

**Module 2c:
Secondary
information
sources**

Exercise A

April 2019



Exercises

Title **Secondary information sources**

Introduction and background for facilitators:

Part 1 and 2 of this exercise is exactly the same as the exercise in Module 1a – so if the facilitator has run that with the participants, jump straight to the Part 3 of this exercise

Prior to conducting community assessments (e.g. Enhanced Vulnerability and Capacity Assessments – EVCA) in the field, a review of secondary sources helps getting a broad perspective of the issues facing the community. The information can be used to 'triangulate' community information and stimulate facilitation discussions on hazards causes, consequences and potential counter-actions.

The step includes reviewing existing information available on past *climate trends* and future *climate projections* as well

Before engaging in the community facilitation process, we need to do some homework and seek credible sources of information on many factors – including local weather variability and climate trends as well as the wider physical *environment and landscape* the community is situated in. Where do we seek relevant information for this purpose?

Aim/learning objective:

At the completion of this exercise participants will know how to identify and access secondary sources of information before conducting the community assessments (e.g. EVCA) – and have practical experience in finding information on key websites.

Materials and preparation:

- Part 1:
1. Flipchart or whiteboard
 2. Permanent/whiteboard markers
- Part 2:
3. Computers – one for each 'group' you split the audience into
 4. Good internet connections (wifi) for all computers

Duration:

Flexible – Part 1 in 20 minutes, but allow 60 minutes if you include Part 2

Participant numbers and/or arrangements:

Part 1 – as a whole group
Part 2 and 3 – in smaller groups, each gathered around a computer

**The exercise
step by step:****Part 1:**

1. Ask participants: "If you are planning a community assessment (EVCA or CBHFA), the first step is 'review of secondary sources'. Where would you seek secondary information on past *climate trends and future climate change projections*?"
2. Note their replies on the whiteboard.
3. Coach for, and add, sources that the participants don't mention (you may like to prepare your own background list for the specific setting, e.g. country or region), but some standard sources would include:
 - National weather agency ("Met Office")
 - "National Communications to the UNFCCC"
 - UN agencies and NGOs active in the country
 - In-country research agencies (Universities etc.)
 - The national 'climate change focal point' – usually at the Ministry of Environment.

Part 2:

4. Let participants organize themselves in small groups, each with a computer (with internet access)
5. If several nationalities are present at the training, let each group choose a country they will work on during the exercise. Otherwise, let them all work on the country you are in.
6. Request each group to locate the website of the national weather agency (Meteorological Department, or similar) and ask them to locate reports or data on **weather trends** for the past decades/century – and reports on expected climate change projections for the country
7. As time allows, also let participants briefly play around on some of the following global/regional websites (let participants 'google' their way to the complex links, or provide them in a mail to them):
 - a) [National Communications to the UNFCCC](#)
 - b) [World Bank Climate Change Knowledge Portal](#)
 - c) [Climate Wizard](#)
 - d) [Pacific Climate Change Data Portal](#) (Pacific only)
 - e) [IFRC/IRI MapRoom](#)
 - f) [IPCC \(2014\) regional analyses chapters](#)
 - g) UNFCCC [National Adaptation Plans](#)

Part 3:

Like in part 1:

8. Ask: "Where would you seek secondary information on *physical environment, landscape and other environmental aspects* affecting the communities?"
9. As before, coach answers – and have your own 'background list', which may include:
 - Local municipal planning office
 - Forest Department (and similar)
 - Agriculture extension service
 - NGOs active in the area
10. Invite the groups use Google Earth (<http://www.google.com/earth/>) to view their home (town) or office surroundings – or a target community they know well – and play around with the 3-dimensional views. Are there any obvious landscape features, including major infrastructure "uphill" or "upstream" that might be relevant from a risk perspective?

**Debriefing/
discussion:**

Wrap up by letting each group provide one tip for the other groups: the best source, feature or tip they identified in their web search.

Tips:

Prior to exercise, facilitator will need to familiarize herself with key websites in order to assist trainees.

For Part 2 and 3, facilitator may display website addresses on screen – and possibly demonstrate some navigation and features on the key websites to support the groups work.