements were named by the participants, which are 'blind spots' (not named by participants), if any.

D) Show participants the slide with 'Swamp City' (see powerpoint 3.1 EMR Swamp City and Resource booklet section 3.1).

E) Ask participants what could be the different ways in which humans interact with nature in this particular ecosystem of 'Swamp City'?

F) Explain the concepts of ecosystem conservation, restoration, protection, management, preservation (See powerpoint and Resource Booklet section 3.1, p.X)

G) Explain the concept of sustainable development:

- Sustainable development: Development meets the needs of the present without compromising the ability of the future generations to meet their own needs.

Write the definition down on a flipchart if you feel this is helpful.

H) Ask participants what the consequences of sustainable development could be:

- For the people living in 'Swamp City'?
- For the national and local authorities of 'Swamp City'?
- For the ecosystem in 'Swamp City' as a whole?

I) Ask participants what types of ecosystems they know in the Horn of Africa? (Show the slide with the different ecosystems: Terrestrial (rainforests, deserts, savannas, forests, grasslands wetlands, forest, riverine, montane, woodland), Coastal and Marine (Ocean, mangrove, coral.).

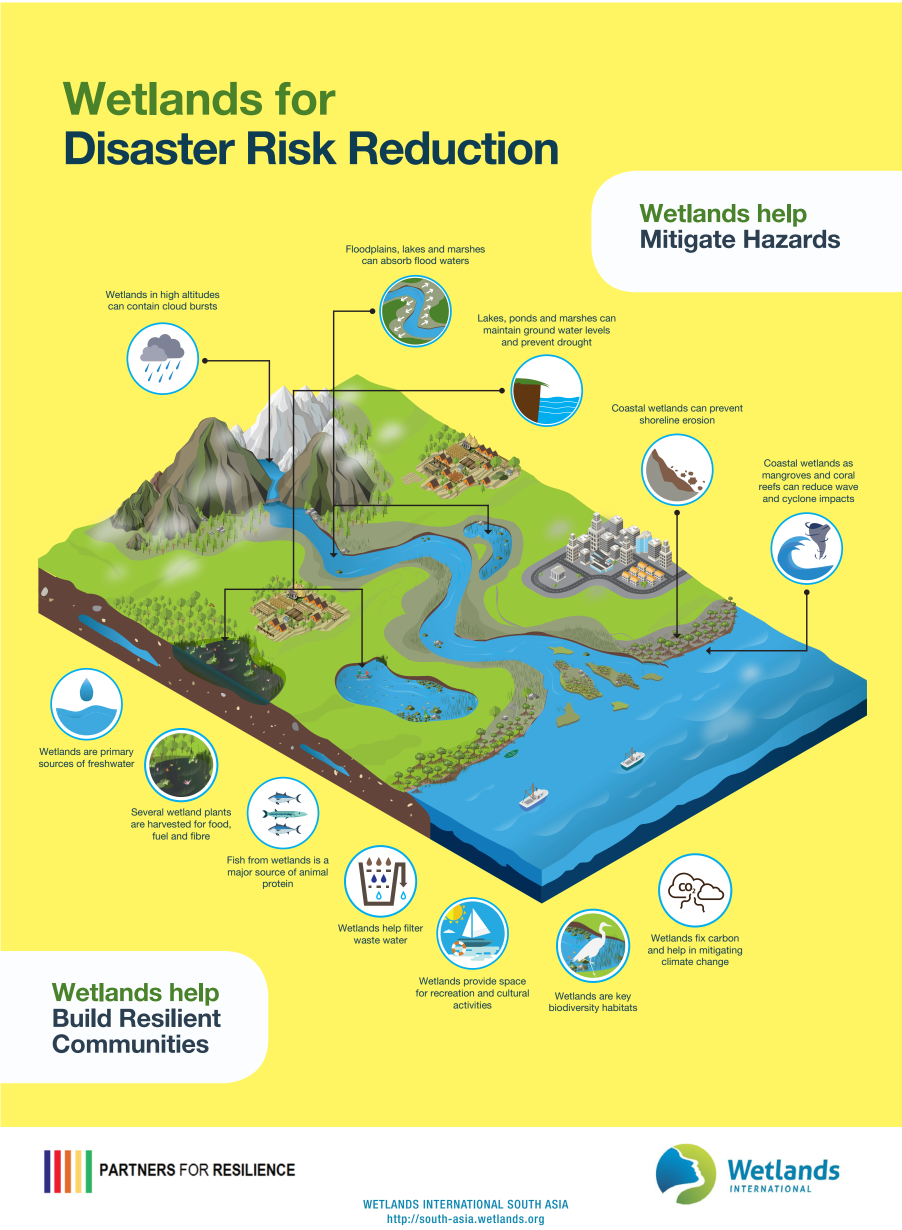
Show participants the slide with the different types of ecosystems (see powerpoint)

J) Divide the participants into small groups. These should be the same groups as for the anchor exercise in Module 1.3. If they have not done this exercise, make small groups of people working in the same landscape area.

K) Refer the participants to the map they created in the anchor-exercise or if they have not done this exercise ask them to map out their location/ villages/ area and include (in drawing):

- Draw a resource map of your village, including:
  1) Source and sink of your major river
  2) Trees/grass/crops/etc.
  3) Slope pattern
- Map the ecosystem issues in your village or in the landscape
- How has the ecosystem been changing? Draw it on a timeline
- What are the consequences of the changes in the ecosystem?
- What are ways to address these consequences?

L) Importance of Ecosystems. Ask participants to think about the landscape map and think of the benefits they receive from the ecosystem? Ask a few participants to share their thoughts.



M) Explain the different types of ecosystem services using the powerpoint (see powerpoint 3.1 EMR Intro).

N) Ask the participants to look again at their landscape map and ecosystems in it. What services does the ecosystem provide? Which ecosystem service levels are increasing? Which ecosystem service levels are decreasing? Why?

O) Summarize the issues, effects and inter-relations that might affect ecosystems:

Some of the issues include: floods, drought, population increase, conflicts, investments (large-scale developments, dams, farms, irrigation), unsustainable use, and degradation; stream bank cultivation, slope cultivation, poaching, illegal logging, deforestation, uncontrolled bush burning, conflicts.)

P) **Role of Ecosystems in Hazard Mitigation.** Write on 4 different flip-overs:

- Mountain forests and other vegetation on hillsides
- Wetlands and floodplains
- Coastal ecosystems, such as mangroves, saltmarches, coral reefs, barrier islands and sand dunes.
- Drylands

Q) Ask participants how each of these ecosystems could protect people against natural hazards? Write down the answers on the flip-overs.

R) Show or explain the ways in which these different ecosystems can protect people (see powerpoint)

Module 3.2: Understanding the Context of Ecosystems Management and Restoration

Learning objective: At the end of the session participants will be able to:

- Identify the underlying causes of ecosystem degradation that must be considered when establishing intervention strategies and processes
- Develop a greater understanding of the interconnected factors that play a role in ecosystem services

Methodology: Powerpoint
Materials needed: Projector and laptop
Resource Booklet: Additional background information, Powerpoint Ecosystem Management and Restoration
Duration: 15 minutes

Facilitation notes:

A) Use the powerpoint presentation 'Context of ecosystem management and restoration in the Horn of Africa' (See Resource Booklet section 3.2)

Module 3.3: Ecosystem Approaches and Resources

Learning objective:
- To understand and apply the link between ecosystems and adaptation to reduce disaster risk and address climate change.

Methodology: Explanation, small group work.
Materials needed: Flip charts, markers.
Resource Booklet: Background information
Duration: 1,5 hrs.

Facilitation Notes:

A) Explain the background information given in Resource Booklet section 3.2.
B) Ask participants to identify the hazards which can be mitigated or buffered using ecosystem approaches.
C) Divide the participants into smaller groups according to their geographical location/ the location of their work.
D) Identify the hazards for which adaptation is necessary. How will you prepare communities for adaptation?
E) Identify specific actions through which ecosystem management can help you achieve DRR and CCA.
   - At Household Level
     - o At Village Level
     - o At District Level
     - o At Landscape Level
   - Which local schemes will help you achieve these interventions?
   - Which department/agency will you engage with to leverage resources?
   - What capacities would you need to implement such approaches?

F) Break the participants in groups of equal numbers and assign each group to the stakeholder groups identified in session 2 and read out the guiding questions for each group to work on:
   - What EMR strategies/approaches are currently in place and being implemented by your stakeholder group?
   - Which other stakeholder groups must work with you to implement these strategies?
   - Which EMR strategies/ approaches are working? Why?
   - Which EMR strategies/ approaches are failing? Why?
   - What solutions can you propose to address the challenges identified?

Module 3.4: Ecosystem restoration in practice

Introduction: The ecosystem restoration framework offers a wide range of options for intervention. Each intervention has its own purposes, strengths and weaknesses. Whether interventions aim at improving vegetation cover and biodiversity, promoting soil formation, storing water or any other purposes identified in session 1, and the rate at which this happens differs per specific intervention. Within this manual four categories of interventions have been identified.

Learning objective: Understanding of different types of interventions for ecosystem restoration.

Methodology: Powerpoint
Materials needed: Powerpoint based on the most appropriate ecosystem related to the area where you are providing the training. For more information on interventions for different types of interventions, see Resource Booklet section 3.5 and: https://www.weadapt.org/sites/weadapt.org/files/2017/february/manual_for_implementing_ecosystem_restoration_0.pdf

Resource Booklet: no additional information
Duration: 45 mins

For more information on different interventions see weblink , https://www.weadapt.org/sites/weadapt.org/files/2017/february/manual_for_implementing_ecosystem_restoration_0.pdf

Module 3.5: Integrating Ecosystem Management and Restoration into Plans, Policies and Programmes

Introduction: This session tries to answer the question of how EMR is integrated with other IRM components/elements. It also tries to demonstrate the various ways and opportunities EMR is related to other IRM components (DRR and CCA). It tries to help identify the various other opportunities EMR can be integrated into IRM.

While integration is a good technical term that might be used variable by professions and practitioners as you learn in the proceeding sessions, there is need to explain what it means in this context of IRM. To ease its conceptualisation, we can use its synonyms or other common words that mean the same or help you arrive at the intended direction or understanding. These words include: adding; mixing; amalgamation; incorporation; combination; assimilation

Learning Objective 3: To acquire skills for integration of EMR into plans, policies and programmes

Methodology: Presentations and group activity
Materials needed: Stationery (flipcharts, stickers, placards), Powerpoint presentations, handbooks, policy papers, government guidelines, policies, strategies, budget framework papers, project proposals, Physical like sticks, soil, stones in case of local mapping and drawings
Resource Booklet: Background information
Duration: Three – Four hours

Facilitation Notes:

A) Start the session by asking some introductory questions:
To ensure participants have a common understanding, learn of their expectations, correct misinformation. Engage the participants with the following questions:

- What would be EMR in the local context?
- What would they love to see on ground to prove that there is EMR?
- What would they love to see in the government programs/policies in relation to EMR – Grants? Mention? Commitment?
- What would they expect to learn during the session?
- What has always bothered them about EMR? (Knowledge? Application? Queer terms? Irrelevance? Funds? Political interference? Community demands, balancing interests etc.?
- What do they understand by integration of EMR into programmes, plans and policies?

These questions can be tailored to the trainees' needs and level of expected action or impact.

B) Exercise Integration of EMR

In small groups, ask trainees to discuss the following six common questions used to learn and understand more about EMR integration into programmes, plans and policies.

The facilitator may engage the participants in answering the six fundamental questions through a participatory process and thereafter identify a relevant methodology and

What	What needs to be integrated	▪ EMR Practices, policy objectives, IRM principles/ elements, article / sections/ provisions, objectives, contextual definitions, approaches, methodologies, rules
Where	Where can we integrate	▪ Various levels (Global, continental, regional, National, subnational, community, household) ▪ Project, programmes, policies, laws, regulations, bye-lawsbyelaws, ordinances, directives, strategies, budgets, plans, vision (Kenya 2030 etc.), SDG, CDM, guidelines
When	When can we integrate?	▪ At proposal development, planning, implementation, monitoring , learning/training, advocacy, evaluations recommendations, strategising, consultative meetings, awareness raising
Why	Why should we integrate EMR into IRM/….those opportunities explored	▪ Contribute to resilience of systems to disturbance from climate change/ Disasters ▪ Risk mitigation ▪ Resources provision ▪ Balancing nature, people, development ▪ Buffer ▪ Resources sharing like financial-efficiency ▪ Long-term intervention ▪ Inclusion ▪ Sustainable development
Who	Who can integrate	▪ Resource managers ▪ Policy makers ▪ Advocates and advocacy groups ▪ Donors and agencies etc. ▪ Businesses/investments ▪ Farmers/pastoralist etc. ▪ Planners ▪ Academia and researcher (institutions, Organisation, practitioners, beneficiaries or individual)
Which	Which tools/ methods can we use etc.	Step by step approach can be used (Various tools and methodologies can be used at each interval/step or who)
How	How do we tell that EMR has been integrated in programmes, plans and policies?	Monitoring and evaluation

tool per highlighted level/ step to practice. This is highly contextual and depends on the needed EMR outcomes and impact.
The facilitator can approach this module using various methods: a mix of plenary for orientation and presentations, group work and presentation, relevant games, Question and Answer (Q&A), field excursions among others.

Module 4: Climate Change Adaptation

About Module 4

This module has been designed to enable participants understand the key terminologies related to Climate change adaptation and how adaptation links to IRM.
The topics to be covered include:
- CCA key terminologies and concepts.
- Climate Change Vulnerability and impacts.
- Adaptation.
- Climate Finance.

Learning objectives:

1. Knowledge of climate change adaptation and mitigation and related concepts
2. Understanding of the changing climate impacts and vulnerabilities – Linking climate change to gender and urban risks
3. Knowledge on effective adaptation to climate change impacts

Facilitation notes:

A) "Answer with your feet": Request participants to stand up and move to difference corners of the room:
- Corner 1: I don't know much about climate change.
- Corner 2: I have some knowledge on climate change, but not on how it relates to my work.
- Corner 3: I have some knowledge on climate change and understand how to apply it in my work. To gauge the understanding and perception towards climate change

B) Ask the participants for their expectations of the session.

Module 4.1 CCA key terminologies and concepts

Introduction: In this module, participants will learn about the difference between climate change adaptation and mitigation as well as other important concepts related to climate change.

Learning objectives:
To increase knowledge of climate change adaptation and mitigation and related concepts.

Methodology: Presentations, discussion, film
Materials and equipment needed: Cut out printed terminologies and their definitions (See Resource Booklet section 4.1), Flipcharts, Markers, Masking tape, powerpoint presentation (See Resource Booklet section 4.1), projector and computer and Internet connection for the YouTube video.
Resource Booklet:
- Terminologies and definitions
- Powerpoint: Introduction to Climate Change Adaptation (up to slide 14)
- Additional information on climate change related to the powerpoint

Duration: One hour

A) Exercise on CCA terminology: Ensure that terminologies and their definitions (see Resource booklet section 4.1) are printed and cut out.

B) Hang the terminologies and definitions on the wall in random order (not next to each other!).

C) Ask Participants to read the terms and definitions.

D) Ask Participants to match each term to the right definition and stick them next to each other.

E) Go through the terms and definitions and reflect with the participants on their understanding of the terms and concepts.

F) Present the powerpoint on Understanding Climate Change (See powerpoint and notes in the Resource Booklet section 4.1)

Topics covered in the powerpoint include (for more information on these topics see the Resource Booklet):

- Weather or Climate
- Climate change or climate variability?
- Global warming or climate change?
- Why is it getting warmer?
- IPCC – Main findings of 5th Assessment Report
- Climate change and urban risk.

More in-depth information on climate change can be found in the Resource Booklet.

G) Discussion questions for the participants:

- Do you recognize in your own landscapes the impact from climate change?
- Is it clear how Climate Change may influence weather and vulnerability in the landscape where you work?

H) Show the video on the human face of climate change
https://www.youtube.com/watch?v=ldPT6CuDBZI

I) Ask the participants what the messages are they got from the video.

Module 4.2 Climate change vulnerabilities and impacts

Introduction: This session familiarizes participants with climate change in East Africa and the discerning trends and increasing vulnerabilities. It also provides insight into the particular risks related to climate change in urban settings.

Learning objective:
- To increase understanding of the changing climate impacts and vulnerabilities
- Understanding of the linkages between climate change and urban risks

Methodology: Presentations and group activity
Materials needed: Information from http://www.care.or.ke/images/PDF/GWI_CVCA_CS_Sept11.pdf, Exercise on Urban Risks (Print and cut out Changes and related impacts, see Resource Booklet section 4.2), flip charts, markers, paper cards
Resource Booklet:
- Powerpoint: Introduction to Climate Change Adaptation (slide 15-20)
- Background information
- Exercise on urban risks

Duration: One hour

Facilitation Notes:

A) Present facts on the effects of Climate Change in East Africa from: http

://www.care.or.ke/images/PDF/GWI_CVCA_CS_Sept11.pdf

B) Open up discussion on local context of climate change trends, vulnerabilities, impacts in the specific country/area of intervention. Ask participants if they recognize the trends, vulnerabilities and impacts in their own area.

C) Request the participants to contribute in plenary "How does climate change impact our communities?" 'What are climate related hazards in our community, what are the socio-economic and environmental condition predisposing our communities to climate risks?

D) Initiate discussion on climate change and urban risks. (See Power point presentation in section 4.2)

E) Facilitate an exercise on change in climate and possible impact on urban areas (See Resource Booklet section 4.2): Provide the 'change in climate' and ask participants to provide 'possible climate impacts on urban areas'. Ask those participants working in urban areas if they recognize these impacts.

F) Divide the participants into small groups. These should be the same groups as for the anchor exercise in Module 1.3. If they have not done this exercise make small groups of people working in the same landscape area.

G) Refer the participants to the anchor exercise or if they have not done this exercise ask them to map out their location/ villages/ area. And include (in drawing):

- What hazards are there in your landscape and where?
- What ecosystems are there in your landscape and where?
- Where are the communities?
- Who are the stakeholders? (communities, businesses, farmers etc.)
- Where are they located?
- What does the governance structure look like?
- Where are elements of the government structure found?
- What/where are the main livelihoods in your landscape?
- How is the land used in the different areas of your landscape?

H) Ask the participants to develop a map of the future when climate change has taken place by including in the map:

- New areas impacted by natural hazards or higher impact of hazards in certain areas.
- Vulnerable communities / community members

I) Ask the participants to present their map (especially the 'future elements'). Discussion questions:
- What can be done now to prevent higher impact of climate change in the future?
- Who can/should act to reduce the impact?
- How can these stakeholders be activated?
- What is your own influence?

Module 4.3 Adaptation

Introduction: Topics in this session include Climate change adaptation strategies for local impacts, adaptation strategies and a gender sensitive approach to adaptation.

Learning objective:
Enhanced knowledge on effective adaptation to climate change impacts.

Methodology: Copies of examples of CCA Adaptation Strategies from Resource Booklet

section 4.3.

Materials needed: Laptop and projector, internet to access to powerpoint with quiz.

Resource Booklet:

- Enhanced knowledge on effective adaptation to climate change impacts
- Powerpoint Climate Smart Communities

Duration: 3 hours

Facilitation Notes:

A) The facilitator will guide the formation of two groups focusing on adaptation strategies;' what kinds of coping and adaptation mechanisms should communities embrace in order to reduce current and future risk related climate change?

B) Form two groups focusing on adaptation strategies. Ask trainees to consider: What kinds of coping and adaptation mechanisms should communities embrace in order to reduce current and future risk related climate change?

C) Show examples of CCA adaptation strategies for local impact, highlighting innovative adaptation strategies (See Resource Booklet section 4.3)

D) Exercise on the Minimum standards for local climate-smart and gender sensitive disaster risk reduction: Share a list of 'climate smart activities' (Resource Booklet section 4.3).

E) Divide the participants in small groups. Give each small group a few (around 3) 'climate smart activities'. Ask the small groups to think about how this activity can be done in a gender sensitive way.

F) Ask the groups to present the gender sensitive approach they came up with.

G) Show the slide on the Minimum Standards for gender sensitive climate smart activities (See powerpoint Resource Booklet section 4.3) and ask participants if they recognize the gender sensitive approaches they came up with or that there are new angles that they find interesting in the list.

H) Wrap up and recap the day with the climate science quiz (link highlighted) http://www.climatecentre.org/downloads/modules/training_downloads/1a%20Climate%20change%20science%20quiz.pptx

Module 4.4 Climate Finance

Introduction: This session introduces the main financial flows related to climate change mitigation and adaptation.

Learning Objective:
- Basic understanding of how Climate Finance works.

Methodology: Powerpoint
Materials needed: Laptop and projector
Resource Booklet:
- Powerpoint Climate Finance
- Background information

Duration: 45 minutes

Facilitation notes:
A) Present the powerpoint on Climate Finance (Resource Booklet section 4.4, additional background information can also be found in that section)

Module 5: An in depth look at Integrated Risk Management

About Module 5

The Integrated Risk Management Approach is a recognition of the importance of ecosystems and a changing climate to livelihoods, and in the belief that disaster risk reduction must integrate both timescales (ranging from imminent hazards to risks much further into the future) and geographical scope (assessing disaster risks over the wider landscape). This is essential for assessing the type, frequency and intensity of the hazards facing communities, and for responding accordingly. In this module, participants will learn about the relation between disaster risk reduction, ecosystem management and restoration and climate change.

At the end of this module, participants will have an understanding of the:

- Drivers of risk: Participants should undertake a context analysis of risk, and zoom in onto the risk related to DRR, CCA and EMR. (Policy formulation and practice, vulnerability, assets) .
- Examples of overlapping areas between DRR, CCA and EMR.
- Case studies of successful models of IRM

Learning objectives for module 5 are to:

1. Create a common understanding of disaster risks that are affecting the community
2. Establish a better understanding of the similarities and differences between CCA, DRR and EMR
3. Create an understanding of the concept and context of urban IRM
4. Ensure participants understand concepts of inclusion and importance of gender in IRM
5. Enhance a basic understanding of the policy making process with a view of identifying opportunities and gaps to mainstream IRM approaches in policies and development programmes
6. Enhance understanding on the strategies for engaging and monitoring local, national, regional and international decision makers in order to influence policies and practice

Module 5.1: Drivers of risk in the landscape

Introduction: In this session, the disaster risks affecting a landscape and their underlying causes are explored and applied to the landscape in which the participants work. By doing so, the basis for understanding disaster risk reduction and connection to ecosystems and other important components in the landscape are made in such a way that they are relevant to the everyday life and work of the participant.

Learning objective: To create a common understanding of disaster risks that are affecting the community

Methodology: Group discussion, group exercise.
Materials needed: Using visual materials (like colored papers, pens, draw symbols, markers, stones, grass, whatever is available).
Resource Booklet: no resources
Duration: 1 hour

Facilitation Notes:

A) Explain: (Disaster) risks have different types of causes, or drivers. Drivers of risk can be institutional and non-institutional. Under institutional there are issues of policy, financing, resources, governance. Non-institutional, are human activities like issues of land-use, community practices. Natural drivers of risks, such as climate change, floods, drought.

B) Prepare three spaces on a wall or on the floor for each category of risks

C) Ask each participant to write a driver of risks on a post it/sticky note

D) Ask each participant to present his/her driver of risk

E) Ask each participants to categorize put their post it/sticky notes on the right flip over

F) Discuss the relation between the drivers of risk: ask participants which drivers of risk influence each other and how? Which drivers of risk do they recognize in their own area of work/landscape?

G) Divide the participants in small groups. If they have done the anchor exercise from Module 1.3 earlier, ask them to be in the same group.

H) Ask participants to draw a map of the landscape where they live (if you have done the anchor exercise from Module 1.3 and/org DRR/CCA/EMR module before this IRM module, use the landscape that has already been drawn and add the other components, including:

- Drivers of risk, ecosystem, stakeholders (government, communities, schools/ knowledge institutions, CBOs, CSOs, private sector players with IRM impact, such as flower companies), power mapping, time scale/climate change, hazards, governance structure, communities
- Participants can also draw symbols to indicate e.g. different stakeholders, their power, influence, hazards, etc. In this case they should make a legend, of what each symbol means.

Module 5.2: The synergies and differences between CCA, DRR and EMR

Introduction: This session aims to establish an understanding that there are important synergies between CCA, DRR and EMR, but also differences between CCA, DRR and EMR. The objectives of the different fields are similar: “reducing vulnerability and increasing the resilience of communities to disaster risk.” Differences exist in the scope and perspective of each of the fields.

Learning objective: To establish a better understanding of the similarities and differences between CCA, DRR and EMR.

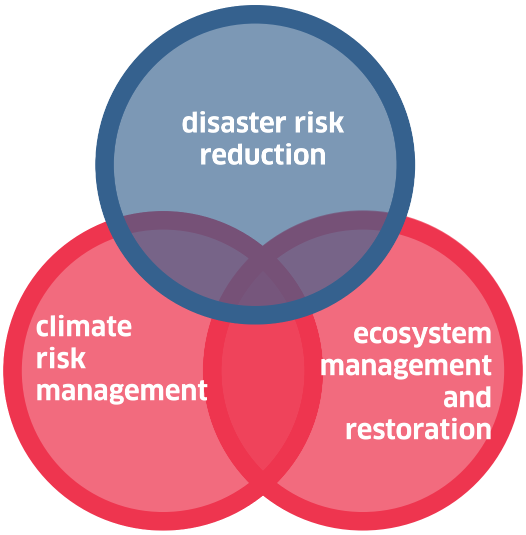
Methodology: Group exercise
Materials needed:
- Three rope circles for each group. Prepare them in advance: you need about 20 m of rope to make 3 good circles of about 2 m diameter each – so 40 m if you want to run two groups.
- Printed/copied "activities" and the DRR/ CCA/ EMR "headers"– and cut all of them so the "activity" is on a separate small slip of paper; mix them well and divide into two groups (about 40 activity slips in each) (See Resource Booklet section 5.2)
- Resource Booklet: Activities to print out/copy and cut for the Circle Exercise

Duration: 45 minutes to 1 hour

Facilitation Notes:

A) Start exercise 5.2: Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA) and Environmental Management (EMR) – overlaps and synergies" by dividing participants into 2 groups.

B) For each group, lay out three large circles of rope on the ground so they overlap like this:



C) Give each group half of the slips with “activities” – and explain that these slips contain potential activities (examples from community work by Partners for Resilience) that a community project may like to implement

D) Get each group to nominate a speaker

E) Give each group 20 minutes or so to sort the many “activities” within the circles – and decide if each belongs in any of the “exclusive” DRR/CCA/EMR parts, or in the “overlapping” parts; discuss why/why not they choose “exclusive” or “overlap” in each case

F) When finished, facilitator gathers both groups around one of the sets of circles and encourages each group to present on what they thought were the main reasons for placing the activities where they did. The facilitator can ask them about the discussions the group had – and facilitator may challenge some of the decision and maybe help re-arrange.

Additional Facilitation notes:

- Participants sample “community activities” in 3 overlapping circles - to illustrate the difficulty of distinguishing between, and the overlapping fields of CCA, DRR and
- EMR. This exercise demonstrates areas of overlap and how one field of work can inform the other.
- The exercise can also be used to illustrate the overlap with Climate Change Mitigation (CCM) instead of EMR, depending on the context and learning objectives. Exercisematerial (activity slips in Resource Booklet section 5.2) are available for this too.
- Participants can be arranged into two groups (or more, if you have prepared more rope circles)
- This exercise usually starts with a separation of DRR, CCA and EMR activities. But gradually people place most of the statements in the overlapping zones. Ask them why and help clarify if there are obvious “mistakes”.
- The discussion can get lively and some groups may get very confused over the distinctions. You may need to keep an eye on groups and refer them back to the presentation. You may suggest they first identify clear examples of “clean” DRR activities with no obvious CCA or EMR links (e.g. “awareness raising on road
- safety” or “earthquake preparedness”) and then see how the other activities compare It is important for participants to realize that while there are huge overlaps, CCA is NOT equal to DRR business-as-usual. DRR must be “upgraded” and tweaked to consider more extreme events to be considered “climate smart”. We need to consider changing risks in what we do. Using seasonal calendars, for example, to discuss whether crops and diseases are changing.
- New types of hazards might occur that we need to respond to and prepare for. Considering the external environment, and how erosion and flood risks (and some livelihoods opportunities) are closely linked to environmental (mismanagement, is key to plan for climate-smart DRR and build resilience.
- The facilitator can end with asking participants of examples from their own work where they see DRR/ CCA/ EMR synergies or differences.
- If the exercise is run with CCM instead of EMR, point out the key synergies between CCA and CCM (and even with EMR): any tree planting and forest conservation efforts are helping limit erosion and flood risks AND the trees are keeping carbon dioxide (CO_2) “tied up” as wood so it does not act as a greenhouse gas in the atmosphere.

Module 5.3: IRM in practice

Introduction: In this session, participants learn about best practices on IRM and think about how they can apply the IRM approach in their own work, in keeping with the IRM principles

Learning objective:
- Increased understanding of best practices on IRM, in keeping with the IRM principles.
- Analytical skills to apply IRM approach on case studies.

Methodology: Group work
Materials needed: Internet and print outs of case studies that strongly bring out the IRM approach.
Resource Booklet: Case studies
Pick case studies most relevant to your audience from this selection or provide your own case studies:

Case studies Uganda:
https://library.partnersforresilience.nl/?r=167&k=2aa048d877

Case studies Kenya:
https://library.partnersforresilience.nl/?r=166&k=ec4c97ced5

Case studies Ethiopia:
https://library.partnersforresilience.nl/?r=179&k=b77d1ee6be
https://library.partnersforresilience.nl/?r=173&k=111d71340f
https://library.partnersforresilience.nl/?r=187&k=50f7721ff2
https://library.partnersforresilience.nl/?r=186&k=5464c85086
https://library.partnersforresilience.nl/?r=185&k=abb46e708a
https://library.partnersforresilience.nl/?r=184&k=2bd47e5b87
https://library.partnersforresilience.nl/?r=182&k=02a0e5a130
https://library.partnersforresilience.nl/?r=177&k=be56ec607a
https://library.partnersforresilience.nl/?r=176&k=3532769c22
https://library.partnersforresilience.nl/?r=174&k=46c41bbba1

Duration: 1,5 hours

Facilitation Notes:

A) Provide the case studies to the participants and ask them to read the case studies, while keeping in mind the following questions:
- Can you identify all aspects of Integrated Risk Management? (DRR, EMR, CCA)
- Is it clear how the different aspects of IRM are strengthening each other?
- Can you extract any best practices on Integrated Risk Management?

B) Feedback to the plenary or discussion in small groups: What are the best practices on IRM you found in the case study?

C) Take down the best practices on a flipchart.

D) Ask participants to reflect in small groups on if they could use these best practices on IRM in their own work, or if there are benefits to work in a more integrated way.

E) Feedback in plenary.

F) Ask participants to write down and share one step they can take to work in a more integrated way themselves, in their own work/project. Collect these on a flipchart (they will feed into the session about follow up to the training!)

Module 5.4: IRM in the urban context

Introduction: In this session, participants learn about how integrated risk management can be used to address risks in an urban context.

Learning objective:

- Increased understanding of integrated risk management related to the urban context
-

Methodology: Group work
Materials needed: Flipchart, background information from the Resource Booklet. For the Vulnerability Assessment, a Base Maps of the city and Socio –Economic Map of the city in which the exercise is done.
Resource Booklet: Background information
Duration: 3 hours

Facilitation Notes:

A) See the background information on urban risks in the Resource Booklet section 5.4
B) Ask participants to discuss in pairs the difference between Urban and Rural Features and if /why Urban Risks are different
C) Ask participants to feed back to the group the differences they have identified. Use the information from resource booklet section 5.4 (1) to fill any gaps.
D) Ask the group why they think tackling urban risk is Important? Group brainstorming. Write issues mentioned on a flipchart.
E) Fill in any gaps/issues not mentioned according to the information in Resource Booklet section 5.4 (2).
F) Explain: Urban Risk Assessment focuses on Hazards in relation to Capacities, of people Institutions, Infrastructure and Natural Resources.

Key methods and approaches in Urban Risk Assessment.

1. Quantitative methods based on statistical analysis are mostly used to provide planners with technical and financial parameters for designing regulatory and mitigation measures critical in implementing risk sensitive land use planning.
2. Qualitative methods of risk assessment are based on collecting and analyzing data subjective in nature including perceptions and opinions about adequacy of

preparedness, awareness of hazards or risk reduction measures. Qualitative risk assessment does not require a high level of technical expertise.
3. Deterministic or backward looking, impact based approach relies on past disaster events and damages to come to a rough understanding of current disaster.
4. Probabilistic, risk based approach rely on estimating hazard and vulnerability, which are then combined to arrive at estimates of disaster risk and risk reduction measures. Climate modeling is also conducted, following local conditions.

NB: Qualitative Assessment is the preferred one in Participatory Approaches. The other three are very Technical, Resource Intensive and Time consuming.

Explain: Qualitative Risk Assessment

Qualitative assessment relies heavily on involving communities. An inception workshop or working session involving public, government officials, civil society organizations and business people is suggested to kick off the assessment.

G) Explain the steps that need to be taken before initiating a qualitative risk assessment:
- Form teams
- Institutional assessment
- Inception workshop and public awareness activities

H) Guide a Group Exercise. Ask groups to apply various assessment tools (see the key steps in the box below):
- Risk Mapping
- Stakeholder Mapping
- Mapping of Economic Activities
- Mapping of Ecosystems and Land use /urban infrastructure.

Key Steps in Generating the Maps including Base Map and Socio - economic profile if not available:

1. *Develop (or collect if one exists) a base map showing city boundaries, major infrastructure (roads, water supply, sanitation, sewerage, bridges - docks), land use, major community buildings (religious, markets, historic),critical infrastructure (hospitals, fire stations, police stations, government , offices), and major environmental areas (coastline, wetlands, water bodies, Conservation areas and brown fields).*
2. *Overlay the socio-economic profile on the base map of the city including, population density, vulnerable populations (senior citizens, poor, households, and women headed households), and economic activities, (commercial zones, fishing areas, farming areas, hotels, tourist facilities, cultural heritage sites).*
3. *Develop a spatial hazard profile detailing the historical hazard analysis on, past disasters and anticipated climate change impacts.*
4. *Identify areas within the city where human actions have increased disaster Risk. This activity includes identifying buildings located in hazard prone Areas (e.g. slopes, or floodplains), their use (e.g. residential, commercial, available in the master plan) to identify areas of high risk. Industrial) and construction quality. Satellite imagery can also be reviewed to identify hazard prone areas and buildings.*

I) Explain: Integration of IRM in Urban Management is a critical element achieving Resilient Cities and urban areas. Rather than a stand-alone issue, disaster risk reduction and climate adaptation should be considered as a part of city resilience. Resilient Cities depend on:
- Inter-related and interdependent urban systems such as infrastructure, ecosystems,
- Institutions and knowledge networks. These systems may also be related to other urban areas and hinterlands.
- Diverse actors in a city such as individuals, households, public sector representatives and private sector representatives. These actors may have conflicting agendas at times.

J) Group Exercise: Divide the participants into three groups to work on plan of Action for Managing Risks on Population, Infrastructure and Natural Resources.

K) Have a Plenary session for Feedback and Integration the Plans.

L) Ask each group do:

(1) Prioritize of Risks as per their Category

(2) Formulate Actions based on the Result of Assessment (To be linked with Gender and Inclusion and , Policy Advocacy and M& E and other action areas of CCA , DRR, EMR)

See overview of risks in the Resource Booklet section 5.4

Module 5.5: Gender and vulnerable groups in IRM

Introduction: Disasters, climate change, ecosystems, policies and projects implemented by civil society are not neutral – they affect different people, differently. This module will give participants insights into how these affect men, women and children with different positions in society in different ways.

Learning objective:
To ensure participants understand concepts of inclusion and importance of gender in IRM
Methodology: power point presentations, brainstorming, questions and answers, games (vulnerability line), plenary discussion
Materials needed: Laptop and projector, prepare cards with 'character descriptions' (see facilitation point C below), flip chart, marker pens, sticky notes,
Resource Booklet:

- Background information
- Powerpoint

Duration: 1 hour

Facilitation notes:

A) Ask the participants to brainstorm on what they think is the understand/meaning of vulnerability and marginalized groups.

Present the powerpoint on gender and marginalised groups (See powerpoint and Resource Booklet section 5.5). In the powerpoint there is a slide with 'What is gender?', ask participants to answer this question before you give the answer on the next slide.

Invite participants to stand in the middle of the room in a line, side by side.

B) The volunteers are "living in a fictional village" in the country you run the training session.

C) Hand out the cards with the 7 individual 'characters' – which are:

- Male village chief, illiterate. Lives in a strong house with a water tank. 3 children.
- Adult female, widowed. Lives in a small, weak house without a water tank. 4 children.
- Boy. Enjoys school and does well. Both parents are literate. He lives in a strong house with no water tank.
- Elderly female. 5 grandchildren. Strong house with a water tank. Receives remittances from adult children.
- Girl. Collects water every day from far away. Lives with relatives in a weak house which has a water tank.
- Literate, adult, male. Has a strong house with a good water tank. His wife is pregnant.
- Literate, adult, male. Has a strong house with a good water tank. He has lost a leg due do diabetes.

D) Ask participants: "Imagine your character – do you know of someone like this?"

E) Continue the powerpoint with the questions that each person has to answer as if they were the character on the card. Tell the participants that:
if you think you would answer yes take a step forward
if you think you would answer no take a step backwards,
if you aren't sure, stand still

F) Debriefing/discussion:
Guide a discussion on the vulnerabilities and capacities that were displayed – inviting as many participants as possible to offer their observations and ideas.
Questions to prompt the discussion may include:

- How did you feel when you took a step forward?
- How did you feel when you took a step back?
- What did you learn about gender, climate and vulnerability?
- Will hazards affect everybody equally?

- How could a community plan and prepare for disasters in a way that that doesn't leave anyone behind?
- How could awareness messages and early warnings reach all who need to know?
- In this simple exercise we only used a few 'personal characteristics' – what other vulnerabilities and capacities could affect how a character is able to step forward or backward in response to these questions?
- In real life, how would you try to identify different vulnerabilities and capacities, and use that knowledge in planning for disasters and changing risks coming with climate change?

Module 6: Dialogue and Advocacy for IRM

About the Module 6

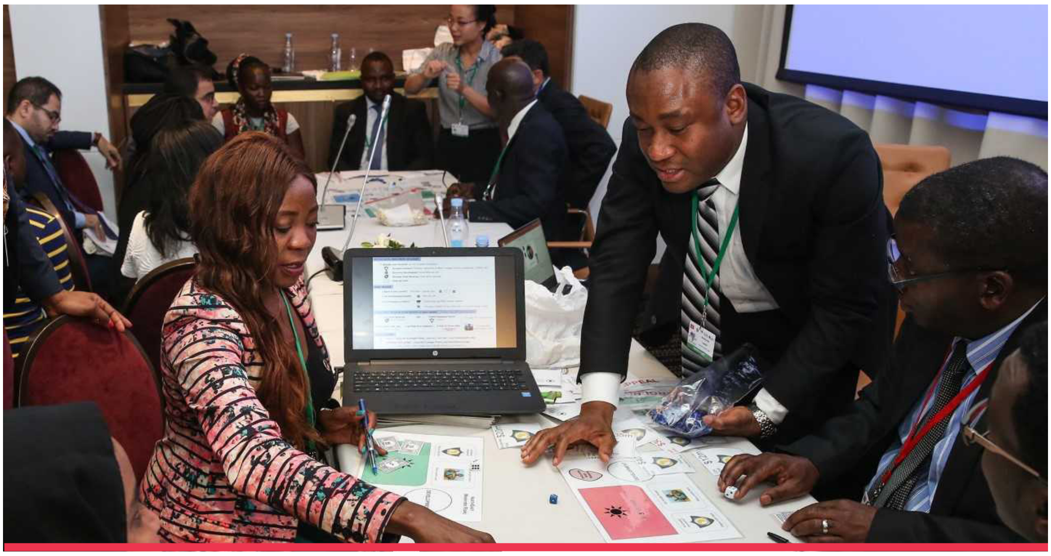
Learning objectives:

To enhance a basic understanding of the policy making process with a view of identifying opportunities and gaps to mainstream IRM approaches in policies and development programmes

To enhance understanding of the strategies for engaging and monitoring local, national, regional and international decision makers in order to influence policies and practice

Topics to be covered:

- What is lobby and advocacy?
- What is a policy?
- What is the policy making process?
- What is policy analysis?
- What is the purpose of lobby and advocacy?
- Strategies for engaging and monitoring local, national and regional and international decision makers in order to influence policies and practice
- Approaches, tools and methods for advocacy policy and practice
- Identifying the problem/ issue
- Stakeholder analysis and power mapping
- Development of key messages, testing of messages, and opportunities to use the message
- Advocacy planning
- Developing a monitoring and evaluation protocol to measure the progress and impact of advocacy



Module 6.1: Basics of advocacy

Introduction: As with any concept, advocacy is understood differently by people in different countries, cultures, societies, and so forth, based upon their experiences. It is important for people that have decided to commit themselves to IRM advocacy to reach a common understanding of what advocacy means. The next activity is designed to help participants develop and agree on a definition of advocacy for their network.

Learning Objective: Increased understanding of what advocacy is.

Methodology: Brainstorm and group exercise
Materials needed: Flipchart
Resource Booklet: Background information on lobby and advocacy
Duration: 45 minutes

Facilitation Notes:

A) Write "Advocacy" on a flipchart.

B) Ask participants to share words that come to mind when they think of advocacy.

C) Write all responses on the flipchart without discussion.

D) Divide participants into small groups.

E) Ask each group to develop a definition of advocacy by using the words and concepts listed on the flipchart.

F) Direct each group to present its definition and hang it on the wall.

G) When all definitions are posted, ask participants the following:
- What, if any, common words or themes run throughout the different definitions? (Underline same/similar language and concepts with a colored marker.)
- Do any of the definitions differ markedly from the others or do they all express similar ideas?
- What are the most notable differences? Why did that small group feel this way?
- Does it seem as if everyone has a clear and consistent understanding of advocacy?
- Does anyone not understand or need clarification?

H) When you feel certain that the participants understand and agree on the meaning of advocacy, write the following definition on a flipchart:

Advocacy is a set of targeted actions directed at decision makers in support of a specific policy issue

I) Briefly point out the similarities between the workshop definition and those prepared by the groups.

Module 6.2: Advocacy Strategies

Learning Objective: Increased understanding of different types of advocacy strategies.

Methodology: Presentation and group discussion
Materials needed: Laptop and projector, 5x copy and cut out of the 'advocacy strategy steps' from Resource Booklet:

- Powerpoint
- Steps of the Advocacy Strategy Development
- Background information steps of the advocacy strategy

Duration: 45 minutes

Facilitation notes:
A) Use the powerpoint to present different types of advocacy strategies.
B) Use the questions in the powerpoint for a group discussion:

- Which strategy do you recognize for your own work?
- What are advantages and disadvantages of such a strategy?
- What are the implications of working together with other civil society organisations?

C) Show the PfR Theory of Change / Strategy and ask participants to reflect on it, if they recognize it from their own work.
D) Divide the participants into small groups (4-5) and give each group a set of the cut out and mixed (make sure they are in the wrong order) 'advocacy strategy steps' (Resource Booklet 6.2).
E) Ask each small group to discuss the steps and put them in the order they think is correct.
F) Ask the small groups to compare their answers and explain to each other why they have chosen a certain order.
G) Show the correct order (as shown in Resource Booklet 6.2) and ask the group to reflect on it.
H) Explain which steps of the advocacy strategy you will address in the training (they are reflected in modules 6.3 – 6.7).

Module 6.3: Identifying the issue

Introduction: In this module, the participants will create a problem tree to identify the root causes of the problem they wish to address and to create a common understanding of the participants of the key issue that they will advocate on.

Learning Objective:
- Increased problem analysis skills
- Ability to create a common understanding of the problem.

Methodology: Small group discussion and group discussion
Materials needed: Flipcharts and markers, post its.
Resource Booklet: Background information
Duration: 1,5 hours

Facilitation Notes:

A) Divide the group in smaller groups. Problem tree analysis is best carried out in a small group of about six to eight people using flip chart paper. It is important that factors can be added as the conversation progresses.

B) Discuss and agree the problem or issue to be analysed. The problem can be broad, as the problem tree will help break it down. The problem or issue is written in the centre of the flip chart and becomes the 'trunk' of the tree. This becomes the 'focal problem'. The problem should be an actual issue everyone feels passionate about, described in general, key wording.

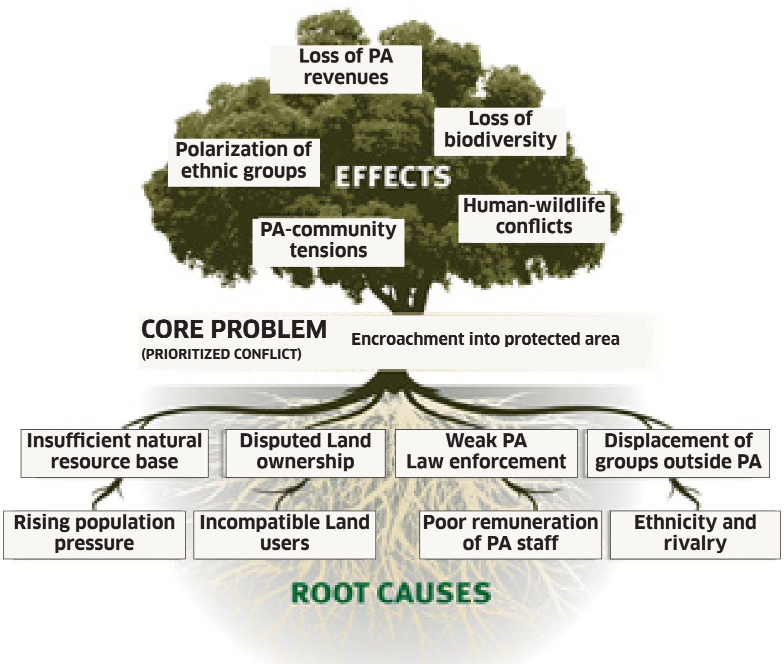
C) Identify the causes of the focal problem – these become the roots – and then the consequences, which become the branches. These causes and consequences can be created on post-it notes or cards, perhaps individually or in pairs, so that they can be arranged in a cause-and-effect logic.

D) The heart of the exercise is the discussion, debate and dialogue generated in the process of creating the tree. Take time to allow people to explain their feelings and reasoning, and record related ideas and points that come up on separate flip chart paper under titles such as 'solutions', 'concerns' and 'dilemmas'.

Discussion questions might include:

- Does this represent the reality? Are the economic, political and socio-cultural dimensions to the problem considered?
- Which causes and consequences are getting better, which are getting worse and which are staying the same?
- What are the most serious consequences? Which are of most concern? What criteria are important to us in thinking about a way forward?
- Which causes are easiest / most difficult to address? What possible solutions or options might there be? Where could a policy change help address a cause or consequence, or create a solution?
- Which advocacy strategy (see section 6.2) can help us to influence this issue?
- What are goals and objectives we can all agree upon? Is it realistic for us to work on these (do we have the knowledge, time, skills, and access to stakeholders to address these?)

Example of a problem tree



Source: www.iisd.org/csconservation/conflict_tree.aspx

- What decisions have we made, and what actions have we agreed on?

Module 6.4: Stakeholder analysis

Introduction: In this module, participants will identify the stakeholders that they should target with advocacy activities in order to create the change they want to see with regard of the issue identified in section 6.3.

Learning Objectives:
- Identify stakeholders involved in the policy processes;
- Describe strategies for stakeholder analysis and stakeholder mapping

Methodology: Small group discussions, exercise, presentation
Materials needed: laptop, projector, flipchart, markers, case studies
Resource Booklet: Background information

Duration: 1,5 hours
Session inspired by: https://www.odi.org/publications/5530-stakeholder-analysis

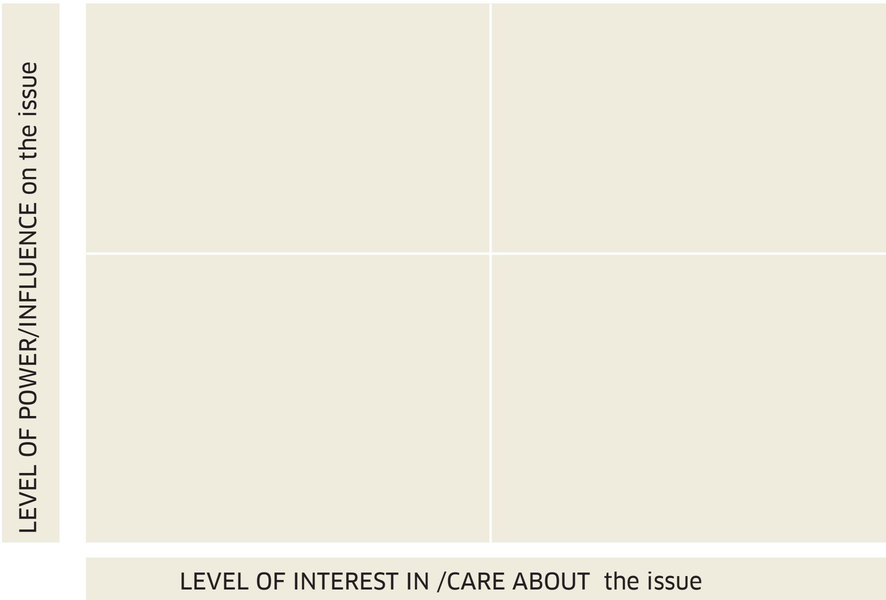
Facilitation Notes:

A) See the Resource booklet section 6.4 for background information to explain why it is important to do a stakeholder analysis.
B) Take the issue that the group would like to advocate on, either already defined or identified in the Problem Tree exercise in section 6.3.
C) Classify stakeholders in terms of their interest and power in relation to the issue i.e. conduct a stakeholder analysis and power mapping:

- Who are the stakeholders?
- What are their interests?
- What is their capacity to oppose or advocate for the proposed reform?
- How can we best accommodate them? What are strategies to negotiate with them?
- What is their influence with other groups?

This information can be present in the participants but sometimes further research is needed including interviews with experts or directly with the stakeholders.

D) On a flipchart draw a diagram:



E) Ask participants to put the stakeholders in the appropriate place in the diagram. Stakeholders with low level of interest and low level of power need to be put in the left bottom corner.

- Stakeholders with high level of influence but low level of interest in the issue in the left upper corner.
- Stakeholders with a high level of interest and a low level of power need to be put in the bottom right corner.
- Stakeholders with high level of influence and a high level of interest in the upper right corner.

F) Explain who is most important to engage with:

- Stakeholders with high power, and interests aligned with the project, are the people or organisations it is important to engage with fully and to bring on board. This will include decision makers and opinion leaders.
- Stakeholders with high interest but low power need to be kept informed; if organised, they may form the basis of an interest group or coalition that can lobby for change.
- Those with high power but low interest should be kept satisfied and ideally brought around as patrons or supporters for the proposed policy change.

G) Ask participants to form groups to conduct a more in-depth stakeholder mapping exercise using the table below:

Key stakeholders	Awareness of Issue	Current position on issue	Stakeholders key interest	Key influencers having influence over stakeholder	Possible connections to the stakeholder

H) Based on the mapping and the table, ask participants to map stakeholders, assess the relationship between these stakeholders, categorize them (by interest, power) and identify top 3 stakeholders to engage with in their advocacy to influence the issue.

Module 6.5: Developing key messages

Introduction: developing messages that will communicate what you want in a manner that is in line with the interests of the stakeholder targeted is at the heart of effective advocacy. It requires good listening skills and a genuine understanding of the interests of the stakeholder – as well as good presentation skills. Practicing this skill is central in this module and will contribute to building confidence to advocate in real situations.

Learning Objective:

- Identify the elements of an effective advocacy message;
- Tailor a message to the interests of a particular target audience; and

- Develop and deliver an advocacy message in a variety of scenarios.

Methodology: Small group work, role play.
Materials needed: Laptop, projector, internet to show the YouTube video, flipchart, marker. To make the exercise more fun you can bring some attributes/accessories that can be used when participants play the important stakeholders. E.g. a necktie or chief formal wear, a big watch, a hat, a big necklace, etc.
Resource Booklet:

- Powerpoint
- Background information on formulating key messages

Duration: 3 hours (including role play)

Source: Important source for the facilitation notes:
http://www.policyproject.com/pubs/AdvocacyManual.pdf

Facilitation Notes:

A) Show the YouTube video on the 'Science of Persuasion' written by Robert Cialdini and Steve Martin via this link:

- https://m.youtube.com/watch?v=cFdCzN7RYbw

B) Start the powerpoint on 'key messages' and take them through the presentation.
C) Write on a flipchart: "Advocacy Communication is any planned communication activity that seeks to achieve one of the following communication goals: inform, persuade, or move to action." Explain that this is what we need to keep in the back of our minds when we are developing key messages to persuade the stakeholders.
D) Ask the participants to form small teams (3-4 participants) and ask each team to select one of the individuals or institutions from its target audience analysis.
E) Ask each small group to develop a "one minute message" (even if you have more time to discuss with a stakeholder your key message should fit within one minute, otherwise your goal will not be clear), with the following components (write these on a flipchart):

- Statement clearly describing the issue at hand (from the problem (tree) analysis
- Evidence supporting why the issue is important
- Example (e.g. a personal story) of how this issue affects people and the interests of the stakeholder.
- Action desired from the stakeholder

F) Allow 30 minutes to complete the task.
G) Ask each group to present their message in plenary (time them!)
H) Ask the plenary group to reflect using the following questions:

- What was the central idea of each message? Was it clear?
- Was the content appropriate for the message's target audience? Why or why not?
- What additional information should be included? Omitted?
- Were data used effectively?
- Was the desired action clearly articulated? Was it appropriate?
- Do participants agree with the choice of format, spokespersons?

I) Ask the small teams to rephrase/rework their message based on the feedback.
J) Each small team will now be asked to select someone to play one of the stakeholders for another group.

Someone from the group that developed the message will deliver it to the person playing the stakeholder. The person playing the stakeholder can pick an attribute/accessory (like a big watch or necklace) to emphasize he is now playing a particular stakeholder.
K) Do a round of feedback after each message delivery. Ask:

- To the stakeholder: was it clear what was asked? Was he/she persuaded to do what was asked? Why or why not? What would have made the message more persuasive?
- To the one delivering the message: How was it to deliver the message? What would

you do differently next time?

- To the audience: what went well in the message delivery? How about the tone of voice, posture, attitude of the one delivering the message? Do you think a good relationship will exist between the deliverer of the message and the stakeholder?

L) Brainstorm in small groups on 'channels of communication':

- What are the means of communication you have available to communicate these messages? (e.g. meetings, radio interviews, events)
- Which require funding? Which are most realistic for you to implement?

M) Ask each group to present their work and the others to ask questions.

Module 6.6: Advocacy planning: From strategy to action

Introduction: Once you have decided on your advocacy strategy and defined the issue you want to advocate on (6.2 and 6.3), and you know which stakeholders you should target to bring about the change you want to see (6.4) and you have developed key messages to persuade each stakeholder (6.5) you will want to move to action. This module will help to put all the previous components together in an action plan. It is important to note that advocacy is a long-term and changeable process in which progress may be slow and creativity and change of approach will be needed along the way. In this sense, advocacy is quite different from a regular 'project', it requires us to think on our feet and to be agile!

Learning Objective:
The ability to create a flexible advocacy action plan based on the elements of the advocacy strategy (issue definition, stakeholder analysis, key messages).

Methodology: Group work
Materials needed: Copies of the Action Plan Format in Resource Booklet section 6.6, Flip-overs, markers, laptop to digitalize the action plan, projector to show the Action Plan Format.
Resource Booklet: Action Plan Format
Duration: 2 – 3 Hours

Facilitation Notes:

A) Divide the participants into groups according to geographical location or organizations or other smaller groups that will be working together to implement the action plan. This can also be a plenary group discussion if the group will be working together as a whole.

B) Distribute the Action Plan Format to all participants.

C) Show the Action Plan Format on the projector and go through the columns, asking the group members to recall what each column means according to the previous sessions.

D) Ask each group, or the large group as a whole, to discuss and fill out the Action Plan. Ensure that everyone participates and has the space and opportunity to provide inputs. Ensure especially that the columns with responsible person and timeline are filled out.

E) Once the Action Plan is agreed, ask the group to discuss the following questions (and ask someone to take notes on this):

- How will they communicate with each other throughout the implementation of the plan?
- How will they support each other to encourage each other and to keep a positive and energetic process?
- How will they ensure that the actions are taken by the persons responsible?
- Will someone be in the lead to function as a coordinator?
- What kind of support is needed for each person to take their first action?
- When will they meet again to evaluate progress in terms of the actions and the

goals achieved?

Module 6.7: Monitoring and Evaluation

Introduction: Once you have decided on your advocacy strategy and defined the issue you want to advocate on (6.2 and 6.3), and you know which stakeholders you should target to bring about the change you want to see (6.4) and you have developed key messages to persuade each stakeholder (6.5) and you have made your action plan (6.6) you will want to know if what you are doing is working and if you are still on the right track. The situation may change and you may need to adapt your strategy, to do this effectively, you need to monitor and evaluate your advocacy work. This module will give some tools on how to do this.

Learning Objective:
- Increased understanding of how policy influencing processes can be monitored.
- Ability to analyse policy influencing strategy and improve it.

Methodology: Presentation, group discussion, fish bowl discussion.
Materials needed: Flipcharts, markers, projector, laptop, space to put 3 chairs in the middle and gather the group around.
Resource Booklet:
- Powerpoint
- Background information

Duration: 2 hours (PPT 30 mins, Fish Bowl 30 mins, Group discussion 1 hr)

References:
1. A guide to monitoring and Evaluating policy influence, ODI, 2011
2. Networking for Policy Change, An Advocacy Training Manual, The Policy Project The Futures Group International 1999
3. A guideline for Policy Advocacy and Lobby, CCRDA Water and Sanitation Forum, 2009

Facilitation Notes:

A) Present the Powerpoint (See powerpoint and Resource Booklet section 6.7)

B) Emphasize that in outcome monitoring for advocacy, what we are looking at to determine the success of our advocacy is change in behavior from the targeted stakeholder(s). Facilitate a ‘Fishbowl discussion’: Put 3 chairs in the centre of a circle.

C) Ask 3 people from the group to sit on the chairs in the middle and the rest of the group to stand close to the circle so they can hear the discussion.

D) Ask each person to briefly present an example of engagement with stakeholders:
- Let them explain for their country the overall objective of the PfR project?
- Let he/she describe who are the stakeholders they are trying to influence?
- What did the engagement with these stakeholders look like?
- What the project wants the stakeholders to do?
- Have you seen any change of behavior of the stakeholders?

E) As soon as one person finished describing their example, someone from the larger circle can replace him or her. They can tap him or her on the shoulder, and replace them, and describe their examples. Similarly, if someone in the small circle feels they are finished contributing they can step out into the larger circle and someone else can replace them.

Keep up a speedy pace so that all can contribute the most important examples related to the PfR program.

F) After this exercise, let the participants sit for plenary and reflect on the examples.
- Were the stakeholders relevant and properly targeted
- Were the expectations of PfR implementers from the stakeholders realistic?
- Were the engagements with these stakeholders strong or weak? What improvements are required?

G) Facilitate Group exercise on simple outcome mapping synthesis (one Hour) After the plenary discussion, trainees are given a group work in which a group has maximum of five.

H) Each group will be requested to fill outcome mapping synthesis framework for PfR project to be implemented in one specific country. The framework is provided in the Resource Booklet section 6.7.

I) The group exercise will be followed by presentation and plenary discussions. The trainer should also go back to the PfR reporting format to show the similarity of this outcome mapping and the outcome scoring in the reporting format. This could initiate discussion.

Module 6.8: Policy cycle

Introduction: The policy cycle, the way policy is developed and evaluated, is different in each country and different at national and sub-national levels. This module provides the background information and exercises to create a common understanding among participants on the policy cycle relevant for their context, by pooling knowledge and creating a policy cycle map.

Learning Objective:
- Increased understanding of how laws and policies are formulated and reviewed.

Methodology: Powerpoint, plenary brainstorm, small group activity
Materials needed: Copied and cut out phases of the policy cycle and corresponding advocacy actions (Resource Booklet section 6.3), flipcharts, markers, projector, laptop.
Resource Booklet:
- Powerpoint
- Policy cycle phases and corresponding advocacy sections
- IRM policy exercise

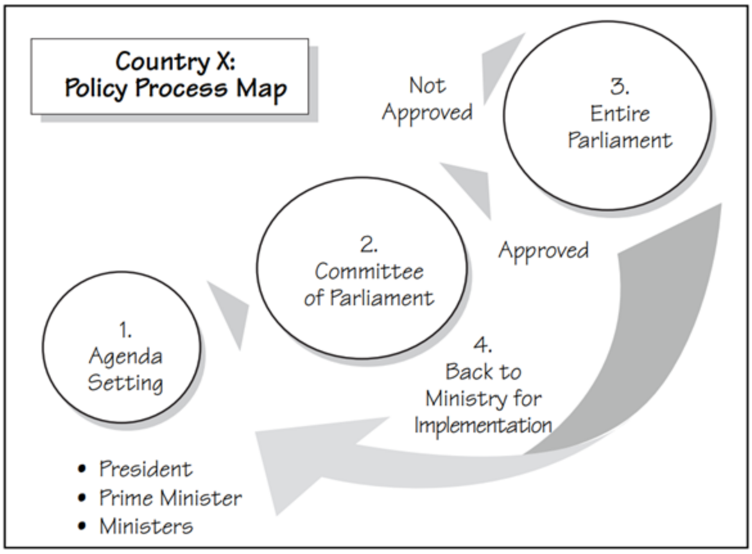
Duration: 2 hours

Facilitation Notes:

A) Present the powerpoint from section 6.8 (See online and section 6.8 of the Resource Booklet).

B) At the beginning of the session, pool the knowledge of the group related to the policy process - to ensure that participants who are less aware of it can gain knowledge from the other participants, by asking the following questions in plenary (make bullet notes of the answers on a flipchart visible to everyone):
- How are ideas or issues generated for new or revised policies?
- How is a proposed issue introduced into the formal decision-making process?
- What is the process for discussing, debating, and, perhaps, altering the proposal? Who are the players involved?
- How is the proposal approved or rejected? 5. If approved, what are the steps to move the proposal to the next level of decision making?

C) Divide participants into small groups and distribute flipcharts and markers to each



Source: The Policy Project, Networking for Change, an Advocacy Training Manual

group.

D) Ask each small group to prepare a visual map, or flowchart, of the policy process. The map should be kept as simple as possible while ensuring accuracy. Refer to the "Country X: Policy Process Map" that you draw on a flipchart to show the participants what a policy process map looks like:

E) Ask each group to present its policy map to the whole group and give a brief explanation of the map and what they based their decisions on.

F) Discuss the similarities and differences among the maps. Help the participants reach agreement on one map. Ask a participant to reproduce the final map on paper so it can be photocopied and distributed.

G) If there are MAJOR differences of opinion or gaps in information about how the policy process works, list the areas of discrepancy and the types of information needed for clarification. Information sharing and research can help participants clearly understand how the policy formulation process works in their particular setting. Once participants have this information, they can apply it to their emerging advocacy strategy.

H) Distribute among participants the copied and cut prints from Resource Booklet section 5.4 with the policy cycle phases and corresponding advocacy actions.

IRM Policy Exercise

Introduction: This exercise builds on the "local level" exercise on Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA) and Environmental Management (EMR) – overlaps and synergies (from Module 5.2) which should be introduced before this version to ensure the participants have the basic understanding of practical local-level EMR/DRR/CCA activities.

Participants place papers slips with titles of policies and (government sector) programme guidelines in same three overlapping circles (DRR – CCA – EMR) as in the start exercise; it is meant to stimulate discussion on how it may be valuable to engage in dialogue regarding the focus and contents of even less obvious types of policies/guidelines.

Learning objective: On completing this exercise, participants will have a better understanding of how and why it may be worth engaging in helping shape/revise/use various policies and guidelines directing local and national development and planning – even though some may, at first, appear less obvious candidates for engagement from a DRR, CCA or EMR perspective.

Materials needed: Three rope circles for each of 2 group = 6 rope circles. Prepare them in advance: you need about 20 m of rope to make 3 good circles of about 2 m diameter each – so 40 m if you want to run two groups.
Print the paper slips with titles/descriptions of the sample policies and guidelines as in the Resource Booklet and cut them so each is on a separate slip of paper. Decide if you want to split the slips in two and run two groups in parallel.

Facilitation Notes:
A) Divide participants into groups, if needed.
B) For each group, lay out three large circles of rope on the ground so they overlap (like the basic exercise).
C) Give each group a set of 'policy slips' – and explain that these slips contain titles and descriptions of a range of different policies and sector programme guidelines (drawn from real PfR cases).
D) Give each group 20 minutes or so to sort the policy paper slips within the circles – and decide if it would be relevant to try "influence" any policy change, if possible, or help "interpret" its practical application from a DRR, or CCA or EMR perspective – or if maybe it fits in an overlap zone and could be relevant to influence from 2 or 3 perspectives.
For example: a 'National Strategy for Disaster Risk Reduction', of course, has a focus on DRR, but may possibly be weak on the role of proper watershed management (EMR) as a critical factor for risk reduction, and the strategy may not be planning for more extreme events coming with climate change: then the policy would qualify as a candidate for discussions on the need for becoming explicit on EMR and CCA elements.
E) When finished, the facilitator gathers all participants (all groups) around one of the sets of circles and encourage that group to present how they decided on how to place the paper slips in each of the zones of the circles. The facilitator can ask them about the discussions the group had – and jointly the facilitator and all participants may challenge some of the decision and maybe consider re-arranging the paper slips.

- Do all paper slips actually fit in the "centre" – the overlap zone of all three perspectives (DRR/CCA/EMR) – or are there good arguments to place some of them in one of the "exclusive" zones (e.g. CCA only)?
- For example, in an agriculture policy/programme on crop diversification, would we need to consider that from mainly CCA and EMR perspective, or would there also be DRR considerations? Which/why?
- The national and sub-national adaptation plans – why might we want to check it, and possibly discuss the needs for considering a disaster (DRR) perspective?
- Ask participants of examples from their own work – and challenges to reviewing documents from DRR, CCA or EMR perspectives.

Tips for facilitation: It may be confusing for participants to organize the policy slips so it may take some explanations to get it going. Facilitator may need to make it clear that there are, of course, no "correct answers": Since the paper slips only contains the title of the "policy" or "guideline" document people can only speculate on the real contents and how well it may already include relevant aspects of DR/CCA/EMR. So the exercise relies on "experience and gut feelings" the participants may have from previous exposure to the realities of policies.
! Time permitting, or as an initial session in a workshop, participants can also come up with a list of policies and programmes they work with to address and use them as discussion starters instead of the paper slips prepared for this exercise.

I) Ask the participants to discuss altogether and try to match each policy cycle phase to the appropriate advocacy actions.

J) Once the matches are agreed, check if the matches are correct. Ask the participants if they have experience (negative or positive) with implementing the advocacy actions and if they feel the timing was in line with the policy cycle phase.

Module 6.9: IRM Policy and Law Analysis

Introduction: The aim of the IRM Policy and Law Analysis checklist is to identify areas of improvement within current legislations, policies and implementation in relation to PfR's IRM approach. This analysis can be used as a basis for advocacy strategies aiming to integrate Disaster Risk Reduction, Climate Change Adaptation and Ecosystem management and Restoration into these laws, policies and their implementation on the ground.

Learning Objective:
Ability to make:
1. Critical analysis of existing policies and legislations.
2. Analysis of the translation of these policies into (annual) plans and budgets at district/provincial and local level.
3. An assessment of the actual (and perceived) impact of these policies on the ground.

Methodology: Plenary discussion, small group work.
Materials needed: Print outs of a policy that is relevant for DRR, EMR or CCA and that is applicable in the landscape the participants work in (could be national, regional or local policy), print outs of the IRM Policy Analysis Tool (Resource Booklet section 6.9)
Resource Booklet: IRM Law and Policy Checklist (complete in early 2019)
Duration: 2,5 hours

Facilitation Notes:

A) To introduce policy analysis and why it is useful:
- Ask participants what policy is according to them (should be discussed in previous session) (write on flipchart
- Ask participants what policy analysis entails according to them (write on next flipchart)
- Ask participants what they think they need to do a policy analysis (write on next flipchart)
- Ask participants if they have done policy analysis before and what their experience was in using the analysis.

B) Write down standard definitions of policy analysis:

1. "Policy analysis describes investigations that produce accurate and useful information for decision makers." (Chochran & Malone 1995)

2. "Policy analysis is a set of techniques and criteria with which to evaluate public policy option and select among them .... To rationalize the development and implementation of public policy...as the means to greater efficiency and equity in allocation of public resources." (Jenkins-Smith 1990)

C) Explain: In the case of IRM Policy Analysis, we are going to look at a policy and see to what extent it is in line with IRM, where improvements can be made, where IRM Resources should be added and if there is anything in the policy that should be deleted.

Through critical and constructive analysis of a policy, we will be able to provide useful suggestions to policy makers, to improve policy.

D) Provide the IRM Law and Policy checklist (See Resource Booklet section 6.8) to participants as well as a policy to analyse. This can be a national or state/provincial policy (for example one of the policies used in the 3 circle exercise).

E) Divide participants in groups of 3-5 and ask them to read the policy and go through the checklist. They should mark any questions in the checklist that they cannot answer based on the checklist and other points from the checklist they feel are not adequately addressed in the policy. (45 minutes – 1 hour)

F) Plenary feedback of the groups:

- What are the main issues based on your analysis?
- What in this policy should be changed to make it more in line with IRM?
- What is missing in this policy and should be added to make it more in line with IRM? (20 minutes)

G) Note down the main points mentioned by the groups, this is your policy analysis and these are the suggestions you could take forward in discussion with policy makers.

H) Ask the participants to discuss and identify the main 3 points they feel could have the most negative/positive impact on communities, so that there is an agreement on the priorities for advocacy around this policy. (20 minutes)

www.partnersforresilience.nl

Partners for Resilience (PfR) is an alliance of the Netherlands Red Cross (lead agency), CARE Netherlands, Cordaid, the Red Cross/Red Crescent Climate Centre, and Wetlands International. The name originates in the fundamental belief of its five members in the central role of resilience as the way to deal effectively with disasters. This means they use an integrated approach to mitigate disaster risk and enhance livelihoods, particularly by addressing climate change and ecosystem management and restoration. The Partners for Resilience programme is supported by the Dutch Ministry of Foreign Affairs.

PARTNERS FOR RESILIENCE