Module 2b

Climate-smart community planning

Exercise D

April 2019

Exercises

Title	**Climate-smart community planning**
Introduction and background for facilitators:	In community resilience projects, assessments conducted in line with the 'enhanced Vulnerability and Capacity Assessments' (EVCA) include attention to the changing risks facing vulnerable people in vulnerable areas. The assessments provide the basis for communities to prepare a community resilience/ risk reduction plan. But how can the plan make use of the climate information available to plan for future new conditions, including more extreme events? When communities are drafting their resilience plans, how can facilitators help them incorporate attention to changing risks and more extreme events? This exercise will use a (slightly simplified) real-life example of community plan and climate information to stimulate discussion on 'how to think' when trying to make the plan 'climate-smart'.
Aim/learning objective:	At the end of the exercise, participants will have a more specific impression on the practical adjustments and support needed to make a community risk reduction plan more sensitive to changing climate risks.
Materials and preparation:	Material included in this CTK module: Supporting powerpoint presentation, sample 'seasonal calendar' (printout a handful for the participants to share), A3 printouts of community plan (pdf). If you can find and use a locally relevant real community plan it is even better. In addition, you'll need a flip chart or whiteboard (and pens)
Duration:	About 1 hour (can be shortened to 45 min, depending on audience)
Participant numbers and/or arrangements:	In plenary introduce powerpoint presentation. Let small groups of 2-3 persons each work on the exercise questions (you may just ask participants sitting next to each other to discuss in pairs)

The exercise step by step:

1. In plenary introduce the story line and the questions given in the powerpoint presentation.
2. Ask participants to form small (2-3 person) groups
3. Hand out the large printouts of the community plans – one set to each group. You may alos distribute a small printout of the seasonal calendar, but it is not strictly necessary for the exercise
4. Ask the groups to work on the exercise questions – in order (see 'Facilitator tips' below). At the last step, ask them to note down ideas in the empty rightmost column on the printouts.
5. While groups are working, prepare the debriefing by listing on a flip chart or whiteboard all the numbers (1-28) of the 'activities' in the community resilience plan
6. After about 15-20 minutes, stop the group work and
7. … start a debriefing discussion in plenary, for instance as follows:
   a) *Ask each group to mention their respective "5 most important activities" in the plans. As they speak out their numbers, you tally them on the whiteboard/flipchart*
   b) *After the tallying – identify those that most groups prioritise (may be more than 5)*
   c) *Discuss with participants: 'any activities that were easy to disregard – and why?'*
   d) *Next, discuss examples of activities that only received one 'vote' – asking 'what's your main reason for selecting this one?'*
   e) *Discuss if some of those NOT prioritized are obvious misses (you may compare with your own pre-identified list – looking for anything 'water-related' is a good starting cue)*
   f) *Ask for examples on, and discuss, "how to think" when adjusting the planned activity to be "climate-smart" (e.g. – designed for more extreme events? – need for considering changing seasonality and/or water availability? – new areas/households likely to be in danger zones?)*
   g) *Next, let groups speak out and tell their suggestions on how the activity could be adjusted in order to prepare for changing risks/extreme events.*
   h) *Stimulate discussions on the suggested adjustments to community activities, e.g. adequate? – feasible? – requires special technical assistance?*
   i) *Finally, try to discuss which of the activities would most need to be considered in relation to a landscape/watershed perspective? (e.g. what hazards may originate in the wider landscape – and may depend on upstream and uphill river forest management? How could such external (outside the immediate community influence) be handled?*

Facilitator tips

It is important to help participants do the stepwise process as instructed on the 'exercise tasks' slide without getting bogged down in too theoretical discussions along the way:

- "*Quickly scan* all activities and mark those that *most obviously* should be planned with a changing climate in mind"
- Pick your 5 most "important" examples
- For these 5 most important examples: Describe in few words what could be considered to adjust it to a changing climate (note it in the sheets)

In advance you may yourself make your own 'top 5 list' to guide your interactions with the participants