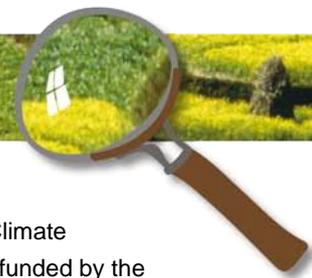




Integrating climate change adaptation into development planning

A practice-oriented training based on an OECD Policy Guidance

Trainer's Handbook



The training course and associated materials are based on an OECD Policy Guidance "Integrating Climate Change Adaptation into Development Co-operation", published in May 2009. They were generously funded by the **German Federal Ministry for Economic Cooperation and Development (BMZ) and developed by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH** in coordination with OECD and a broad range of reviewers from development agencies, NGOs and research institutions from around the world. The authors gratefully acknowledge the valuable feedback contributed by reviewers and training participants.

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GIZ was formed on 1 January 2011. It brings together the long-standing expertise of the Deutscher Entwicklungsdienst (DED) gGmbH (German Development Service), the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH (German Technical Cooperation) and Inwent – Capacity Building International, Germany. More information can be found under www.giz.de

As a federally owned enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development.



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GIZ's Climate Protection Programme helps developing countries to adapt efficiently and appropriately to changed climatic conditions. Working together with our partners, we identify the options for action with regard to affected people, economic sectors and ecosystems.

The key task of the Climate Protection Programme is to mainstream climate protection within the various activities of German Development Cooperation. This applies both to reducing greenhouse gas emissions, and to measures to adapt to climate change.

These tasks, however, cannot be successfully tackled by climate protection experts alone. The Climate Protection Programme can therefore only work effectively if it is integrated into the networks of development cooperation and globally organised climate protection, and collaborates with national and international partners.

<http://www.gtz.de/climate>

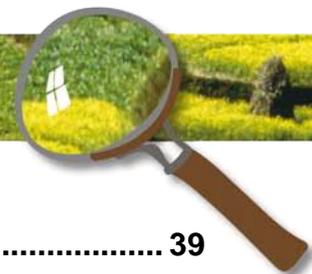
Have you carried out or participated in the training? If yes, we would appreciate hearing from you! Please send your feedback (who organised the training? who participated in the training? how did you find it? What worked and what did not?) to climate@giz.de.

¹ The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH was formed on 1 January 2011. It brings together the long-standing expertise of DED, GTZ and InWEnt. For further information, go to www.giz.de.



Contents

1	Introduction to the course	7
	Part I Introduction to participatory training methods.....	10
2	Key competencies for trainers	11
3	The Harvard Case Method.....	13
3.1	Background.....	13
3.2	Materials, preparation and other prerequisites	13
3.3	Agenda of case work	15
4	Participatory training methods: a comprehensive overview	16
4.1	Hints for using participatory methods	16
4.2	Participatory course management: co-management committee	17
4.3	Visualisation.....	18
4.4	Generating and processing ideas.....	19
4.5	Group work: different settings and formats.....	21
4.6	Selection of other methods	23
4.6.1	Information market	23
4.6.2	Expert questioning	24
4.6.3	World Café	25
4.6.4	Dispositions.....	26
5	Feedback and Reflection.....	27
5.1	The Johari window	27
5.2	Feedback, reflection and learning.....	28
5.2.1	Rules for Feedback	28
5.2.2	The art of questioning	30
5.2.3	Arrangements for feedback and reflection	31
6	The learning potential of simulations	32
6.1	Scope and character	32
6.2	Designing a simulation.....	32
6.3	Conducting a simulation: participants on stage	33
7	Designing a training programme.....	34
7.1	Clarify objectives and major themes and topics	34
7.2	Learn about participants and their needs	35
7.3	Define learning objectives.....	35
7.4	Clarify budget and logistics.....	36
7.5	Prepare workshop structure.....	37
7.6	Develop scenario of the training workshop: content, methods, process	37
7.7	Clarify documentation and reporting.....	38
7.8	Operational planning.....	38



Part II	Introduction to the training modules	39
8	Introduction.....	40
9	Module 1 ‘Apply a climate lens’	42
10	Module 2 ‘Interpret climate data’	44
11	Module 3 ‘Assess vulnerability’	47
12	Module 4 ‘Identify adaptation options’	50
13	Module 5 ‘Select adaptation measures’	52
14	Module 6 ‘Develop an M&E framework’	55
15	Module 7 ‘Develop institutional adaptive capacity’	57
16	Module 8 ‘Local climate stresses, vulnerability and resilience’	59
17	Module 9 ‘Take action at local level and beyond’	61
18	Module 10 ‘Integrate adaptation into the project cycle’	63
19	Action learning ‘Adaptation Terminology’.....	65
20	Action learning ‘framing adaptation’	69
21	Possible Agenda.....	72
Annex		
22	References and sources for further reading.....	72



1 Introduction to the course

Adapting to climate change is a rapidly growing challenge, particularly for developing countries. Even if greenhouse gas emissions are reduced significantly in the coming years, climate change impacts, such as gradual temporal and spatial shifts in resources as well as drought, floods, severe weather events and sea-level rise, are likely to result in food shortages, increases in vector-borne diseases, infrastructure damage and the degradation of natural resources. The poor will be affected disproportionately.

Development choices today influence the adaptive capacity of people and their governments well into the future. We cannot afford to delay adaptation planning and action. However, many development policies, plans and projects currently do not take climate change into account due to a lack of awareness and clarity on how to effectively develop and integrate adaptation options.

Integrating adaptation into development cooperation provides an essential opportunity to make more climate-resilient development investments. OECD's Environment Policy Committee (EPOC) and its Development Assistance Committee (DAC) therefore developed the *Policy Guidance on Integrating Climate Change Adaptation into Development Co-operation*² (OECD Guidance) with the aim of promoting understanding and identifying appropriate approaches and practical ways for integrating climate adaptation into development policies and activities at national, sectoral, project and local levels.

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, in close coordination with the OECD, developed this training course and associated materials based on their involvement in the OECD Guidance, extensive adaptation activities on the ground in developing countries, and the GIZ tools for mainstreaming climate change into development cooperation activities, namely Climate Assessments for GIZ projects, Climate Proofing for Development and Climate Strategy Advice.

Aim

The aim of the training is to enhance capacities among development actors and to support institutions in successfully implementing the Guidance and taking action on climate change adaptation. This course therefore provides an introduction to the theory and practical starting points of adaptation to the effects of climate change.

Training participants will learn

- what climate change is and how it is inter-linked with development cooperation,
- where to find relevant climate information and how to use it,
- how to think through systematic steps to define concrete adaptation options at national, sector, local and project levels,
- how to define necessary institutional capacities to carry out a change process and
- how to plan and support processes of mainstreaming adaptation to climate change in their institution.³

² http://www.oecd.org/document/26/0,3343,en_2649_34361_44096282_1_1_1_1,00.html

³ In many cases additional support will be needed. For instance, GIZ's Climate Proofing for Development is always facilitated by experienced experts which have followed a special in-depth training.



Audience

Target groups for the course include:

- administration officials and planners in agriculture, water, natural resources, climate change, as well as other relevant sectors, at national, provincial and local levels,
- national and international development cooperation staff (climate experts as well as sector specialists without a climate change background),
- local consultants on adaptation to climate change,
- NGO / civil society representatives.

Design

The course is designed for a maximum of 4-5 days. Due to its module structure, it can be 'tailored' for shorter training events.

The training consists of **ten modules**⁴ that can be selected according to the training needs of the target audience. Together they offer a comprehensive and practice-oriented overview.

- **M 1 – Apply a climate lens:**
Identify the relevance of climate change to a policy, programme, plan or project.
- **M 2 – Interpret climate data:**
Understand how to interpret and use different standard climate data sources.
- **M 3 – Assess vulnerability:**
Identify factors contributing to vulnerability in a system.
- **M 4 – Identify adaptation options:**
Identify a range of adaptation options to adjust or improve planning and management.
- **M 5 – Select adaptation measures:**
Evaluate and prioritise options using selected criteria.
- **M 6 – Develop an M&E-framework:**
Develop elements of a monitoring and evaluation framework for adaptation.
- **M 7 – Develop institutional capacity for adaptation:**
Identify institutional capacities needed to deal with adaptation as a continual change process.
- **M 8 – Local climate stresses, vulnerability, resilience:**
Identify local information on climate change vulnerability.
- **M 9 – Take action at local level and beyond:**
Identify action at the local level and how it links to sub-national, national and other actors.
- **M 10 – Integrate adaptation into the project cycle:**
Identify key steps to integrate adaptation according to the various steps of the project cycle.

The ten modules are complemented by **Action Learning Exercises**, e.g. on adaptation terminology and framing adaptation.

⁴ The main approaches to integrating adaptation outlined in the OECD Guidance are: applying a *climate lens* and *the four-step approach*. The OECD Guidance explores entry points for integrating adaptation into development cooperation at national, sector, local and project level. *Module 2: Interpret climate data* and *Module 7: Develop institutional capacity for adaptation* are additional.



Training Methodology

The course is based on the Harvard Case Method,⁵ which conveys teaching messages mainly through **interactive practical work by trainees**. The training deals with the fictitious Federal Republic of Zanadu, a situation closely based on real life conditions and challenges.

All modules follow the same sequence, including the following crucial elements:

- 1 The **introduction**, given by the trainer, provides the necessary theoretical background and introduces participants to the case work.
- 2 The **case work** gives participants the opportunity to work through the different aspects linked to climate change adaptation in a systematic manner. Participants assume the roles of 'case work experts' in charge of the specific module's task.
- 3 The 'case work experts' **present their results** to the plenary. This is the opportunity to share experiences and for mutual learning. Trainers offer alternatives and corrections when necessary.
- 4 In a final **reflection**, participants reassume their own real-life position. They reflect on their experiences and link them to their own work in order to make the newly gained knowledge more applicable. Trainers support through guiding questions.

Getting started as a trainer

A comprehensive set of material has been developed to support trainers.

This **Trainer's Handbook** provides relevant knowledge to run the training. It shares knowledge and experiences from the test and pilot phases as well as other training events using participatory methodology.

Part I gives a general introduction to participatory methodology as well as to the Case Method on which the training is based. **Part II** provides necessary information on the modules. It also gives some methodological suggestions for implementation.

However, the authors would like to highlight that from a participatory training viewpoint, it is the trainer's responsibility to choose the training contents and respective tools in order to meet the participants' needs. Only by appreciating and building on participants' experiences can the training make a difference to their performance afterwards.

The **Handouts** provide a summary of learning points and references for each module. Check the Handouts to find the relevant aspects for discussion as well as references for preparation.

The **Training Manual** gives the storyline for delivering the training. It explains the case work tasks per module and includes all necessary supporting information for the participants to complete the tasks.

A library of **PowerPoint Slides** with notes supports the input sessions.

All these documents can be downloaded free of charge at:

www.oecd.org/dac/environment/climatechange

For a tailor-made training, print out the selected handouts.

⁵ see e.g. http://en.wikipedia.org/wiki/Casebook_method;
<http://www.aacu.org/peerreview/pr-wi05/pr-wi05realitycheck.cfm>



Part I

Introduction to participatory training methods



2 Key competencies for trainers

For a trainer to initiate and enhance sound learning processes, a broad set of capacities and abilities are required. In order to make these requirements more tangible we want to focus on what we consider to be key competencies for trainers. By and large, these **five key competencies are equally important**; the order in which they are presented therefore gives no indication about their respective importance for the training.

Process-orientation

Process-orientation requires that trainers start from the existing knowledge and experiences of the trainees⁶ and understand that a learning process does not start from scratch. It also means providing opportunities for trainees to proactively take the learning process in their own hands as much as possible.

Acting in a process-oriented manner also requires a trainer to come with a flexible design of the training process and not a ready-to-implement detailed action plan. The trainer needs to be an excellent observer of the dynamics of the learning process and of group dynamics in order to flexibly steer the training process. Trainers should see themselves as facilitators and not teachers whose role it is to impart as much knowledge as possible.

Communication

Trainers need to be good and effective communicators. It is important for them to be good listeners and questioners. Asking good questions is indispensable for enhancing reflection, but also for allowing trainees to discover their own potentials.

Trainers should be able to make themselves understood, which implies adapting to a particular group of participants. In communicating properly, they will avoid jargon and will show what it means to convey a concise message or present specific content in a structured way.

They also need to be able to provide feedback that enhances learning and reflection. It is therefore good that they know when to switch to meta-communication.

Enhancing ownership and co-management

Trainers should be able to motivate trainees to take an active role in the training process. They therefore need to be ready to hand over the stick, which means creating learning opportunities where the trainees can practice new skills and abilities while the trainers provide guidance and feedback. In responding to the trainees' needs and expectations, the trainers will be serious in inviting participants to take more and more ownership of the training process itself. Creating a forum for co-management within a training workshop has proved to be very useful for developing ownership (see also sub-chapter 4.2). By displaying an attitude of co-management, trainers make the offer of co-management credible and attractive.

⁶ We use the term 'trainees' because it corresponds to the term 'trainer'. In our understanding 'trainees' is synonymous with what we call 'participants' (of a training workshops) in other chapters of this trainer's handbook.



Visualisation

We consider visualisation an indispensable element of a sound trainee-driven learning process (see also sub-chapter 4.3). Trainers need to practice the art of visualisation, which means using it appropriately for inputs or presentations and to create opportunities for the trainees to express themselves through visualisation. The manner by which trainers use visualisation should be exemplary, and should go together with effectively supporting the trainees to make ever-greater use of visualisation.

PowerPoint presentations can be used for theoretical inputs; they should be succinct and well-presented and get the essential message across without overstressing the trainees' intake-capacity. In the case of interactive communication, mobile visualisation (with the help of cards, markers, pin boards and flipcharts etc.) is more effective. Trainers need to combine both of these visualisation approaches and use PowerPoint presentations as an example of an effective support tool for learning and not as a means of maximising the information presented in a given time span.

Methodological variability



Trainers need a broad repertoire of training methods to create sound learning dynamics. They should employ these methods following a methodological reasoning, meaning that they can always explain why they've used a particular method at a particular point in the training workshop process.

Having a broad repertoire needs to go together with the trainer's ability to meaningfully combine these methods, as is reflected in a sound training workshop design = dramaturgy (see also chapter 7). Knowing how to

use different methods is a good asset for a trainer, but what we see as equally important is his/her ability to adapt a method to the particularities of the group they are working with.

In a nutshell: We see the trainer less like a teacher and more like a facilitator of learning processes. This fits very well with the trainer sharing his/her knowledge and experiences (e.g. through inputs and presentations), but only as part of an interactive learning design and not in a way that places the trainer's knowledge and experience in the spotlight.



3 The Harvard Case Method

3.1 Background

The Harvard Case Method is a tried and tested approach for practice-oriented, interactive learning. It was developed in the context of university teaching where it is largely based on the intensive exploration and discussion of a particular case relevant to the teaching objectives. The Case Method stimulates the trainee's active exploration and development of conclusions, rather than providing ready-made teaching messages. With this background, the Case Method is well suited for the development of practice-oriented knowledge as required by people who are actively involved in adaptation work.

The Case Method has been adapted to the particular requirements of this training programme. This implies that, compared to the university teaching context, trainees play an even more active role, whereas the role of trainers will be less dominant. Trainees will, for example, explore the case study in a group work format and trainers assist their reflection with guiding questions, whereas in the university context the teacher guides his/her students through the case with the help of Socratic questioning (for more on the art of questioning see chapter 5.2.3).

The five golden rules for a Harvard Case teacher

Rule 1: Don't 'explain' the message of the case directly. Let the trainees find the conclusions out by themselves. Guide them through questions.

Rule 2: Provide enough time for the wrap-up phase where the messages and conclusions are intensively discussed by the participants.

Rule 3: Be precise with your instructions for the case work. The trainees should start the case work with a clear vision of what they have to do.

Rule 4: Limit presentations. Don't talk for longer than 15 minutes (except the introductory lecture). If necessary, split lectures into several shorter inputs.

Rule 5: Always invite the trainees to reflect on how the lessons learnt relate to their day-to-day work or how far trained approaches should be adjusted to it.

3.2 Materials, preparation and other prerequisites

The Case Method requires intensive preparation prior to the course/training workshop. In particular, case/training materials have to be elaborated which will be handed out to the trainees prior to the course/training workshop.

The materials usually comprise of the following:

- introduction to the case: baseline situation, problems faced, challenges arising,
- working material: data and specific information, partly introduced through lists, charts, maps etc. which can be attached in so-called exhibits,
- possible information on institutional set-ups and other relevant background information,
- clear instructions on the main tasks for the trainees.



For the case work, especially with trainees from developing countries, the following rules are very important:

- Most important: Clearly define what message you want to convey with the case work. Organise the entire case work in a way that this message comes through.
- Make yourself familiar with the expectations, needs and 'horizons' of the trainees. Conduct the case work in a way that you are 'meeting' the trainees where they stand.
- Reflect the practical experiences and the type of work that the trainees are exposed to in their day-to-day work.
- Do not attach complex data if the trainees are usually not confronted with such information, but are involved in more operational work. You may provide larger amounts of information if the trainees are used to screening comprehensive sources for relevant information.
- Restrict yourself to that information which is relevant for the case.
- The case work should stimulate discussion and active examination of the subject.

All relevant training material for this training course has been developed as part of a long process, including test and pilot phases. The different training package items are well-matched, although please be careful when changing single items.

Fictitious or real case?

The particular value of having a fictitious case study is that everybody can relate easily and everybody has the same knowledge. Zanadu has most of the relevant features needed in order to simulate the whole process from climate risk assessment to the development and implementation of a climate change adaptation strategy.

One could argue that real-world cases would be better as they are taken directly from reality. The tricky thing is, however, that there are no 'neutral cases' and participants may be biased or hampered in one way or the other by learning in this manner. Real cases may also provoke unproductive discussions about the reliability of data being used.

Furthermore, it is important to make clear that even in a real case, we would never have all the information we would like to have, and dealing with logically drawn assumptions is part of planning for adaptation.



3.3 Agenda of case work

All modules for this training follow the same **training sequence**, including the following crucial elements:

- The **introduction** is given by the trainer.
The introduction provides the necessary theoretical background and explains the case work. After the introduction the case work groups should be able to conduct their work independently.
There are module intro slides in the PowerPoint library that align with the training manual and handouts. Their basic message should therefore not be changed, but can be extended.
- The **case work** is done in working groups by the participants themselves.
During case work participants assume the roles of 'case work experts' in charge of the specific module's task. They use the matrixes to systematically work through the different aspects linked to climate change adaptation.
After the trainer's introduction, and supported by the detailed task descriptions in the Training Manual, the expert working groups should be able to organise their work independently.
The trainers should remain close by and be prepared to offer support and guidance.
- After the case work, the 'case work experts' **present their results** to the plenary.
The presentation should highlight major findings and/or questions from the case work. It is important that this step is introduced as a chance to share experiences and for mutual learning and not as a 'test'.
The trainers should be appreciative of the work done and give feedback on the results; they should only offer alternatives and amendments if necessary.
- In the final **reflection**, the participants leave their 'case work experts' roles and reassume their own real-life position.
Back in their own position, they reflect on their case work experiences and on how it could be implemented in their own work. This step is necessary to 'materialise' the experiences gained from the case work, i.e. make them tangible and accessible and, in the end, applicable in a different situation.
Trainers should facilitate this step through guiding questions (see chapter 5).



4 Participatory training methods: a comprehensive overview

4.1 Hints for using participatory methods

The use of participatory methods will not automatically trigger or enhance sound participation of the workshop participants. A trainer should keep a few things in mind when he/she is opting for a participatory training workshop design.

Mixture of methods

Inviting participants to write their ideas on cards (brainstorming) – and based on a good reflective question – definitely has a positive effect in terms of participation. But doing several brainstorming sessions consecutively will have the opposite effect. So, a good mix of methods is crucial for a participatory design. It requires the trainer to develop a good repertoire of methods and tools to choose from.

Create a good workshop flow through proper sequencing

A good mix of methods needs a dramaturgic sense in order to find the appropriate combination of methods for a particular group. Putting the different methods in a proper sequence demonstrates the ability of a trainer to create a good flow for the training workshop process. This means, for example, having a phase of intensive group work followed by a plenary session capitalising on the group work, yet still demanding active participation, but not to the same extent as before. A good flow = a good dramaturgy also means mixing intellectual (cognitive), emotional and physical impulses. Overdoing intellectual impulses, e.g. through a sequence of eventually overloaded PowerPoint presentations, will definitely do harm to the participatory workshop process.

Watch out for group dynamics

Not everybody feels comfortable with participatory processes. Workshop participants may come from an organisational culture where participatory dynamics are avoided rather than embraced. And participants' willingness to embrace participation is a matter of personality. So a potentially participatory process in a working group can be distorted when a dominant person imposes a leadership style. How to intervene in such a situation depends on the trainer's judgment. For such interventions it is good to stimulate the self-regulating abilities of groups, but there are moments where a direct intervention from you, the trainer, is required.

Hand over the stick

There are often moments in a training workshop when it is important for a participatory trainer to refrain from what he/she could probably do best. After a brainstorming session the participants therefore could pin the cards, not the trainer. The participants could do the clustering with only



some guidance from the trainer provided they have already gained some experience in doing it. It depends on the trainer's assessment of the right moment to hand over the stick.⁷

Throwing participants into an exercise where they have apparently too little experience will have a discouraging and not a positive learning effect. However, refraining from taking action at the right moment invites participants to take responsibility for the workshop process and it creates trust and self-confidence. The same applies if the participants call on you to solve a problem. You may want to refer to the rule of thumb: "If somebody has a problem he/she should take the responsibility to solve it".

Identify an appropriate workshop set-up to suit the participatory methods

A classroom set-up for a training workshop is contradictory to a participatory design. Participants will focus their attention to what the trainer is doing rather than trying to interact with other participants. Any participatory intentions coming from the trainer will thus not be credible. Therefore settings favouring interactions, like table groups for example, or ideally a half circle where everybody can see his/her fellow trainees, are a must for any participatory training workshop. It is also important to have enough space to move around, to come together for energisers or for an information market. And working groups also need a proper working space in separate rooms.

Be flexible but still open for positive surprises

As a participatory trainer you still have a leading role regarding the steering of the workshop process. So, you will not ask participants to vote when introducing a new method. But you will observe carefully if your assumptions of a certain method as part of a certain sequence of working steps will materialise. And if they don't materialise you should be flexible enough to change your plans. And even if they don't materialise it can still be a positive surprise, because something is happening which is good for the workshop process, even if it was not planned. Being flexible also means throwing the ball back in the participants' court in order to jointly reflect on the best way forward.

4.2 Participatory course management: co-management committee

Short description

To create ownership for the course as well as for the results, participation should go beyond using participatory methods during a training workshop. Through a co-management committee a setting can be provided for participants to give feedback to the trainers and to play an active role in shaping the training process.

Main features

The co-management committee works on a daily basis. It will take a critical review of what has happened during that particular day. This is a precious opportunity for the trainers to get first hand feedback from the group. The following day's programme and working steps will be based on the deliberations of the committee. Based on a proposal from the trainers, the committee will discuss

⁷ "Hand over the stick' has literal and metaphorical meanings. Literally, it means handing over a stick, baton, pointer, pen, chalk or other symbol of authority or means of expression. Metaphorically it means transferring authority and initiative." (Chambers, Robert 2002:9)



about the continuation of the workshop process on the following day. The more the participants of the co-management committee are involved at this stage, the more they will take responsibility for next day's training process.

Membership of the co-management committee will rotate in order to give all participants this unique learning experience. According to the number of participants and the duration of a training workshop, co-management committee members – not more than 3 – may have a one day or a 2 day term. You should try to make it a voluntary task also offering interesting insight into the trainer's work.

Co-management committee members should be invited to take an active role during the day of their "duty". This may cover co-facilitation at a certain time, time-keeping, energising the group and questioning the participants individually on their impressions. A good practice is for the committee's participating members to start the following day with a participatory recap on the previous day and the presentation of the daily programme. Psychologically, it makes a huge difference whether the participants start the day or the trainers.

Practical hints

- The performance of the first co-management committee sets the example for the others to follow. Asking for volunteers on day one normally makes the more dynamic group members respond first. Trainers should refrain from sending out clear invitations to somebody who they feel would be a constructive member of the co-management committee on day one.
- Co-management committee meetings can be time consuming. Trainers may be worried that that they do not have sufficient time to prepare for the following day. But evidence shows that the time invested in a co-management committee session will have clear benefits in terms of more ownership. This is the case when participants take an active role in shaping the following day's training. While trainers shouldn't cut the committee members short, they don't have to invite participants again and again to make suggestions. It may be that they are just fine with what you have suggested.

4.3 Visualisation

Short description

Visualisation facilitates participation because it makes discussions transparent and visible for everybody. It thus helps to express and easily share what emerges from dialogue and reflection. Visualisation sets the stage for a collective memory being not only visible, but mobile, even in the long-run as it keeps all necessary content for photo-documentation. Visualisation increases the possibilities of participation, especially for those who are not the first ones to speak up.



Using visualisation during group work



Main features

Using visualisation in an appropriate manner has numerous advantages in terms of enhancing participation and learning through:

- Increasing the transparency of the group process for all participants.
- Improving interaction as it significantly increases the opportunities for personal expressions.
- Encouraging the quieter group members to express themselves easily.
- Serving as a mirror for what may hamper communication: controversial views, frictions, misunderstandings.
- Encouraging short and concise expressions of concerns and/or statements.
- Providing an opportunity for somebody who wishes to make his/her expressions anonymously.
- Making a quick opinion poll of priorities in the group by everybody putting a dot against his/her preferences.
- Raising participants' ownership through good visualisation, e.g. by group work presented during a plenary session or where participants' views are incorporated into visualisation during the plenary session, and not just those of the trainer.
- Facilitating understanding because it stimulates our visual sense and not just our sense of hearing.
- Facilitating documentation.

Practical hints

- Introduce writing rules right from the beginning.
- Familiarise everybody with the use of colours, shapes and sizes of cards.
- Provide learning opportunities for the use of space and structure in visualisation.
- Provide constant feedback on the quality of visualisation.
- Serve as a model for sound and convincing visualisation.
- Enhance creativeness in using visualisation



Visualisation can be done even on the floor.

4.4 Generating and processing ideas

Short description

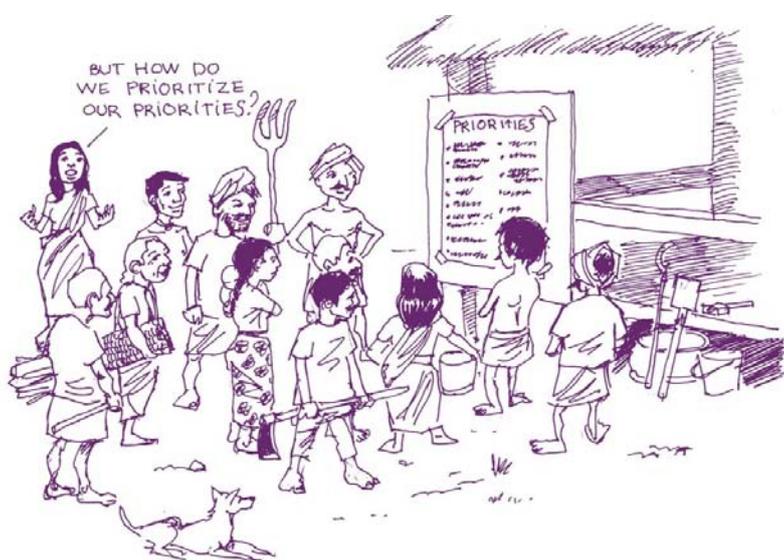
The purpose of this step is to discover new ideas and responses quickly. The emphasis is on getting as many ideas as possible, not on finding 'correct' answers. All the ideas generated through such a free flow then need to be clustered, i.e. putting together the ideas which belong in the same 'basket'. At a next processing stage clusters may be prioritised to set the stage for deeper exploration. There are variations in how best ideas can be expressed: by writing cards individu-



ally, writing cards in small groups, so-called 'buzzing groups', or even visualising ideas immediately, i.e. writing them on a flipchart one-by-one.

Main features

Brainstorming: Using visualisation for generating ideas through brainstorming provides an opportunity for everybody in the group to express his/her ideas. It thus avoids the inevitable disadvantage of a question put verbally to a group to which only a few – the dominant speakers and maybe a few who are requested directly by the trainer – will get a chance to contribute. Generating ideas in this participatory manner increases the potential of visualising participants' experiences. Therefore, generating ideas is not only restricted to prospective questions, but can also cover analytical questions. It will thus demonstrate how much experience the group has in identifying the different features of a key issue.



Generating ideas should necessarily lead to processing. This starts by exposing different ideas which will either be put one by one by the trainer/facilitator – he/she will then already anticipate the clustering – or by the participants themselves. Some ideas might need clarification before the clusters are 'constructed' on a separate board. Normally the clusters do not provide sufficient 'structure' to proceed to the next working step; setting priorities is therefore recommended in order to end up with a limited number of topics/issues with which to go forward. It is important to

clearly state that those issues which have not been prioritised will not automatically disappear. They may be considered at a later stage of the discussion.

Buzzing groups: A different set-up for generating ideas can be through so-called 'buzzing groups'. A plenary session breaks into sub-group of 2-4 members – just by moving the chairs – to briefly discuss a particular question. The room soon fills with noise as each sub-group 'buzzes' in discussion. Normally, 'buzzing groups' will agree on a few cards to be presented in the plenary session. 'Buzzing groups' are not only an option for generating ideas but also for reflecting on lessons learnt from a particular session, eventually with an input from the trainer followed by a plenary discussion.

Modelling is one of the options to generate ideas and to put them immediately into a conceptual structure, e.g. a matrix. The structure is visualised on the floor and groups of participants contribute by visualising key elements of the structure. The set-up allows for discussion as a plenary group – not only of the key elements, but also the inter-relationships between these elements. Modelling is a strong tool because it gives participants the feeling that they are conceptualising their experiences, thus building a model in a relatively short time and not through lengthy intellectual deliberations, as they might have expected. It thus demystifies practical theory building.



Mind mapping is a fast and easy way of structuring and documenting the flow of ideas or information on a specific topic. Additionally, it allows the grouping of information according to importance. Whenever an idea, which was previously over-looked, comes up, it can easily be integrated into the mind map. Mind maps can be best elaborated in smaller groups. A plenary session is then needed to compare and synthesise the different mind maps. If groups had complementary questions to work on with the different mind maps, these can be put together to create a whole picture regarding a particular topic.

Practical hints

- Brainstorming sessions based on everybody writing cards, which are then visualised and clustered, are tricky because you risk having too many cards and spending too much time deciding which idea to attribute to which cluster.
- Questions to generate ideas need to be carefully formulated as well as the number of cards that these would result in. If, according to the number of participants, 50+ cards can be expected, it may be an option to write cards in buzzing groups.
- Clustering does not have to be done together. It can be delegated to a group of participants who will then check with the group to see if what they have produced is accurate. This is especially recommended for groups with more than 25 participants
- Setting priorities is often indispensable in order to identify the main ideas/issues/topics for the next working steps. It is good to see the trends in the group discussion, but at some point the best way is to put dots next to the priority cards and then pick out the top 10 or the top 5. Another time saving alternative is the so-called 'raisin picking' where instead of clustering the main ideas, they are identified either by putting dots or through a small task force acting on behalf of the group.

4.5 Group work: different settings and formats

Short description

Group work is an indispensable feature in participatory training workshops. Group work will have different functions according to a particular sequence: generating ideas – see previous section -, reflecting on particular issues, working-out solutions, preparing a simulation. Compared to plenary sessions group work provides much more space for participants to be active.

Main features

Working in small groups provides space for intensive dialogue and reflection. Ideally, all group members contribute what they could not do in a plenary session. Group members only mobilise their energy if they have a clear common understanding of why they need to work together and where this will lead to.

Teamwork

There are four people named Everybody, Somebody, Anybody and Nobody.

There was an important job to be done and Everybody was asked to do it.

Everybody was sure Somebody would do it.

Anybody could have done it, but Nobody did it.

Somebody got angry about that, because it was Everybody's job.

Everybody thought Anybody could do it but Nobody realised that Everybody wouldn't do it.

It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.



Snapshot from rotating group work

Working in small groups provides an opportunity for the participants to test their self-regulatory abilities. This will start with the designation of a facilitator and somebody to present the results. But according to the setting small groups = 3-5 members may even be able to proceed without a facilitator. Certain basic rules are by all means helpful and these should be agreed on before the first group work takes place.

We recommend using the full repertoire of **settings for group work**:

- Participants remain in plenary session so they don't need to move around, e.g. 'buzzing groups' (see previous section).
- When groups need to have quiet time for reflection or space for discussion without disturbing others, they may be better off in separate rooms.

Rotating groups (in one room) is a particularly interesting setting allowing all participants to contribute to what each group is doing. A certain number of complementary tasks are assigned to different groups. Each group starts with a particular task and then moves on to the next task for commenting and complementing what the previous group has done. According to the number of participants, it may be useful to give the same task to 2 different groups and ask them to merge their findings to one presentation in the end⁸.

A group work session needs to be part of a sequence in the training workshop in order to mobilise the participants' energy. For example, it will be accepted if, after a lively plenary discussion on a relevant issue, trainers suggest that participants deepen the discussion in groups, as long as the results are properly shared and synthesised afterwards.

Practical hints

In preparing for group work there are a number of questions the trainers need to ask themselves:

- What are the expected results from group work?
- How many groups should be formed? How should the groups be formed?
- Should the groups work on the same topic or on different issues?
- How should the group assignments look?
- How should the group work results be shared and discussed in a plenary session?

⁸ This method can be used, e.g., for module 2 of the adaptation to climate change practitioners' training course (see the chapter on module 2 in part II of this handbook).



There are some rules of thumb for trainers/facilitators for successful group work:

- Provide detailed written instructions for group work.
- Avoid any semblance of occupational therapy.
- Provide a time budget of at least 40 minutes and make the rules explicit about how groups can get additional working time if needed.
- Don't compromise on the necessity of a visualised presentation of group work results.

Groups may be stakeholder specific in order to bring out the specific stakeholder perspective.

There are a variety of **ways to form groups** if participants are not grouped according to a set of criteria. Counting 1-2-3 is the quickest way of forming groups, but there are other ways to combine group formation and group energising. The best overview of how groups can be formed can be found in Robert Chambers' sourcebook.⁹ The most participatory way, he suggests, is to let the group decide on the criteria of group formation at the first instance and then form groups accordingly.

Support group work: Even if the trainers trust the self-regulatory abilities of a group, they should check from time to time to see if things are going smoothly. Groups may get stuck for some reason, e.g. lack of clarity about the task or difficult group dynamics, and will welcome a well-targeted intervention from the trainer. But for the sake of enhancing self regulation the trainers may introduce the rule that they will only intervene on request. If there is no request it will be interesting to reflect with the groups on the pertinence of this indicator, i.e. to what extent the absence of requests can be interpreted as an indication of a high level of group self regulation.

4.6 Selection of other methods

This chapter contains a few participatory methods to be used during the training process. While an 'information market' can be used for sharing different categories of information (e.g. group work results) 'expert questioning' is a format for getting maximum value from external resource persons. 'World Café' is a special method for exploring and analysing key issues from different perspectives¹⁰ whereas 'dispositions' can be used for varied purposes.

4.6.1 Information market

Short description

The information market is a method for stimulating the exchange of information among many people simultaneously within a limited period of time. The method is based on the idea of a real market: buying and selling. This means that the seller is also keen to get feedback from (potential) buyers.

Main features

Getting started: Each participant prepares a pinboard containing the information to share. Attractive media for presentations like photos, poster, graphs etc. are displayed.

⁹ Robert Chambers: participatory workshops – a sourcebook of 21 sets of ideas & activities. London and Sterling 2002.

¹⁰ This method could also have been placed in chapter 3.4 because ideas are generated through the discussions in the World Café. However, we wanted to give it more prominence, which is the reason for putting it into this chapter.



Starting the selling and buying: The participants who exhibit their boards 'sell' their information to other members of the group who function as 'buyers'. The 'buyers' go from one board to another, read the information, raise questions and enter into a discussion on their areas of interest. Depending on what is presented sellers may invite buyers to write their comments on cards to be added to the presentation. Once the 'buyer' is satisfied with the information obtained from that particular market stand he/she will move on.

Changing the role: After 20 or 30 minutes the roles are changed. The former sellers of information will act as buyers and the former buyers now act as sellers.

Practical hints

- The information market is a very useful method, even for groups between 20-30 participants. For groups with a size above 30 it becomes more or less indispensable. The information market is a good alternative when participants are too tired to listen to group work presentations. If group work results are presented in such a format it is important to provide an opportunity for the 'buyers' to give written feedback.
- A final assessment is recommended, depending on the objective of the information market, e.g. through a flash light or, possibly, a small task force which prepares a synthesis which is then presented and endorsed by a short plenary session.
- It is essential to give clear explanations on the market rules and that whoever is responsible ensures proper time keeping.

4.6.2 Expert questioning

Short description

Expert questioning is a good way to get input from an external resource person in a way that responds as much as possible to participants' needs. The expert will make no presentation and will only respond to participants' questions. As resource persons often show-up with too many and/or poorly targeted ppt-presentations, this method becomes even more attractive.

Main features

Preparation: Check with the resource person that he/she is comfortable with the method. Participants need to have time to prepare their questions, which is normally best done in groups. The questions are visualised after they are agreed upon in the plenary session.

Questioning the expert: The expert gets an immediate overview of the questions the participants are concerned with. He/she may start with one or the other question. Time for answering a particular question is limited. The expert should react to all the questions.

Lessons learnt and follow-up: A short synthesis by the trainers will close the expert questioning session. A discussion then needs to take place on how the results are to be used in the remaining workshop process.



Practical hints

- The number of questions should be limited. Prioritise, If groups come up with a lot of questions during the preparation phase. Questions which are not prioritised are not lost. If time allows they will be taken up during the expert questioning session.
- Time keeping is crucial. If an expert tries to focus on a few questions he/she should be reminded that this will lead to other questions being dropped, which would be against the main idea of a participant-driven expert questioning.
- The trainers should seek feedback from the group as to what extent they feel that a question is sufficiently answered. If 'yes', then a dot next to that question shows that nobody should try to come back to it.

4.6.3 World Café

Short description

The World Café is a method to enhance dialogue among people from different backgrounds and different perspectives on a major issue of common interest. One of this method's special features and strengths is that people can move from one table in the Café to another. What emerges at each table, as a visualised result of the dialogue, already reflects different views and perspectives. The World Café can have a more exploratory or a more solution-oriented focus.

Six world café principles

- *Set the context*
- *Create hospitable space*
- *Explore questions that matter*
- *Encourage everyone's contributions*
- *Connect diverse perspectives*
- *Listen together for insights*
- *Share collective discoveries*

Main features

The World Café starts with a well-formulated question capturing an issue of common interest. The question should be put in a way that it provides a strong incentive for starting a dialogue. People sit at tables with a permanent convenor who gets the ball rolling while the others move to other tables (after approximately 30 minutes). Ideas and thoughts are visualised on a paper tablecloth. At the beginning of the second and third round the convenor presents a little summary to the newcomers on what has been discussed so far. Finally, the highlights from what has emerged from each table's dialogue are shared, allowing for convergent and divergent features with regard to a certain issue. Results can potentially be exposed and shared in an information market.

Practical hints

- The host of the Café (trainer) needs to thoroughly explain the rules for communication in the Café. He/she needs to create an atmosphere where people feel comfortable sharing their views and experiences. It is the host's duty to initiate and organise the transition from one discussion to another and to facilitate the final sharing session. He/she acts as the custodian of the six World Café principles.
- The convenor needs to start the discussion at a particular table. He/she invites everybody to visualise ideas as soon as they come up. The convenor welcomes the "travellers" from other tables and presents a short recap of what has been discussed so far.



- The more diversity there is in the group, the more attractive the World Café becomes as a method; meaning that the more a group is homogenous, the higher the risk of a boring World Café session.

4.6.4 Dispositions

Short description

'Dispositions' is a widely used a method in systemic organisational development. Relationships and/or constellations are made visible through a living 'sculpture' positioned in the room. In a less demanding variation, the method can be used to make visible the different views, opinions and backgrounds in a group.

Main features

'Dispositions' can be used at an early stage of a training workshop in order to highlight categories of participants with different backgrounds by positioning them as distinct visible groups. For example, participants may be asked to position themselves according to the type of organisation they work for: government, NGO, private sector, others. With this method the respective features of the group become easily and quickly visible. The trainers may walk around and ask people to say a few words about their organisation.



A participant explaining his position in the disposition

Building living 'sculptures' is also useful for visualising different views and opinions clearly and quickly. Participants are therefore asked to position themselves with regard to a controversial, provocative statement. Everybody has to take a stance according to his/her level of agreement or disagreement regarding this statement. The trainer/facilitator gives a few participants the chance to explain their position in more detail: "Why are you standing here?"

'Dispositions' are also helpful for evaluating a training workshop or even a certain sequence within a training workshop. People are asked to position themselves from the centre – very satisfied – to the periphery – less and less satisfied –, again with the possibility for a few participants to explain their position.

Practical hints

- Prepare the space in which participants will need to build the living 'sculpture'.
- Groups formed as part of a living 'sculpture' may be given a task or a question to start a short interactive session. As 'sculptures' are normally built according to different criteria there may be a few such interactive sessions in a row.
- Walk around and get people to talk, ensuring that they do not 'overdo' it.
- This method can also be used for positioning the participants according to controversial statements.



5 Feedback and Reflection

5.1 The Johari window

Many adults find it difficult to recognise that they have made a mistake, that things could be done more easily, more effectively... and it is especially difficult to unlearn well-established response mechanisms. People often hide behind defensive reasoning, avoiding a confrontation with experiences and misunderstandings, thereby blocking their own progress.

Self-reflection is a critical component of any feedback that aims to encourage learning. By asking participants to reflect critically on their own performance, they will better realise that they are ultimately responsible for their own learning. However, many adults have not learned to do this and find it difficult to see, accept and acknowledge in public that their performance can improve.

The Johari-window is a very useful model for understanding why it is important to give and receive feedback and why we are not used to it. It shows 4 major parts of our personality:

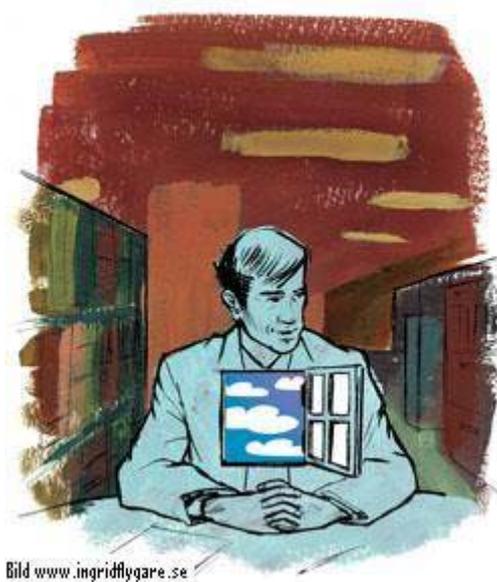
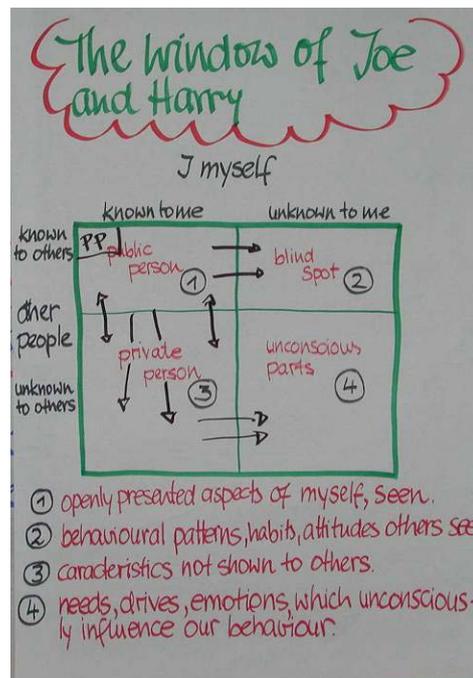


Bild www.ingridflygare.se



source: PICOTeam 2003:15

- 1 The part which is openly presented = the public person
- 2 The part (behavioural patterns, habits, attitudes) which only others see = the blind spot
- 3 The part which I deliberately do not want to disclose = the private person
- 4 The part which neither I nor others perceive = the unconscious 'person'

The 4 quadrants vary according to personality. Giving and receiving feedback relates to these parts of our personality. If you invite a person to give you feedback, you are inviting a person to give you information, which serves to reduce your blind spot. And through feedback you might find out that it is necessary to disclose something from your private person in order to facilitate communication and interaction with others.



5.2 Feedback, reflection and learning

Feedback is often an entry point to reflection. From feedback you can get the lesson that in a certain situation you could have done better despite your best intentions. Of course, you could come to the same conclusion from self-reflection, but often it is more convincing if others confirm what you might have guessed. And even if you start from feedback there is still enough to do in terms of self-reflection, either on your own or together with others. It starts with two simple questions:

- What prevented me from doing things the way I intended to do them?
- If I could start again what would I do differently?

The topics and issues to reflect may be more or less complex. But reflection will lead to a plan about what to do differently in a similar situation in the future.

From a learning perspective one could say that you have learnt something because you have analysed your behaviour and identified and specified what you will and can do better in a similar situation. And you already know that you will be in this situation in due course and you have/can make your plan about how to do things differently. This type of learning can be considered as **single-loop-learning**.

If you want **double-loop-learning** you should organise yourself in a way that you benefit from feedback and reflection loops on a regular basis. You may have realised that you can do things differently, but not following the quick-fix-mode. Regular feedback and reflection loops would provide you with an opportunity to discover that the 'quick-fix-mode' does not work because there is something related to your attitudes or to your basic competencies which you need to address. And if you want to change something on this level it becomes indispensable to go for regular feedback and reflection.

Good companions for (self)reflection

*I keep six honest serving-men:
(They taught me all I knew)
Their names are What and Where and When
And How and Why and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.
I let them rest from nine till five.
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men:
But different folk have different views:
I know a person small--
She keeps ten million serving-men,
Who get no rest at all!
She sends 'em abroad on her own affairs,
From the second she opens her eyes--
One million Hows, two million Wheres,
And seven million Whys!
(R. Kipling, The Elephant's Child)*

5.2.1 Rules for Feedback¹¹

Good feedback requires rules not only for the one giving, but also for the one receiving feedback. These rules may be modified according to particular settings in which feedback is practiced, e.g. a training workshop. Here we present the more general rules for giving and receiving feedback.

¹¹ The personal mastery course conducted by PICOTeam at Makerere University in 2003 served as the main source for this sub-chapter.



Rules for giving feedback

- a. **Offer feedback, make appointments.** In the context of a training workshop it is much easier to arrange for such an appointment. Feedback loops are part of the training workshop which, of course, should not prevent the trainers from offering feedback to whomsoever at a particular point in time.
- b. **Speak about behaviour, not personality.** Why people act as they do is part of their personality. In a training course we aim to learn new possibilities of doing things, but normally would not choose 'psychocare', especially without someone having asked for it. Give your fellow participants the opportunity to change as much as they want by saying "I observed you handled the situation in such and such a way. I liked that/I didn't like it and would prefer..." instead of saying "you're so wonderful/so aggressive/so..."
- c. **First give feedback on things/behaviour that you consider positive.** Feedback is often spoiled because the giver is eager to share his/her critical observations. Starting feedback with this will mobilise the defensive mode of the feedback receiver. Therefore it is recommended to start with a positive feedback/appreciation for the person's efforts which will trigger an open mind for listening to the critical observations at a later stage.
- d. **When speaking about behaviour to be improved describe it without judgment.** Not being judgmental at this point is crucial, to avoid otherwise defensive mode of the feedback receiver. It is wiser to explain the consequences of certain behaviour in a particular situation in order to make a convincing point about what could be improved.
- e. **Give timely feedback, do not overdose.** Giving feedback immediately may be appropriate but it may also be wise to let the emotions cool a bit before giving or receiving feedback. If you wait too long the time lag may become an issue ("Why did he/she wait for so long before telling me...?") and thus impede a good feedback session.
- f. **Give feedback without making reference to others.** Referring to somebody else ("I have heard from so-and-so that you...") makes your message less convincing. It looks as if you need this reference to make your point. According to the relationship between so-and-so and the receiver of the feedback the latter may switch to defensive mode.
- g. **State clearly that this is your perception and not the ultimate truth.** The best way to show that it is your perception is to speak in the 'I' form. The more you try to generalise ("It is good practice to...") the less convincing your message becomes. The advantage of the 'I' form lies in avoiding a "yes" <-> "no" discussion. If you say "I felt hurt by what you were saying to me this morning" the receiver cannot get away with a "No!".
- h. **Your feedback is an offer that the other person may use – or not use.** Pushing too hard for the receiver to proclaim what he/she will do things differently can spoil the whole session at the very last moment.
- i. **Do not expect immediate visible changes.**

Rules for receiving feedback

- a. **Ask for feedback when you feel there is room for improvement.** In the context of a training workshop you may ask for feedback just because you see yourself as a learner and you want to seize the opportunity of being together with experienced trainers.
- b. **Be patient, make appointments.** In the context of a training workshop it is still good to be patient, but making appointments will be much easier.
- c. **Refuse feedback when you do not feel comfortable with the issue, time and place, or the person.** It's important for the receiver to assume this responsibility in order to avoid that feedback may become, e.g. in a training workshop, a window dressing exercise.
- d. **Concentrate on listening, do not correct, explain and defend.** This is the most challenging rule because there will most probably be moments where you feel invited to de-



defend yourself. And if the feedback you are receiving is strongly judgmental you are allowed to do so. There may be the impulse to explain one's own behaviour. But it is hard to draw the line between explaining and defending.

- e. **Ask for examples if you do not get the point.** This is an important strategy to push the giver to be more concrete in his/her critical observation. He/she may hope that you have understood his/her point and so there is no need to be more specific.
- f. **Think about feedback before speaking about it.** Take a moment of self-reflection and don't feel under pressure to react instantly.
- g. **Say "thank you" when it's enough.** When you sense that the giver is adding on another and another critical observation help him/her to come to the end of the feedback session.
- h. You alone decide on action. If you take action only to please the giver or because the giver has put too much pressure on you, you may try to do things differently, but without any conviction, meaning that you don't really improve on how you do things.

5.2.2 The art of questioning

For the trainers to stimulate reflection they need to bring in the art of questioning. 'Art of questioning' means that you are able to choose the right question from different types of questions, as described in more detail in the following table¹²:

Type of question	Use	Example
Questions about the context	Give information on facts and figures with regard to a particular situation.	How many people work in your department? How often do you facilitate training workshops?
Differentiating questions	To specify vague responses. To clearly state differences.	For whom is the problem bigger? On a scale of zero to 100, how big is...? What is the difference between your opinion as technical director and the one of the CEO?
Questions for probing reasons and evidence	Test the validity of reasons. Put 'evidence' on solid ground.	Why is that happening? Are these reasons good enough? What do you think causes...? What evidence is there to support what you are saying?
Questions for probing implications and consequences	To discover unexpected effects. To discover alternatives that were possibly overlooked.	What are the consequences of that assumption? What are the implications for....? How does...fit with what we have learned before?
Hypothetical questions	To think, just to see, about given boundaries. To think outside of the box. To check possible consequences jointly.	Supposing, that... If we speculate: Given the case that you would..., what would be the effects? If you wanted to change the training approach in your organisation, how could this be possible?
Questions about the future	Open up the mind to look beyond what the situation is like today.	What are your intentions once this difficult period is over? Where would you like to be in 2 years' time?

¹² This table has been adapted from PICOTeam 2003:42



Type of question	Use	Example
Circular questions	Change the perspective. Introduce other perceptions.	If I asked your colleague about what made the situation so difficult, what would he say? What alternative ways of looking at this are there? If you had invited a representative from Civil Society to your meeting, what would have been different?
Questions about behaviour	Help to perceive what happens beyond judgement. Promote a more detailed perception and reframing. Clarify your own contributions to a situation.	What does Mr. Miller do exactly, when he is making you impatient? What exactly happens, when nobody takes the responsibility for.....? How exactly do you react when the team...?
Assessment questions	To step back and use hindsight. To draw lessons from a particular experience.	What have you learnt from....? How can you make use of what you have learnt from...? What for you was encouraging? If you started again what would you do differently?

5.2.3 Arrangements for feedback and reflection

There are multiple arrangements for feedback and reflection: individual self-reflection, sitting together with a buddy, group feedback and reflection etc.. Here we focus on what is recommended in the context of a training workshop.

Individual and face-to-face feedback and reflection in a pairing or in a small group may be used continuously during a training workshop in order to reflect on the lessons learnt from a particular session, sequence or module.

Group feedback and reflection is particularly useful in connection with simulations (see next chapter). After having lived a simulation it is important to step back, get out of one's role and try putting oneself in a more reflective mode. Now, for feedback and reflection to take place we recommend the following steps:

- 1 The team that performed during the simulation sits together with the trainers in a circle. The team gets the first opportunity to reflect on what they have done. The trainers would ask for their impressions about the quality and the pertinence of their performance and the team would eventually come to a few points with regard to the inevitable question: if you started again what would you do differently? While they are talking the others in the group (who have been actors, e.g. trainees, students, co-workers) will listen.
- 2 The trainers get their chance to provide feedback according, of course, to the rules described above. The receivers of the feedback, the team, may react, but according to the same rules. The others listen.
- 3 The trainers will give the opportunity to the 'floor' to provide feedback to the team. The trainers will have one eye on the respect given to the rules. If necessary, key learning points can be visualised. However, visualising the whole session step-by-step is not recommended because it will hamper more than support feedback and reflection.



6 The learning potential of simulations

6.1 Scope and character

Simulations provide for excellent learning situations because they create a protected space where participants = learners can try out newly acquired capacities and competencies without being directly confronted with all the challenges of a real work life situation.

Taking the context of a train-the-trainers workshop this means that a training situation is simulated where some participants take the role of the trainers' team and others take the role of trainees. Experience shows that slipping into a role one is not performing in his/her real working life is easier than expected. Even if trainers normally don't find themselves in the situation of being trainees they have enough experiences with training situations to rely on. And for some it is even enriching to slip, during a training situation, into an unusual role.



Simulating a participatory rural appraisal with illiterate villagers.

Being part of a training workshop, simulations can only cover sequences of an anticipated training process. In order to maximise learning from simulations a proper balance is needed between the net simulation time, including proper preparation, and the feedback and reflection time. Eventually several simulations may be conducted during one training workshop. This will depend on the duration of each simulation sequence and the overall time budget of the training workshop.

6.2 Designing a simulation

Taking the context of a Training of Trainers (ToT) workshop, designing should start by elaborating the structure of a training workshop which might take place as a follow-up activity. This is a group work exercise. The trainers should ensure that not all the groups prepare for exactly the same type of training workshop. We recommend focusing rather on a shorter (1-3 days) than on a longer training workshop (8-10 days) in order that the simulation does not grow out of proportion in the context of a ToT workshop.

The groups will then share their results and explain how they see the dramaturgy = workshop flow for the event that they have in mind. The trainers will then propose to each group, based on certain criteria, a sequence of about one hour to prepare in a detailed manner = scenario. The groups go back to the planning board and elaborate their scenario. In order to fill out the column 'who?' they will need to designate the team to act as trainers during the simulation.

Criteria for selecting a sequence for the simulation

- *Diversity of methods: the sequences should demonstrate the application of different methods;*
- *Making a meaningful performance according to the allocated time slot;*
- *Efforts for elaborating the scenario should be more or less the same for the groups.*



6.3 Conducting a simulation: participants on stage

The simulation itself needs a proper set-up. The set has to be compatible with the training situation to be simulated. If trainees are usually seated in a classroom style seating arrangements, the simulation should be set-up accordingly. The simulation may involve trying out a new seating arrangement. Either way, the set-up should be done in a way that it facilitates the process of slipping into a more or less unusual role.

The trainers will then introduce the simulation process. Eventually, there will be a preparation phase where the different groups acting in the simulation prepare themselves for their roles. The trainers will also introduce the rules of the game. Agree with the team beforehand whether they will act for the whole time slot or if the trainers will interrupt the process, i.e. they make a cut like on a movie set, for a moment to make an intervention.

The trainers will give a hint when the agreed time slot for the performance is over and they will introduce the feedback and reflection session. It may be useful to have a break in between so that actors can slip out of their roles. For further details regarding the feedback and reflection session see chapter 5.



7 Designing a training programme

This chapter provides an overview of what needs to be taken into consideration when designing a training programme. A training program can cover several training workshops or a single training event. Regardless of whether the training program is complex or not, thorough and deliberate preparation and design are indispensable. In this chapter we will put more emphasis on the design of a particular training workshop, which is of course part of a training program. Eventually, the design of a training workshop acts as a pilot function with a series of training workshops following the successful pilot training workshop.

Even if this Training Handbook focuses on training related to climate change adaptation we would like to present this chapter in a way that it can also be helpful in designing training programmes and workshops in other fields.¹³ This is not too ambitious because training design is to be seen as a cross-cutting endeavour, i.e. that certain steps and tasks are relevant for whatever content the training programme or workshop might focus on.

7.1 Clarify objectives and major themes and topics

We assume that an institution takes the initiative for a training programme and asks an internal or an external trainer - or a team of trainers – to prepare a training programme. The first question the trainers must raise regards the **objectives** the institution, i.e. what the institution (client) wants to achieve. Talking about 'objectives' should include clarification on the expected outcome as well as the desired impact of a training programme. And asking the client about objectives also clarifies their expectations vis-à-vis the trainers. Trying to understand these objectives goes hand-in-hand with the exploration of underlying assumptions.

The trainers also need to agree with the client institution on the approach. It will be fairly difficult to find a good compromise if the client wants an input and content driven training while the trainers are in favour of a participatory training approach. Regarding the 'approach' it is also necessary to explore with the client institution how the training programme should be structured.

The following questions are most helpful in this respect:

- What will be the sequencing and mix between training workshops and train-the-trainer workshops?
- Will training workshops as a single event be sufficient?
- Should a modular approach be given priority, which means organising the training process as a series of several workshops?
- Based on the agreement about the participatory orientation of the training programme, what approach will be taken for the training process to be adopted, e.g. case method?
- On which levels the training workshops should take place, e.g. country, regional, sub-regional, supra-regional?

¹³ For indications on how to compose a training programme out of the 10 given modules see chapter 8.



At the end of this clarification the trainers need to be convinced that a training programme is the right way to achieve the client's objectives. Eventually, the trainers may suggest other capacity building measures going beyond the trainers' mandate.

7.2 Learn about participants and their needs

The agreement with the client institution will already have provided indications about the participants in the training process. But as the training programme unfolds, the question 'Who needs to participate?' will find a more and more concrete answer. Criteria are indispensable in order to make a proper selection of participants. If, for instance, train-the-trainer workshops are part of the training programme you need to define, what is required from the trainers in terms of background and experiences in order to qualify for a ToT workshop? In defining criteria the organisational context needs to be taken into consideration: will the participants be in a position to use their newly acquired capacities and competencies in a way that the expected outcome and impact can be achieved?

There are other questions to be taken into consideration when selecting participants for a training programme or training workshop:

- How many participants you want to have in a training workshop? What is the maximum and minimum?
- What mix you want to have in the group in terms of experiences, professional backgrounds and institutional affiliations?
- How can you make the group gender-balanced?
- What are your assumptions about the participants' openness towards a participatory training approach?

Once the participants are selected the question needs to be raised: 'what do they expect from the training programme?' The trainers certainly have assumptions about the participants' needs and expectations.

However, there is sufficient evidence that it is useful to provide future participants with an opportunity to indicate what they want to happen during the training workshop in order to make it successful for them. One could also put the corresponding questions about what should not happen. This feedback is valuable for helping the trainers in designing a training programme or a training workshop. And eventually potential participants can be involved in the design process.

7.3 Define learning objectives

For defining learning objectives it is helpful to go to the very end of the learning process in answering the following question: **what should participants be able to do differently/better?**

Formulation of learning objectives

The formulation of learning objectives is a key step in preparing a training workshop. It is the anticipation of what participants will take home from a training workshop in terms of newly acquired abilities and competencies. This will set the stage for how they will use these newly acquired abilities and competencies in order to achieve the expected outcome and impact of the training programme/workshop. Learning objectives already provide indications about stages in the workshop process because some of the learning objectives might be achieved 'on the road' whereas others are only achieved at the end of the training workshop.



Arrangements for learning transfer

It might look premature to talk about learning transfer at this stage. But preparing for learning transfer starts with the selection of participants. Conditions are favourable for learning transfer if a participant is mandated from within his organisation, i.e. his/her section or his/her department. Ideally, the superior defines his/her objectives for what he/she expects the staff member to take home from this training programme. The client organisation should take action as early as possible for this mandating to happen.

Mandating a participant in a training workshop may take the form of a participant bringing his/her case/project to the training workshop. Maybe there are already initiatives taken in his/her organisation on designing particular trainings programmes and the trainees is now mandated to use the training workshop to get input and ideas for this internal design process to move forward.

The more an organisation shows itself indifferent regarding one of its members participating in a training workshop the less likely effective learning transfer is.

Draw the line between ideal and minimal objectives

At this stage of the training workshop preparation there are still a lot of variables which can only partly be influenced. With this level of uncertainty it is useful to make the distinction between ideal and minimal objectives. These could be sketched in 3 scenarios. With these scenarios the trainers are well prepared for a situation where they need to say: "Do we go for it or not?" If the client organisation suddenly faces unexpected budget restrictions and wants to do the training workshop in 5 instead of 10 days it might be necessary for the trainers to say that they cannot even reach the minimal objectives with such a reduced time budget. It might then be wise for you to reconsider the whole assignment and eventually refrain to taking it further with this client organisation.

7.4 Clarify budget and logistics

This is a decisive milestone in the design process because it entails negotiations with the client organisation and what is available in terms of budget and what is needed to reach the objectives of the training programme. In most cases this is a **difficult balancing act**. The client organisation might push for increasing the number of participants per training workshop while you as trainers would need to explain that you cannot reach certain learning objectives when you have a group of 25 instead of 15 participants, for example. Another critical parameter is 'duration'. The normal reaction of a client organisation with a tight budget is to cut down on the days for a training event and to increase the number of participants. It is crucial for trainers at this stage not to accept responsibility for achieving certain learning objectives if the duration and number of trainees are not tuned in a way that these learning objectives can be achieved.

Trainers need to be prepared at this point to put **convincing methodological arguments** on the table regarding the two key parameters: duration and number of participants. There is a less decisive factor coming into the picture, but it is a tricky one: location. Being in a hotel close to an airport with a windowless room is a nightmare and it may be the cheapest and the most practical solution – transport! –, but it backfires seriously. Therefore it is important for trainers to lobby for a suitable venue. A good venue provides for working rooms with sufficient light and space, away from the daily life of busy organisations, but not too remote.



If they are unfamiliar with the venue selected, trainers should check it out to see whether it is suitable for a participatory workshop.

- What is the flexibility in terms of seating arrangements?
- Is there enough space to practice the mobile visualisation and to work in different arrangements?
- Is it possible to expose visualisation results on walls?
- Are there obstructive pillars in the room?

7.5 Prepare workshop structure

Based on the learning objectives it is possible to make a draft of the workshop flow. Using a mind map has proved to be very useful at this stage. The workshop flow depicts the sequence of working steps from the opening and introduction until evaluation and close of the training workshop. It derives from the abilities of the trainers to anticipate an **exciting and effective dramaturgy for the whole learning process**. It is like a sketch map of how the workshop process is supposed to unfold. How it will really unfold is of course not predictable because this depends on what the major actors in the workshop scenery, the participants, will or won't do.

It is this draft of the workshop flow that will serve as a starting point for developing the training workshop scenario (see below). It will also help the trainers on the first day of the training workshop because it is much more convincing to explain the main working steps in this manner than in a detailed programme where the participants will not be in a position to immediately grasp what to expect.

7.6 Develop scenario of the training workshop: content, methods, process

Based on the workshop structure the trainers will sit together to work out a detailed day-to-day scenario for the workshop process. Working on such a scenario gives a good feeling of what is feasible with a particular group of participants in a limited time. Introducing the notion of 'time' makes certain methodological options more or less feasible. However, it is not recommended to overdo it in the sense of starting the scenario development with the question: what should we do on the first day at 9 o'clock? Rather start with the content and the methods and at some point check how you can bring it into a meaningful time line. There is no best practice for the structure of the scenario. Of course you need to say something about the what = content and the how = methods, but if you want to add, for example, a column labelled 'material needed' you are free to do so.

Developing a day-by-day detailed plan

When?	What?	How?	Who?	Observations/comments

The main task in scenario development is to **combine certain contents with particular methods** in a way that a dynamic process of joint learning can unfold. Of course, the flow chart of the workshop process (see above) already gives some indications, but the real dramaturgic work happens in scenario development. Making use of a broad methodological repertoire is crucial at this stage. Methodological variability helps to keep the learning process dynamic through partici-



participants taking an active role which they will not be willing to take if certain methods are overdone – e.g. lectures, brainstorming, group work. Even ‘group work’ can be overdone if participants get the impression that they are being sent again and again to group work sessions without proper sharing, analysis and synthesising plenary sessions.

As we recommend working with a co-management committee (see sub-chapter 4.2) it is important to plan for the committee sessions while developing this detailed scenario.

Scenario development can be understood as if different scenarios need to be developed. By and large, it is sufficient to have one scenario for each day. It might be useful to foresee different methods which you can use at a certain stretch in the workshop process. But scenario development should not be overdone in the sense of having alternative scenarios at each point in the training workshop process.

In working on the scenario development trainers should bear in mind that the scenario is only an anticipation of what might happen during the training workshop. It should provide guidance for the trainers but it should not be conceived of as a detailed plan of action to be implemented step-by-step and word-for-word, thus sacrificing the overarching principals of methodological flexibility and process-orientation.

7.7 Clarify documentation and reporting

Trainers need to decide beforehand, in consultation with the client organisation, how the results and the process of the training workshop are to be documented. This depends on the scope of documentation, i.e. if it is done ‘only’ for the participants or if the documentation should be made available, eventually in a more elaborated form (report, handbook), to a wider audience.

At this stage the trainers also need to decide what they want to put at the disposal of the participants, beyond the workshop documentation, for supporting the learning transfer. This support could comprise of handouts, a reader, case studies or a handbook, to give a few examples.

7.8 Operational planning

Finally the team of trainers will divide the tasks and responsibilities among its members according to the workshop structure and the scenario developed. An action plan will highlight what needs to be done by whom at which level of urgency. This action = operational plan will facilitate the preparation work of the team prior to the training workshop. It will include the preliminary agenda for the final planning meeting which the trainers will have on the day before the participants arrive.



Part II

Introduction to the training modules



8 Introduction

Agenda of case work

Chapter 3.3 (p. 14) provides detailed information on the Case Method sequence as it is used in the context of this training. The following hints are more practical:

- To get them into the case study, you may want to provide the participants with the **training manual** prior to the course. In any case, allocate some time in the training agenda for **individual reading**.
- The prepared **Handouts** should be disseminated at the end of each session.
- If time allows you could present a short '**real-life example**' which illustrates how the specific topic of the particular case work (not more!) was handled in practice.

Time structure

The following pages introduce every module including a suggestion on the time that should be allocated. While all modules could also be run in about 90 minutes, experience from piloting shows that sound learning experiences (especially in case work and reflection) require more time.

Beside the modules, there are some other elements which should be included in the agenda:

- Welcome and introduction to the course
- Introduction of trainees and trainers
- Introductory lecture
- Reading time for the training materials
- Action learning exercises
- Course evaluation

Furthermore, it would be good to have

- Peer-review session towards the end for exploring a real case presented by one of the trainees
- Final transfer to participants' work (e.g. '*letter to myself*')

An example for a 3½ day training agenda is shown on page 72.



Composition of modules for a training course

The training is module based. The existing modules are listed below including for which audiences they are relevant. The individual course can be hand-tailored reflecting the audiences and the time available for the course. In this way, the overall time required for the whole course can vary between 1.5 and 5 days.

Module		Preferred audience	Relevance
1	Climate lens	National, regional, local	X
2	Interpret climate data	National, regional, local	(X)
3	Four-step approach -1: Assess vulnerability	National, regional	X
4	Four-step approach -2: Identify adaptation options	National, regional	X
5	Four-step approach -3: Select adaptation measures	National, regional	X
6	Four-step approach -4: Develop an M&E framework	National, regional	(X)
7	Develop institutional capacity for adaptation	National, regional	(X)
8	Local vulnerabilities	Local	X*
9	Local action	Local	X*
10	Integration of adaptation into the project cycle	National, regional	(X)

X = core module, no training should go without them

(X) = modules that are good to have, especially at national and regional level

X* = specific modules relevant for local level



9 Module 1 ‘Apply a climate lens’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Understand the relevance of climate change as a topic for development cooperation. - Understand that adaptation is an additional cross-cutting issue in an already complex and dynamic system. - Learn that in order to avoid maladaptation, interventions should pass a routine check ‘the climate lens’. - Learn that by understanding the relevant climate change risks and opportunities policies, programmes, plans or projects can be made more climate-resilient and more supportive of adaptation. - Understand that ‘apply a climate lens’ is the first step of a systematic approach to adaptation; it establishes the basis for integrating adaptation into development efforts.
<p>Further learning objectives</p> <ul style="list-style-type: none"> - Climate lens is expected to provide a ‘feeling’ for the whole system. - A strategic ‘bird’s eye view’ helps to deal with complex issues step-by-step to avoid the overwhelming feeling of ‘everything relates to everything’. - The first step to climate change adaptation is easily done: The ‘climate lens’ can generally be applied using existing information and in a relatively short amount of time.
<p>Terminology</p> <p>Adaptation, maladaptation, climate change impact, climate signals</p>
<p>Link with other modules</p> <p><u>Requires</u></p> <ul style="list-style-type: none"> - ‘Introduction to climate change adaptation’ (input ppt and discussion) - ‘Introduction to Zanadu’ (input ppt; individual reading time) <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - ‘Adaptation terminology’ (action learning) <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> - Detailed assessment in M3-6



Suggestions for running the module						
Time consideration (min)	Reading time	Intro	Case work	Presentation of results	Reflection	All in all
	45	15+15	60	5min per group	25	135+45
Necessary reading	<u>Before module</u> - Introduction to Zanadu					
Intro	<u>Module</u> - Module intro ppt - Add task description the way you decide to run it <u>Additional items</u> - As this is the first module, explain the case method sequence - Introduce 'working rules' (see above) to ensure effectiveness					
Case work	- Divide participants in max 4 working groups at random. Try to find out participants' strength and weaknesses during M1 and M2 in order to assist effective group compositions for M3-M6 - Assign each group a slightly different task, e.g. all groups start with grid line 1 and then move on to different lines.					
Presentation of results	- Groups give brief overview of their findings <u>Additional items</u> As this is the first module - Introduce time keeping rules (3' and 1' cards to be shown) - Introduce feedback rules - Explain that trainers only give feedback when necessary <u>Additional items for discussion</u> - What additional risks may follow climate change: e.g. economic risks, humanitarian crises and conflicts, negative impact on ecosystem services? - Is the national/state plan sensitive to climate change? What are priority areas? How does climate change exacerbate problems in combination with existing (non-climate) pressures? - What issues might be most important on a shorter time horizon? A longer time horizon? Did you identify different challenges to cope with long-term/short-term effects? - Data and information needs: What studies would you need to commission? Are there issues to be monitored with increased attention?					
Reflection	<u>Method</u> - Free discussion (helps people to get used to the group) <u>Possible items</u> - Reflect participants' work experiences: Where would a 'climate lens' have contributed? Where could it be used in future? - For more see learning objectives and handout					
Preparation	- Zanadu input ppt - Module input ppt - Set 4 boards with matrix (see Training Manual)					



10 Module 2 ‘Interpret climate data’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Get an overview of the major aspects of climate science: scenarios, models at global and regional level. - Learn about the various climate data sources: historic versus projected data, data at different geographic resolutions, models and scenarios. - Get a feeling for the different conclusions which different data types allow. Understand that they all have their limitations and value. No single information source will answer all questions. - Learn that climate data have a certain degree of uncertainty that needs to be dealt with professionally in order to promote action (-> link to input ‘communicate climate change’). - Understand that climate information lays the foundation for, but does not automatically lead to, the ‘right decision’. Data interpretation and decision-making within a range of possible futures are subsequent crucial steps. Interpretation and decision-making relate to a society’s values.
<p>Further learning objectives</p> <ul style="list-style-type: none"> - Incomplete data situation is a challenge to adaptation planning. - Even non-data experts are able to deal with a standard set of climate information. - An organised/focused approach to climate data can help to deal with uncertainty.
<p>Terminology</p> <p>Climate signals and climate change, data, trends, (emission) scenario, climate model, projection, prediction, scatter plot</p>
<p>Link with other modules</p> <p><u>Requires</u></p> <ul style="list-style-type: none"> - <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - M3-M10 as it provides relevant climate information on Zanadu <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> -



Suggestions for running the module						
Time consideration (min)	<i>Reading time</i>	Intro	Case work	Presentation of results	Reflection	All in all
	0	Intro: 15 Input: 20	3x10	30	15 (+30)	110 (+30)
Necessary reading	No extra time needed					
Intro	<p><u>Module</u></p> <ul style="list-style-type: none"> - Module intro ppt - Add task description the way you decide to run it <p><u>Additional items</u></p> <ul style="list-style-type: none"> - Input ppt 'Interpret climate data' and discussion 					
Case work	<ul style="list-style-type: none"> - Divide participants in 2 sets (a,b), and each set in 3 working groups (1,2,3) - Explain that in order to give everybody more room for contribution, the two sets (a,b) will do the same 3 tasks, but in two separate circles (a,b). - Give detailed instructions: <ul style="list-style-type: none"> - The case work is done while standing in front of the boards. - Each group (1,2,3) starts means interpreting the respective exhibit (1,2,3), i.e. groups a1 and b1 start with exhibits 1, a2 and b2 start with exhibits 2, and a3 and b3 start with exhibits 3. - Groups rotate (per set in their circle) from one exhibit to the next after 10 min (group a1 goes to exhibit 2, group a2 goes to exhibit 3, etc.). There they comment on findings from the previous group(s) and add their own ideas. - After 30 min, groups go back to their initial board, and both groups of same topic join (a1 and b1 present exhibit 1) and review cards in order to highlight major common insights, but also discrepancies in interpretation. 					
Presentation of results	<ul style="list-style-type: none"> - Joint presentation major insights as well as discrepancies in interpretation per exhibit (e.g. a1+b1 explain exhibit 1) <p><u>Additional items for discussion</u></p> <ul style="list-style-type: none"> - What are the temporal developments of concern in the country? What are the spatial developments of concern in the country? - What role could local people or national experts play in providing climate information? What would you ask them? 					
Reflection	<p><u>Method</u></p> <ul style="list-style-type: none"> - Free discussion (helps people to get used to the group) <p><u>Possible items</u></p> <ul style="list-style-type: none"> - Draw participants' attention to the completed task: you are able to interpret climate data - Discuss applicability of knowledge: challenge of making interpretations, challenge of communicating interpretations and gather ideas on how to deal with this challenges in professional manner in the future - Discuss solutions to handle the limitations of the data (e.g. uncertainties of projections, disagreement of models) (-> e.g. combination of data, triangulation, other sources) - Discuss approaches how to deal with uncertainty? (-> e.g. reflect your real needs for decision-making, organise focused data development) - For more see learning objectives and handout 					



<p>Additional info</p>	<p><u>Other</u></p> <ul style="list-style-type: none"> - If you do not run M8+9, you could integrate the Talaran Map (M8) as another exhibit and discuss locally observed climate changes as another data source. - Try to find participants' strength and weaknesses during M1 and M2 in order to make good matches for M3-M6 - After reflection, you may want to engage in discussing 'How to communicate climate data': there is a 30' ppt but you may want to consider a brainstorming/guided questioning to get the content out
<p>Preparation</p>	<ul style="list-style-type: none"> - 'Interpret Climate Data' input ppt - ('Communicate Climate Data' input ppt) - Module input ppt - Copy each exhibit two times in large size - Set 3 boards (back and front same exhibit) with questions (see Training Manual) and cards (two different colours) for answers - Line up boards so that each side shows three different exhibits

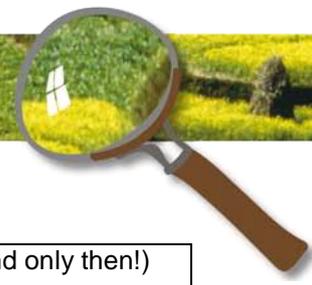


11 Module 3 ‘Assess vulnerability’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Understand the application of the adaptation terminology and how the different aspects are inter-linked. - Understand that a detailed analysis is the first step to a systematic approach to climate change adaptation. - Learn how to identify factors contributing to vulnerability in a system along an ‘impact chain’ - Understand how to determine vulnerability and need for action. - Understand that adaptation may interfere with/exacerbate non-climate stressors
<p>Further learning objectives</p> <ul style="list-style-type: none"> - Adaptation requires lots of cross-thinking. - The systematic approach to climate change adaptation helps you to deal with the highly complex issue of adaptation. The step-by-step approach assists you in focusing: By sticking to the questions you can limit/avoid confusion by complexity.
<p>Terminology</p> <p>Exposure, sensitivity, biophysical and socio-economic impacts, adaptive capacity, vulnerability, system of interest</p>
<p>Link with other modules</p> <p><u>Requires</u></p> <ul style="list-style-type: none"> - ‘Introduction to climate change adaptation’ (input) - ‘Introduction to South State’ (individual reading time) - ‘Adaptation terminology’ (action learning) <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> - Provides exposure, sensitivity and adaptive capacity factors as potential avenues for identifying adaptation options in M4



Suggestions for running the module						
Time consideration (min)	<i>Reading time</i>	Intro	Case work	Presentation of results	Reflection	All in all
	30	15+5	90 (35+55)	20	0	130 + 30
Run M3-M5 in one day, M3 before lunch						
Necessary reading	<p><u>Before</u></p> <ul style="list-style-type: none"> - Introduction to South State <p><u>During</u></p> <ul style="list-style-type: none"> - Complex task description, need to give enough time for case work 					
Intro	<p><u>Module</u></p> <ul style="list-style-type: none"> - Module intro ppt - Add task description the way you decide to run it <p><u>Additional items</u></p> <ul style="list-style-type: none"> - Roughly explain the whole analytical process (M3-M5) and the final stage of M&E (M6) - Reiterate that it is very important to focus on one given question (column) at a time - Give a rough indication how time should be spent between part 1 and part 2 (note down on cards and pin them to the boards) 					
Case work	<ul style="list-style-type: none"> - Divide participants into 4 balanced working groups. (Use your experience with the participants gained from M1 and M2 to assist well-balanced group compositions) We suggest the same group composition for M3-M6. - Assign 2 groups to each key area (agriculture or water) - Assign each group/key area a slightly different task, e.g. all groups start with grid line 1 and then move on to different lines <p><u>During</u></p> <ul style="list-style-type: none"> - Each group should work through parts 1 and 2 - Make sure that the groups manage to integrate findings from part 1 in discussions in part 2 					
Presentation of results	<p><u>Method</u></p> <ul style="list-style-type: none"> - Groups give brief overview of their findings - Find out if there are major points for clarification that would concern all participants <p><u>Additional items for discussion</u></p> <ul style="list-style-type: none"> - Questions and challenges in defining socio-economic and ecological sensitivity, adaptive capacity, biophysical and socio-economic impacts. - What are the most important vulnerabilities? - What are long/short term effects? - How do non-climate stressors influence vulnerabilities? 					
Reflection	<p><u>Method</u></p> <ul style="list-style-type: none"> - Only after M5 <p><u>Additional items for discussion</u></p> <ul style="list-style-type: none"> - Discuss different ways of defining a system of interest - Discuss how the systematic use of terminology could be employed in work life 					



Additional info	<ul style="list-style-type: none"> - Challenging module, if groups seem to need more support (and only then!) <ul style="list-style-type: none"> - consider explaining module to co-management committee the evening before and distribute them equally among groups - consider assisting as group facilitators (instead of remaining advisors) – last resort! - Column D has been noted as 'blocking element' in the thinking stream: explain why it has to be there
Preparation	<ul style="list-style-type: none"> - Module input ppt - Set 4 boards with matrix part 1 (2 per key area; see Training Manual) - Set 4 boards with matrix part 2 (2 per key area; see Training Manual)



12 Module 4 ‘Identify adaptation options’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Understand the different sets of adaptation options: <ul style="list-style-type: none"> - Reduce exposure, decrease sensitivity, increase adaptive capacity, - ‘No regrets’ options (with benefits even without climate change, often going hand-in-hand with development as usual) up to costly additional measures confronting climate change, - Types of action: policy change, infrastructure, enhanced capacity, good practices, etc. - Understand that with the identification of adaptation options, the systematic approach becomes a forward thinking step. This is the very beginning of implementation.
<p>Further learning objectives</p> <ul style="list-style-type: none"> - When looking for solutions, let your mind move freely and do not limit the range of opportunities by starting with limiting criteria.
<p>Terminology</p> <p>Exposure, sensitivity, biophysical and socio-economic impacts, adaptive capacity, vulnerability, system of interest</p>
<p>Link with other modules</p> <p><u>Requires:</u></p> <ul style="list-style-type: none"> - M3: for definition of exposure, sensitivity and adaptive capacity factors - ‘Framing adaptation’ (Action learning) (ideally) <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - ‘Adaptation Terminology’ (Action learning) <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> - Provides a broad brainstorm for further evaluation and analysis in M5



Suggestions for running the module						
Time consideration (min)	<i>Reading time</i>	Intro	Case work	Presentation of results	Reflection	All in all
	0	20	40	0	0	60
Run M3-M5 in one day, M4+5 after lunch						
Necessary reading	No extra time needed					
Intro	<u>Module</u> <ul style="list-style-type: none"> - Module intro ppt (M4+5) - Add task description the way you decide to run it - Add info on presentation (see M5 below) - Give a rough indication of how time should be spent on M4 and M5 					
Case work	<ul style="list-style-type: none"> - Groups remain as in M3 - Assign each group its respective task, i.e. continue to work in the same grid lines as started in M3 <u>During</u> <ul style="list-style-type: none"> - Make sure that the groups manage to move on from M4 to M5 					
Presentation of results	- Only after M5					
Reflection	- Only after M5					
Preparation	<ul style="list-style-type: none"> - Module input ppt (M4+5) - Set 4 boards with matrix (2 per key area; see Training Manual) 					



13 Module 5 ‘Select adaptation measures’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Learn about the definition of standard selection criteria and other parameters for action (timescales, limitations, etc.). Understand the impact of choosing specific criteria. - Understand the procedure of a multi-criteria analysis for adaptation. - Understand that in a systematic approach to adaptation, not all options can be dealt with, and focused action on priority items is a success factor. - Learn that a step-by-step narrowing down ultimately requires a cross-check to see if the set of selected measures really covers the need.
<p>Further learning objectives</p> <ul style="list-style-type: none"> - Adaptation requires difficult decisions. Decisions out of the comfort zone need to be carefully communicated. - Transparent, fair and systematic decision-making processes based on agreed criteria are an indispensable foundation for acceptance.
<p>Terminology</p> <p>Criteria, effectiveness, cost, feasibility</p>
<p>Link with other modules</p> <p><u>Requires</u></p> <ul style="list-style-type: none"> - M3 and M4 <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> - Provides the selected measures to be included in the M&E framework in M6 - Defines the areas in which further activities should take place, while institutional capacity will be required accordingly: task in M7



Suggestions for running the module						
Time consideration (min)	<i>Reading time</i>	Intro	Case work	Presentation of results	Reflection	All in all
	0	0	60	20	40	120
Run M3-M5 in one day, M4+5 after lunch						
Necessary reading	No extra time needed					
Intro	<u>Module</u> - Done together with M4					
Case work	- Groups continue work as started in M4 - Assist time management (change from M4 to M5) - Ensure that working groups have an outcome to present, i.e. measures that are more district than options and complement each other to form a strategy to address the defined need for action					
Presentation of results	<u>Method</u> - Expert workshop on sustainable water management at the Ministry of Planning, - One trainer takes the role of the SWA Director to whom the experts report; the other trainer is a technical advisor to the SWA director (and representative of a donor) - Working groups' representatives present selected adaptation measures as suggestions on how to adapt the water management in South State. <u>After 'end of workshop'</u> - Swap role back to trainer - Together check the set of adaptation measures if they address range of key risks and if they would be effective altogether <u>Additional items for discussion</u> - Which key actors must be involved? What challenges does this present? How do these responses relate to other ministries and institutions? - Which measures are most feasible? Which are least costly? Which imply the least social frictions? Do the 'hot shots' fit together? - Which prioritised options complemented one another? Which were substitutes? Did alternative adaptation scenarios emerge? (e.g., we could choose option A with option D for near-term benefits, at a low cost, to increase buy-in, or we could propose option A and option C if financing is available to transition to a more resilient outcome over the long-term...) - What categories do the adaptation options/measures belong to? (e.g. short-term/long-term; technical; institutional) - Under which conditions are the selected measures sustainable? - Can you increase overall resilience?					



<p>Reflection</p>	<p><u>Method</u></p> <ul style="list-style-type: none"> - Remind that reflection covers M3-M5 - Buzz groups for open exchange; feedback to plenary by writing cards (what did we learn, what remains unclear) - Plenary discussion for round up <p><u>Possible items</u> (plenary discussion)</p> <ul style="list-style-type: none"> - Discuss challenges and opportunities of the systematic methodology – and how these can be applied in the participant’s work context - At which level do you define adaptation options? (From macro level to micro level or from strategic advice to operational level...) - What criteria are most challenging to use? Most practical or useful? - Draw attention to the different approaches to adaptation - Get back to M2’s discussion on dealing with uncertainty – see how participants managed to work around - Discuss how different stakeholders benefit from selected measures; consider grouping adaptation options into option types (e.g. policy, capacity, infrastructure – national, state and local level – etc.) - For more see learning objectives and handout
<p>Additional info</p>	<ul style="list-style-type: none"> - Alternative approach to the case work: assign different stakeholder roles to the group participants during scoring - During reflection, you could also discuss ‘ecosystem based approaches to adaptation’ <ul style="list-style-type: none"> - Choose an ecosystem/biodiversity item as system of interest: which measures could assist the natural adaptation? - Choose ‘ecosystem-based’ adaptation options instead of technical solutions: could there be a win-win effect? - Choose ‘biodiversity-friendliness’ as criterion: ensure the ‘do no harm’ principle
<p>Preparation</p>	<ul style="list-style-type: none"> - Set 4 boards with matrix (2 per key area; see Training Manual) - Set workshop situation in plenary room - Prepare Minister’s position, questions to ask



14 Module 6 ‘Develop an M&E framework’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Learn to think in a results chain. - Learn to define indicators. - Understand the challenges of M&E in adaptation: long-term impacts, complex and dynamic environment, attribution. - Understand the need for M&E for adaptation: track delivery of results, ensure desired impact, increase knowledge in new fields, provide accountability and develop a unique selling point for funding based on provable results.
<p>Further learning objectives</p> <ul style="list-style-type: none"> - M&E as a tool goes beyond control and means learning from experiences in order to enhance performance.
<p>Terminology</p> <p>Monitoring, evaluation, indicator, result, output, outcome, impact, attribution, attribution gap</p>
<p>Link with other modules</p> <p><u>Requires</u></p> <ul style="list-style-type: none"> - <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - The vulnerability factors defined in M3. They give the indications on what should be ameliorated. - The strategy developed in M4 and M5 <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> - Some action items in M7 relate to the M&E framework/the task of conducting results-based M&E



Suggestions for running the module						
Time consideration (min)	Reading time	Intro	Case work	Presentation of results	Reflection	All in all
	0	20	60	20	40	140
Necessary reading	No extra time needed					
Intro	<u>Module</u> <ul style="list-style-type: none"> - Module intro ppt - Add task description the way you decide to run it 					
Case work	<ul style="list-style-type: none"> - Groups could continue work as in M3-5 <i>Alternative (e.g. if you feel that the groups cannot manage the difficult task on their own): fuse two groups and have one trainer assigned to each larger working group</i> - Have all groups work the matrix from top to bottom (for comparability); explain the steps, how to work through the matrix (B1>B2, C1>C2, D) - Refocus discussions on results chain as well as the on overall desired impact (balanced water supply and demand under climate change) - Results chain and indicators are tricky; trainer support might be needed to get discussions straight 					
Presentation of results	<u>Method</u> <ul style="list-style-type: none"> - Presentation of major results per working group to the plenary - Ask colleagues to comment <u>Additional items for discussion</u> <ul style="list-style-type: none"> - What kind and type are the indicators? - How can you get the data required for implementing the indicator? 					
Reflection	<u>Method</u> <ul style="list-style-type: none"> - Plenary discussion <u>Possible items</u> <ul style="list-style-type: none"> - Discuss specific reasons for M&E for adaptation (e.g. new topic requires funding, new topic needs to bring proof of results) - Discuss difficulties in results-based M&E for adaptation <ul style="list-style-type: none"> - Given the complexity of the issue, how can the overall impact be measured: Climate change is only one stressor among many on sustainable development; adaptation is a long-term issue; climate conditions are constantly changing;... - Attribution, given the complexity of the issue - Distinguish 'adaptation measures' from 'business as usual' - For more see learning objectives and handout 					
Additional info	<ul style="list-style-type: none"> - If you are not doing M7, you may want to elaborate more on adaptive management and learning at this stage. (See handout and ppt M7) 					
Preparation	<ul style="list-style-type: none"> - Module intro ppt - Set 4 boards with matrix (see Training Manual) - Some background reading on M&E for adaptation and results-based M&E - Have a good example at hand of how to choose an indicator (e.g. luxurious house – golden taps) 					



15 Module 7 ‘Develop institutional adaptive capacity’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Understand that successful action on adaptation requires adequate institutional capacities at different levels. - Learn about different adaptive capacity frameworks and how to use the NAC by WRI - Learn how to deal with adaptation as an ongoing change process.
<p>Further learning objectives</p> <ul style="list-style-type: none"> - Sustainable capacity development requires aligned activities at all four levels: individual, organisational, network and policy level. - Successful adaptation requires horizontal and vertical cooperation beyond organisational borders (intersectoral, with civil society,...). - Capacity development should always build on the given institutional situation, and develop new activities from there. Lots of new activities that cannot be sustained may even be counterproductive.
<p>Terminology</p> <p>Capacity development at individual, organisational, network and policy level, adaptive capacity, institution vs. organisation</p>
<p>Link with other modules</p> <p><u>Requires</u></p> <ul style="list-style-type: none"> - <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - Action learning ‘Adaptation terminology’ - Builds on the knowledge acquired in M3-6 <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> -



Suggestions for running the module						
Time consideration (min)	Reading time	Intro	Case work	Presentation of results	Reflection	All in all
	0	25+15	70	30	20	160
Necessary reading	No extra time needed					
Intro	<u>Module</u> <ul style="list-style-type: none"> - Module intro ppt (including long introduction to capacity development and adaptive capacity) - Add task description the way you decide to run it 					
Case work	<ul style="list-style-type: none"> - Divide participants in max 4 working groups randomly - Assign each group a slightly different task, e.g. all groups start with grid line 1 and then move on to different lines 					
Presentation of results	<u>Method</u> <ul style="list-style-type: none"> - 'SWA Director' invites one expert per group to present suggestions and questions the presentation - Trainers can take the first go, then promote one participant to be Director by handing over a 'hat' <u>After all presentations:</u> <ul style="list-style-type: none"> - Check the set of measures together to see if they give a comprehensive picture - Note additional measures 					
Reflection	<u>Method</u> <ul style="list-style-type: none"> - Open discussion to round up <u>Possible items</u> <ul style="list-style-type: none"> - Discuss how capacity development is reflected in the participants work <ul style="list-style-type: none"> - Share good examples - Discuss how to overcome shortcomings - Discuss how adaptive management is reflected in the participants work - For more see learning objectives and handout 					
Additional info	<ul style="list-style-type: none"> - If your training is done with GIZ-related participants, you may want to refer to elements taken from Capacity WORKS® - If you feel that participants can take more complexity, you could also further elaborate on adaptive management. This is mentioned in the handout but is not explicitly discussed in the case work. 					
Preparation	<ul style="list-style-type: none"> - Module intro ppt - Set 4 boards with matrix (see Training Manual) - Prepare Directors position and questions to ask - Find 'hat' for Director 					



16 Module 8 ‘Local climate stresses, vulnerability and resilience’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Learn about local climate change information. Use observed climate variability as a starting point for adaptation to climate change. - Learn about local perceptions of vulnerability. - Understand that climate change at the local level will further challenge precarious livelihoods; and that adaptation is a development issue. - Learn about participatory rural appraisal methods.
<p>Further learning objectives</p> <ul style="list-style-type: none"> - There is a non-academic perspective to climate change adaptation, which also qualifies as valid information. - Different stakeholders may have different/opposing perspectives, which need to be managed.
<p>Terminology</p> <p>Vulnerability, resilience, livelihoods, sensitivity, coping capacity, adaptive capacity, participatory rural appraisal</p>
<p>Link with other modules</p> <p><u>Requires</u></p> <ul style="list-style-type: none"> - ‘Adaptation terminology’ (action learning) <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - Builds on the 4-step approach (M3-6), provides some additional context on participatory local processes - Can be used in M3 part 1 <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> - M9: as it gives an overview of local climate stresses



Suggestions for running the module						
Time consideration (min)	Reading time	Intro	Case work	Presentation of results	Reflection	All in all
	30	15	35	20	20	85+30
Necessary reading	<p><u>Before</u></p> <ul style="list-style-type: none"> - Introduction to West State <p><u>During</u></p> <ul style="list-style-type: none"> - A lot of information included in case work 					
Intro	<p><u>Module</u></p> <ul style="list-style-type: none"> - Module intro ppt - Add task description the way you decide to run it 					
Case work	<ul style="list-style-type: none"> - Divide participants in max 4 working groups randomly - Assign 2 groups each to one stakeholder perspective (pastoralists or farmers) - Explain that groups should work through column A first and only continue with column B if time allows - Ensure that after 25 min both groups of each stakeholder perspective should come together and compare their findings 					
Presentation of results	<p><u>Method</u></p> <ul style="list-style-type: none"> - Have two joint presentations by each stakeholder group <p><u>After the presentations:</u></p> <ul style="list-style-type: none"> - Are there differences/competing interests between the stakeholder groups? - Compare the findings of both stakeholder groups together: <ul style="list-style-type: none"> - Where are common challenges? - Which capacities do they have that could be of use to both? - Where could the competition between the land-uses become more challenging? 					
Reflection	<p><u>Method</u></p> <ul style="list-style-type: none"> - Make mixed groups with participants from each side (pastoralists, farmers), ask them to briefly exchange and note their views on cards - Collect contributions and cluster - Open discussion to round-up <p><u>Possible items</u></p> <ul style="list-style-type: none"> - Discuss the difference between adaptation measures and development-as-usual. Can climate and non-climate-related stresses always be clearly separated? Does this make a difference to the stakeholders? Why is it necessary to distinguish? - Discuss what can be done if a stakeholder group is not able to significantly enhance its own resilience? (-> link to next exercise) - For more see learning objectives and handout 					
Additional info	<ul style="list-style-type: none"> - This is the first time the term “resilience” is used. Make sure that you introduce it properly (see ppt.) - If you run modules 8 and 9 for people working at local level, you may want to allocate more time to discuss and use PRA tools (Annex). 					
Preparation	<ul style="list-style-type: none"> - Module intro ppt - Set 4 boards with matrix (see Training Manual) 					



17 Module 9 ‘Take action at local level and beyond’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Understand that climate change at local level will further challenge precarious livelihoods. - Understand the necessity of a multi-level approach; and that adaptation requires bottom-up thinking as well as national/sectoral planning. - Understand what can be done at the local level and how local adaptation links to regional and national governance and other actors.
<p>Further learning objectives</p> <ul style="list-style-type: none"> - There are issues that can be dealt with at the local level without any further support. It is therefore important to enhance potentials for autonomous adaptation. - Others, however, depend on further support and need to be communicated accordingly. - Defining first steps and responsibilities is key to keeping a process going.
<p>Terminology</p> <p>Vulnerability, resilience, livelihoods, sensitivity, coping capacity, adaptive capacity</p>
<p>Link with other modules</p> <p><u>Requires</u></p> <ul style="list-style-type: none"> - <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - ‘Adaptation terminology’ (Action learning) - ‘Framing adaptation’ (Action learning) - Builds on the 4-step approach (M3-6) - Builds on local information gathered in M8 <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> -



Suggestions for running the module						
Time consideration (min)	Reading time	Intro	Case work	Presentation of results	Reflection	All in all
	0	15	40	20	15	90
Necessary reading	If done together with M8, no extra time needed					
Intro	<u>Module</u> <ul style="list-style-type: none"> - Module intro ppt - Add task description the way you decide to run it 					
Case work	<ul style="list-style-type: none"> - Divide participants in max 4 working groups randomly - Assign each group a slightly different task, e.g. all groups start with grid line 1 and then move on to different lines - Explain that groups should present suggestions in the last workshop session 					
Presentation of results	<u>Method</u> <ul style="list-style-type: none"> - Final session of the workshop during which the experts present suggestions - Together check the set of measures if they give a comprehensive picture <u>Additional items for discussion</u> <ul style="list-style-type: none"> - How viable are the subjective vulnerability indications by stakeholders in the light of more scientific exploration? - How to support coordinated action at different levels of intervention? 					
Reflection	<u>Method</u> <ul style="list-style-type: none"> - Open discussion <u>Possible items</u> <ul style="list-style-type: none"> - Discuss how participants have dealt with multi-level challenges so far and how vertical integration for adaptation action can be enhanced - Discuss the difference between adaptation measures and development-as-usual; why is it necessary to distinguish? - Discuss how to enhance participation of different stakeholder groups given that their starting points may be very different - For more see learning objectives and handout 					
Additional info	<ul style="list-style-type: none"> - Alternatives for case work (instead of 'workshop participants'): <ul style="list-style-type: none"> - Working groups are 'independent advisors to the District Governor' - Link to M8, and have one group each continue as 'farmers' and 'pastoralists' and assign two more specific tasks to the remaining groups - Assign different stakeholder perspectives to each group member, e.g. district officials, local farmers'/pastoralists' cooperative representatives, the district water provider, scientists from local universities, etc. - Alternatives for presentation <ul style="list-style-type: none"> - Establish some characters (e.g. district officials, local farmers'/ grazers' cooperative representatives, the district water provider, scientists from local universities, etc) to comment on presentations. - Participants discuss a set of 3 common suggestions with respect to the common aim that can be put forward to the 'District Governor' - You could also run a 4-step approach at local level: start with M9 (which is M3+4 very condensed) and then use the methodological steps M5+6 					
Preparation	<ul style="list-style-type: none"> - Module intro ppt - Set 4 boards with matrix (see Training Manual) 					



18 Module 10 ‘Integrate adaptation into the project cycle’

<p>Main learning objectives</p> <ul style="list-style-type: none"> - Understand that development projects, their objectives and activities are influenced by climate change. Therefore there is a need to systematically assess and plan for adaptation in order to avoid maladaptation and to ensure that the project/programme continues to address priority development needs. - Learn that, development projects need to systematically seek opportunities to reduce beneficiaries’ vulnerability to CC-impacts, i.e. reduce exposure and sensitivity and increase the adaptive capacity. - Learn that a climate assessment at project level should not only reduce risks, but also actively explore further opportunities. - Understand the different technical steps for adaptation required at different stages of the project cycle; learn that the same steps apply to all projects at the various levels. - Learn about practical implications of addressing adaptation concerns (time, information, expertise required)
<p>Further learning objectives</p> <ul style="list-style-type: none"> - Participation of project stakeholders and beneficiaries in the assessment process will enhance acceptance of adaptation measures.
<p>Terminology</p> <p>Project cycle, vulnerability, sensitivity, exposure, adaptive capacity</p>
<p>Link with other modules</p> <p><u>Requires</u></p> <ul style="list-style-type: none"> - <p><u>Is linked to</u></p> <ul style="list-style-type: none"> - ‘Adaptation terminology’ (Action learning) - ‘Framing adaptation’ (Action learning) - M3-6: Can use the methodological knowledge acquired <p><u>Lays the foundation for</u></p> <ul style="list-style-type: none"> -



Suggestions for running the module						
Time consideration (min)	<i>Reading time</i>	Intro	Case work	Presentation of results	Reflection	All in all
	10	15	30	20	15	90(10)
Necessary reading	<u>During</u> - Project brief					
Intro	<u>Module</u> - Module intro ppt - Add task description the way you decide to run it					
Case work	- Divide participants in max 4 working groups randomly - Groups work through the same project brief					
Presentation of results	<u>Method</u> - Groups present their findings <u>Additional items for discussion</u> - What happens if integration of adaptation comes 'too late'?					
Reflection	<u>Method</u> - Buzz groups (either with neighbours or in mixed groups with people of similar position) to discuss your lessons learnt, note them on cards and present to the plenary - Open discussion <u>Possible items (open discussion)</u> - Discuss a list of criteria that help you to quickly get an overview of whether a project may be affected by climate change and should undergo a detailed climate assessment - How can you identify a project that will not make sense under climate change? - For more see learning objectives and handout					
Additional info	- Be aware that participants may be used to different project cycles, - keep the figure and refer to glossary to distinguish the steps OR - ask participants to explain a project cycle they know and work on that image. - If M10 is a major module in your training programme, you could also distribute different project briefs to trigger more discussion. - You could encourage participants to share real work life cases. However, be aware that this may cause difficulties in bringing discussions to the learning point. - A good final module for agencies or offices using projects to programme their resources.					
Preparation	- Module intro ppt - Set 4 boards for matrix (see Training Manual) - Provide 4 flipcharts/empty boards for suggestion matrix (see Training Manual)					



19 Action learning ‘Adaptation Terminology’

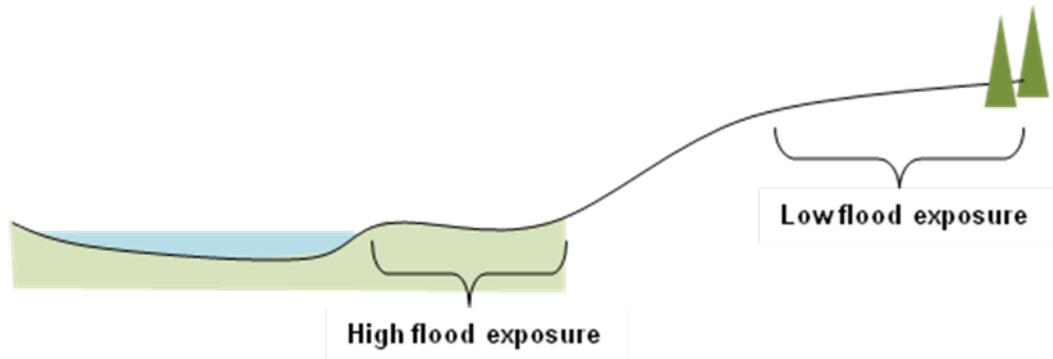
Main learning objectives
<ul style="list-style-type: none"> - Understand key terms related to climate change vulnerability. - Learn how to use exposure, sensitivity and adaptive capacity terms to create different vulnerability scenarios. - Learn how to identify these factors in a situation and identify which factors can be easily improved to reduce vulnerability.
Further learning objectives
<ul style="list-style-type: none"> - There are easily understandable steps towards the basic concepts of vulnerability.
Terminology
Exposure, sensitivity, impacts, adaptive capacity, vulnerability, system of interest
Link with other modules
<u>Requires</u> - <u>Is linked to</u> - <u>Lays the foundation for</u> - M3: provides the necessary terminology



Suggestions for running the module						
Time consideration (min)	Reading time	Intro	Case work	Presentation of results	Reflection	All in all
	0	15	15	0	15	45
Necessary reading	No extra time needed					
Intro	<p><u>Module</u></p> <ul style="list-style-type: none"> - Identify a climate-related stress that has local relevance: e.g. flood - Clarify that the action learning exercise will not focus on all relevant stresses in a system, just one - Describe a scene (and a system of interest) where one area is more likely to experience the climate stress than another, in other words: Two areas that have different levels of exposure to the selected stress. Use the Exposure card to label the scene - Describe the intrinsic qualities of two houses. Ask the participants what happens to each one if they have the same exposure (same location in the picture). Define the intrinsic characteristics that determine the extent of potential damages as Sensitivity - Describe two families and their physical, information, social and financial resources. Ask the participants what each family is able to do in the case of the climate stress and what the outcome might be. Define these preventive or reactive abilities as Adaptive Capacity - Make different arrangements to combine the components to illustrate that the combination of factors determines Vulnerability. For example, the most vulnerable situation in case of flood: a family without a car or radio (low AC), living in a basic house (high S) in the floodplain (high E). The least vulnerable situation: a family with a car and bank account and radio (high AC), living in a house on stilts (low S) not in the floodplain (low E) - Vary each factor and discuss which scenario is more vulnerable and why: 1) a family without a car or radio (low AC), living in a basic house (high S) away from the floodplain (low E) or 2) a family without a car or radio (low AC), living in a basic house (high S) in the floodplain (high E)? Explore each component (S, AC, E), changing each factor and discussing it with participants 					
Case work	<ul style="list-style-type: none"> - Plenary: ask for volunteers to come forward and work on the scene - Ask them to use the pictures to combine the components in different ways, describe the situation that they have created and evaluate vulnerability - Suggest additional cards for elements of adaptive capacity. Have participants explain what happens to the equation when these are involved - Suggest additional cards for elements of sensitivity. Have participants explain what happens to the equation when more or less sensitive elements are added 					
Presentation of results						



<p>Reflection</p>	<p><u>Method</u></p> <ul style="list-style-type: none"> - Open discussion - Make sure to end the exercise with graph 4, as this lays the foundation for the subsequently used terminology <p><u>Possible questions</u></p> <ul style="list-style-type: none"> - Discuss how the different factors can be changed: can exposure be changed or do these farms/houses have to remain at this level of exposure? Can sensitivity be improved? Can adaptive capacity be strengthened? What is most/least difficult? Most/least costly? Most/least socially desirable? (It is most likely that exposure is difficult, impossible or not acceptable to adjust, but sensitivity and adaptive capacity can be improved)
<p>Additional info</p>	<ul style="list-style-type: none"> - While participants would generally want simpler terms to help them understand the concept, it is helpful to point out that getting familiar with the terminologies associated with climate change is also good to get into the language of climate change as these are commonly used terms (internationally discussed terms with an adopted definition: refer to glossary) - Prepare a scene that depicts a climate-related risk as relevant to the training context
<p>Preparation</p>	<ul style="list-style-type: none"> - Five cards with the terms: Sensitivity, Exposure, Impact, Adaptive Capacity and Vulnerability to label the different scenarios and construct the vulnerability 'function' (see Graph 4). - A board with a scene that depicts the possibility of a climate-related risk, e.g. flooding. (see Graph 1). ALTERNATIVE: drought, erosion, storm damage. The scene should include two different exposure conditions – one area that is more exposed and one less exposed, e.g. one area lies within the floodplain and the other on higher ground. ALTERNATIVE: In an arid landscape, a forested area and a denuded area could be depicted, with the denuded area indicating higher exposure to erosion and the forested area being less exposed. In a coastal zone, one area could be along the shore with another area set back from the shore at a lower exposure to storm surge. - Two cards that represent sensitivity, i.e. the intrinsic qualities of an aspect of the system that influence the affectedness from climate stressors, e.g. one house could be built on stilts and one not on flat ground. (see Graph 2) ALTERNATIVE: In the case of drought, one farm could be planted with a drought-sensitive crop like maize and the other planted with a drought-tolerant crop like millet. In a coastal zone, one house could be built from strong materials and the other from natural materials that are more sensitive to wind and rain. In the case of erosion, one type of plant could have deeper roots than another type of plant with shallow roots, which would be more sensitive. - Cards that represent adaptive capacity, i.e. assets that enable reaction or prepare for climate-related hazards, e.g. one family might own a vehicle, phone connection, while the other family has fewer physical, financial and information resources. (see Graph 3). ALTERNATIVE: In the case of drought, one farmer might own livestock and have a small irrigation system, while the other farmer has none. - Additional cards for sensitivity factors (e.g. different crops [flood-tolerant, flood-sensitive crops]). - Additional cards for adaptive capacity factors (e.g. information [forecasts], social networks [extended family, farmers' group, community group]).



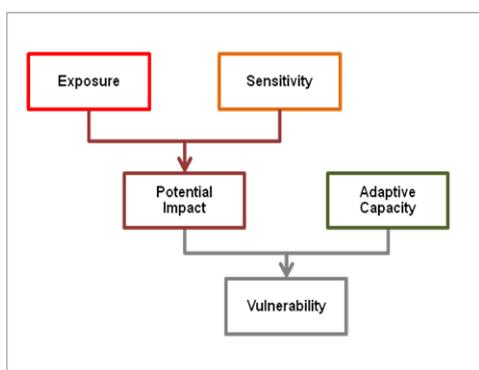
Graph 1: Scene



Graph 2: Sensitivity



Graph 3: Adaptive Capacity



Graph 4: Vulnerability functions – terminology as used in training

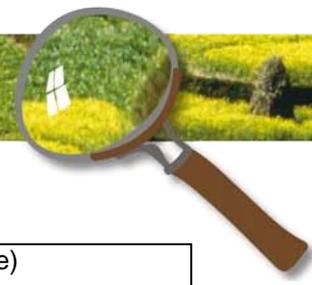


20 Action learning ‘framing adaptation’

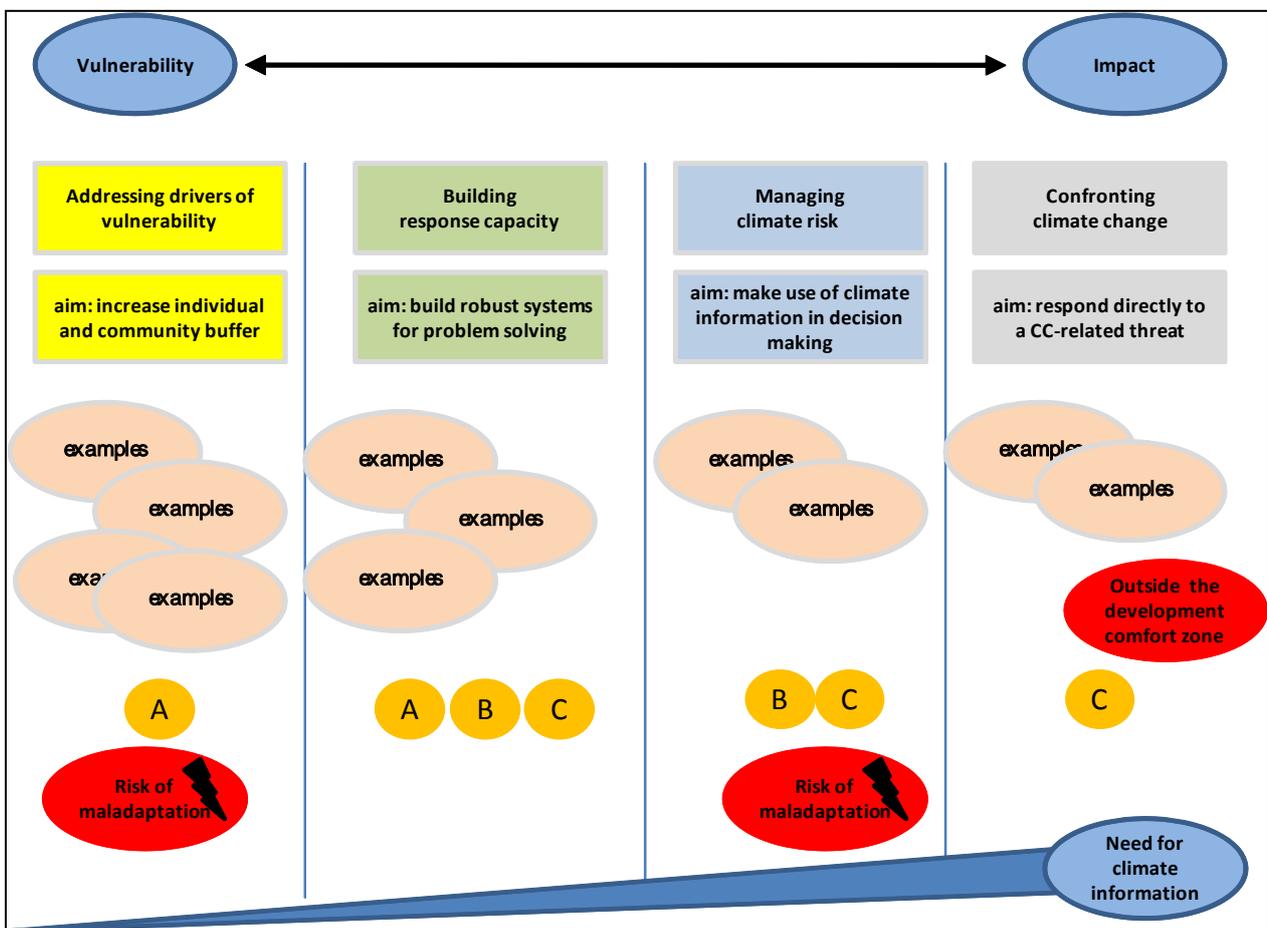
Main learning objectives
<ul style="list-style-type: none"> - Understand the different approaches related to ‘adaptation’. - Learn how to ‘locate’ adaptation measures in the continuum of ‘vulnerability’-oriented to ‘impact’-oriented approaches. - Learn about their respective strengths and challenges (esp. need for information and financing).
Further learning objectives
<ul style="list-style-type: none"> - Adaptation encompasses many different measures, some of them ‘old wine in new skins’ some of them new challenges.
Terminology
Impact-oriented, vulnerability-oriented, maladaptation
Link with other modules
<u>Requires</u> -
<u>Is linked to</u> <ul style="list-style-type: none"> - Can take place during the lecture ‘introduction to climate change’, or after M1 linking to M2, or as a starter before M3. - M4: assists thinking ‘outside-of-the box’ by identifying adaptation options
<u>Lays the foundation for</u> -



Suggestions for running the module						
Time consideration (min)	Reading time	Intro	Case work	Presentation of results	Reflection	All in all
	0	15	10	15	10	45
Necessary reading	No extra time needed					
Intro	<u>Module</u> <ul style="list-style-type: none"> - Explain the WRI study and its background to frame understanding - Develop the table by pinning the headline and the explanation per column – you might want to give an example but do not exaggerate 					
Case work	<ul style="list-style-type: none"> - Ask participants to form buzz groups with their neighbours and suggest some examples from their work experience (you may want to limit the overall number of cards) 					
Presentation of results	<ul style="list-style-type: none"> - Ask one group after the other to pin their examples in the chosen columns - Verify with the group if the examples are accurately placed - Discuss examples that are difficult to place – often projects have several parts, making it a ‘nested’ approach and therefore difficult to label - Discuss the vulnerability vs. impact approach (pin those 2 cards and draw a continuum arrow), explain that while the distinction helps in theory, in practice projects often have several parts, making it a ‘nested’ approach and therefore difficult to label 					
Reflection	<u>Method</u> <ul style="list-style-type: none"> - Plenary <u>Possible questions</u> <ul style="list-style-type: none"> - Discuss the question of maladaptation in the two cases of: <ul style="list-style-type: none"> (1) maladaptation in development as usually missing out on cc-impacts that will impair the development efforts (3) maladaptation in climate risk management if initial assessment reveals it relies on the wrong assumptions - Discuss the need for climate information (pin that card and draw an arrow from left to right) (link to M2, discussion how to deal with uncertainty) 					
Additional info	<ul style="list-style-type: none"> - This exercise is based on WRI 2007: Weathering the storm http://www.wri.org/publication/weathering-the-storm - Point out that even if there is international standard terminology, there are different meanings for the same terms in different contexts (especially important if you run the two action learning exercises the same day, as some terms occur in both, but with slightly different interpretations) - Should there be time you might want to use the examples to further elaborate the distinction between different donor activities: (A) serendipitous and (C) discrete adaptation as well as (B) climate proofing of development activities (text, p.2) - Should there be even more time, and you have foreseen in your programme an input on financing adaptation, you could also start raising this issue (text, p. 34ff) 					



Preparation	<ul style="list-style-type: none"> - Board with a table with four columns (leave some space above) - Four cards with headings for the columns (as shown in Graph 1); one paper colour per column (avoid red) - Four cards describing the aims of each subject - Some cards with examples, see text or from your own experience - Additional cards (other colour): vulnerability, impact, climate information available - Additional cards (red with flash): maladaptation (2), dealing with uncertainty (red), outside development comfort zone (red)
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Graph 1: Board as suggested



21 Possible Agenda

Day 1	Day 2	Day 3	Day 4
Welcome and introduction 'Introduction to Climate Change Adaptation' (input)	Communicate climate information (input + discussion) Action learning: Framing adaptation	<i>Ecosystem-based approaches to adaptation (additional; input + discussion)</i>	M10 'Integrating adaptation into the project cycle'
tea break			
Action learning: Climate change terminology 'Climate information' (input) Introduction to 'Zanadu'	M3 Four-Step Approach to assess adaptation options – Step 1: assess vulnerability	M7: Develop institutional capacity for adaptation	<i>'Climate proofing for development and other GIZ-tools' (additional; input + discussion)</i> Course evaluation and feedback
Lunch			
M1 Apply a climate lens (input)	M4 Four-Step Approach to assess adaptation options – Step 2: identify adaptation options	Food Court: Participants present and discuss their work experience related to 'adaptation in development cooperation'	
tea break			
M2 Interpret climate data	M5 Four-Step Approach to assess adaptation options – Step 3: select and prioritise adaptation options	<i>'Political framework and financing mechanisms for adaptation and mitigation' (additional; input + discussion)</i>	

Pilot training Oct 2010. Nelspruit/South Africa.

Participants: GTZ-staff and national counterparts (Sector Network Rural Development).



22 References and sources for further reading

Literature

Braakmann, Lydia and Edwards, Karen (2002): The Art of Building Facilitation Capacities – A Training Manual. Regional Community Forestry Training Centre (RECOFTC) Bangkok.

Chambers, Robert (2002): Participatory workshops – a sourcebook of 21 sets of ideas & activities. London and Sterling (VA).

IFAD, ANGOC and IIRR (2001): Enhancing Ownership and Sustainability – A Resource Book on Participation.

InWEnt (Capacity Building International) (2004): Participatory Methodologies for Strategies to Reduce Rural Poverty – Training Manual. Feldafing.

PICOTeam (Hagmann, Jürgen et al) (2003): Personal Mastery for Transforming Teaching and Learning at Makerere University (Uganda) – Report of the first learning workshop

Pretty, Jules et al (1995): Participatory Learning & Action – A Trainer’s Guide. IIED London.

Salas, Maria Angelica et al (2007): Visualisation in Participatory Programmes – How to facilitate and visualise participatory group processes. UNICEF Bangladesh.

Schwedersky, Thomas et al (2008): Training Guide - Capacity Development for Poverty Reduction. Lessons learnt and guidelines for training in rural areas in Cambodia. InWEnt Feldafing.

Taylor, Peter et al (2006): Learning for social change – exploring concepts, methods and practice. Institute of Development Studies Sussex.

-> see next page for resources on the web!



On the web

For in-depth background reading of the **Harvard Case Method** it is recommended to visit the following website:

<http://harvardmag.com/pdf/2003/09-pdfs/0903-56.pdf>

The **Participation Resource Centre** at the Institute for Development Studies provides valuable resources for participatory trainers. They also publish the PLA (Participatory Learning and Action) notes.

<http://www.pnet.ids.ac.uk/index.htm>

A more detailed description of the **world café method** (see sub chapter 3.6) can be found on the following website:

<http://www.theworldcafe.com/>

The **American Society for Training and Development** provides a lot of valuable resources for trainers on the following website:

<http://www.astd.org/>

For trainers it is always worthwhile to check on the **eldis**-website:

<http://www.eldis.org/go/topics/resource-guides/manuals-and-toolkits/training>



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