

**Integrating adaptation to climate change
in disaster risk reduction in Asia**

Learning Curriculum

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Introduction

The *Strengthening Community-based Disaster Risk Management in Asia* project (SCDRM+) is implemented by Raks Thai Foundation with financial support from UNESCAP Multi-hazard Trust Fund.

The project originally targeted five tsunami-affected countries – India, Indonesia Maldives, Sri Lanka and Thailand. As a result of significant stakeholder mobilization within CARE and its country partners, the project has been expanded to include an additional eight countries, namely Lao PDR, Myanmar, Timor-Leste, Vanuatu, Viet Nam, Afghanistan, Pakistan and the Philippines.

The SCDRM+ project will implement a comprehensive regional learning curriculum for key government, civil society and community representatives from the target countries. The program will build their knowledge and skills to strengthen institutional linkages and roll out good practices in multi-hazard community-based disaster risk management (CBDRM). The program will enable them to more effectively address institutional challenges and strengthen CBDRM processes in their own countries. In particular, the project will build capacity to integrate climate change adaptation into project activities – thereby increasing the resilience of disaster risk reduction (DRR) interventions to climate change impacts.

This document describes the SCDRM+ learning curriculum on integrating climate change adaptation in disaster risk reduction, providing an overview of the expected learning outcomes and the process, which incorporates self-directed learning using an e-Learning package, as well as targeted classroom training.

Learning Outcomes

There are five learning outcomes envisioned for participants in this process. At the end of the process, participants will be able to:

- Describe, using examples, important concepts related to adaptation and disaster risk reduction (DRR), including vulnerability, disaster risk, resilience and capacity.
- Explain why integration of climate change adaptation is a critical element of good practice DRR programming.
- Describe the guiding principles for integrating climate change adaptation in disaster risk reduction (DRR) initiatives.
- Design good practice DRR projects and programs that integrate adaptation, and integrate adaptation into existing DRR projects at various stages of the project cycle.
- Apply concepts, guidance and tools for integrating adaptation in their day-to-day work in DRR programming.

Learning Process

To achieve these outcomes, the learning process comprises two key approaches: self-directed learning using an e-Learning package and targeted classroom training.

The e-Learning focuses on the first three learning outcomes, offering an introduction to key concepts, principles and approaches for integrating adaptation into DRR programming. It is expected that participants in the classroom training will have completed the e-Learning in advance of the training. The classroom training focuses on the final two outcomes, building on the knowledge acquired through the e-Learning and providing participants with concrete guidance and tools that can be applied in their work in emergency and development programming.

At the beginning and the end of the e-Learning process, participants will undertake a self-reflection exercise to evaluate their progress towards achieving the learning outcomes.

The intended participants for this learning process are practitioners engaged in disaster risk reduction programming or programming where DRR is integrated. It is assumed that participants have basic computer skills, enabling them to access files on the internet, download them to their computers and use Powerpoint files in slide show mode.

The e-Learning and classroom training are described in further detail in the following sections.

e-Learning

The first step in the learning process is e-Learning. An e-Learning approach has been incorporated in order to create space in the process for self-directed learning, as well as to increase the efficiency of the classroom training sessions by providing a foundation in basic concepts and principles in advance of the face-to-face training sessions. It also provides links to a platform for interactions among learners outside the workshop.

Approach

The key characteristics of the e-Learning approach are:

Web-based: The e-Learning package is accessed on the internet.¹

Self-directed and self-paced: Learners move through the e-Learning modules on their own time and at their own pace.

Accessible: The entire e-Learning package can be downloaded so that learners can work offline. Download size is kept to a minimum to ensure that users with low bandwidth are able to participate.

Embedded: The modules are hosted on the CARE International Adaptation Community of Practice online platform. This will facilitate linkages to broader knowledge sharing efforts on adaptation and DRR, and will ensure that the materials are available beyond the life of the SCDRM+ project.

Interactive: The modules incorporate interactivity in several ways, including user-directed content within the modules and links to space for discussion and interaction with other e-Learners in the region as well as the broader CARE Adaptation Community of Practice.

Reflective: Each of the modules incorporates a knowledge review at the end of the module. A self-evaluation against the learning objectives is included at the beginning and end of the e-Learning process. Submission of the final self-evaluation will result in a certificate of completion for the e-Learning process.

Overview of e-Learning Modules

The e-Learning package incorporates five modules:

1. Concepts in disaster risk reduction and climate change adaptation
2. Understanding vulnerability
3. Introduction to disaster risk reduction
4. Introduction to adaptation
5. Guiding principles for integrating adaptation in disaster risk reduction

The learning objectives and key topics covered in the modules are shown in the table below:

¹ If users do not have sufficient web access to download the e-Learning modules, they can be provided on a disk.

Module	Learning Objectives	Key Topics Covered
Module 1: Concepts in disaster risk reduction and climate change adaptation	Introduce concepts important to both disaster risk reduction (DRR) and climate change adaptation.	Climate change, disaster risk, disaster risk reduction, climate change adaptation, vulnerability, capacity, resilience
Module 2: Understanding vulnerability	Build understanding of the concept of vulnerability as it is used in disaster risk reduction and in climate change adaptation.	Vulnerability to what?, vulnerability factors, practical example, climate change and vulnerability, gender and vulnerability, dynamic vulnerability
Module 3: Introduction to disaster risk reduction	Introduce the project cycle for DRR.	What is DRR, DRR project cycle, assessment/analysis, participatory action planning, implementation, evaluation, project example
Module 4: Introduction to climate change adaptation	Introduce CARE's approach to climate change adaptation and link to DRR.	What is adaptation, adaptation and development, adaptation approaches, CBA framework, integrating adaptation, practical examples
Module 5: Guiding principles for integrating adaptation in disaster risk reduction	Introduce a set of guiding principles for integrating adaptation in DRR	Synergies and differences between different aspects of DRR and adaptation, guiding principles and why they are important for integrating adaptation in DRR

The following sections provide further details on content for the different modules.

Module 1: Concepts in disaster risk reduction and climate change adaptation

The learning objective for the first e-Learning module is to introduce concepts important to both disaster risk reduction (DRR) and climate change adaptation.

The module aims to provide participants with an understanding of basic concepts in adaptation and DRR. The concepts covered include climate change, disaster risk, disaster risk reduction, climate change adaptation, vulnerability, capacity and resilience, as well as the relationship between disaster risk reduction and disaster risk management. The module provides official and working definitions of these concepts, using examples where appropriate. These are the concepts that underpin the remainder of the learning process, so it is important that participants are clear on them from the beginning. There is also a need to clarify the way some concepts are used differently in the theory and practice of adaptation and DRR.

Module 2: Understanding vulnerability

For the second module, the learning objective is to build understanding of the concept of vulnerability as it is used in disaster risk reduction and in climate change adaptation. In this module, the concept of vulnerability is explored in more depth, providing participants with an understanding of the complexity of vulnerability, and the need to recognize differences in vulnerability within communities, and even within households. The module includes practical exercises to promote reflection and to build a deeper understanding.

Module 3: Introduction to disaster risk reduction

The learning objective for Module 3 is to introduce the project cycle for disaster risk reduction. The module covers the stages in the project cycle, providing guidance on key steps to be taken within each of the steps. It includes a project example which demonstrates good practice DRR.

Module 4: Introduction to climate change adaptation

The learning objective for this module is to introduce CARE's approach to climate change adaptation and link to disaster risk reduction. The module begins with a review of the concept of adaptation from Module 1. It then discusses the linkages between adaptation and sustainable development, and CARE's two key approaches: community-based adaptation and integrating adaptation into development programming. This leads to an overview of integrating adaptation into DRR, including practical examples.

This module will help to build understanding of why it is important to integrate adaptation into DRR, and what this looks like in practice.

Module 5: Guiding principles for integrating adaptation in disaster risk reduction

The learning objective for Module 5 is to introduce a set of guiding principles for integrating adaptation in DRR. It begins with a review of the synergies and differences between DRR and adaptation. This part of the module aims to dispel the common misconception that adaptation and DRR are the same thing. This is important as it helps to provide the rationale for integrating adaptation into DRR. Practitioners need to understand what new dimensions consideration of climate change brings to their DRR work in order to understand why and how they should integrate adaptation.

Next, the module provides an overview of the guiding principles for integrating adaptation in good practice DRR and explains why they are important. The principles provide a theoretical basis for the more practical learning to be done in the classroom training, which focuses on putting the principles into practice in DRR initiatives.

Classroom Training

The classroom training provides participants an opportunity to further develop their knowledge of the concepts, principles and guidance introduced in the e-Learning. In addition, the session includes practical training on specific tools for integrated adaptation and DRR, as well as a field component to observe practical experiences in good practice DRR that integrates adaptation.

Learning Objectives

The learning objectives for the classroom training are:

- To review concepts introduced in the e-Learning and work towards a common understanding and confidence in communicating and applying the concepts.

- To reflect on the principles for integrating adaptation in DRR, and analyze existing projects and programs for their adherence to these principles.
- To review key steps for integrating adaptation in DRR projects in various stages of the project cycle, and apply these to participants' own projects and programs.
- To build capacity to design good practice DRR projects and programs that integrate adaptation, and integrate adaptation into existing DRR projects at various stages of the project cycle.

Approach

The key characteristics of the classroom training approach are:

Participatory: In keeping with adult learning principles², the training approach maximizes participation by learners through facilitated plenary discussions, group activities and dialogues and open space.

Flexible and demand-driven: The training program is targeted to learners' needs and priorities. Participants have an opportunity to voice their expectations at the beginning of the session, and periodic informal evaluations assess progress against these expectations. Adjustments are made to maximize the effectiveness of the training from the perspective of learners.

Practical: The training is designed to develop capacity of learners to better perform their job functions related to adaptation and DRR. Practical examples, case studies and scenarios are used to demonstrate concepts and principles.

Experiential: Participants have opportunities to reflect on and share relevant experiences, grounding the training in their existing knowledge and capacities. Field tools are used in the classroom setting to build capacity to apply them in the field and to analyze the results.

The following sections provide an overview of key elements of the classroom training.

Overview of the Classroom Training Components

The classroom training consists of five key components:

1. Review of key concepts and principles for integrating adaptation in DRR
2. Introduction to disasters, climate change and good practice DRR
3. Mainstreaming DRR in the project cycle
4. Field visits
5. Review of projects

The following sections provide an overview of these different components.

Review of key concepts and principles for integrating adaptation in DRR

This component provides an opportunity for participants to reflect on and discuss the key concepts and guiding principles introduced in the e-Learning Modules. The training will begin with a review the concepts and principles to provide learners with an opportunity to ask questions, apply the concepts, and work towards a common understanding. This may include:

- Discussions on observations of climate change impacts related to disaster risk in participant countries and operational areas.
- Group exercises to explore the dimensions of vulnerability, including differential vulnerability.

² See, for example: <http://www.teachermentors.com/adultLrng.php>

- Sharing of stories demonstrating the concepts in participants' working areas.
- Small group work to discuss working definitions of the concepts and how they can be translated into local languages.

Introduction to disasters, climate change and good practice DRR

This component aims to build a deeper understanding of the concepts related to climate change adaptation and DRR, building on the knowledge gained through the e-Learning modules. Topics covered include disasters, history and projections, climate change and its effects, disaster risk, hazards, vulnerability, capacity, DRR and its approach, resilience, DRR concepts, DRR and climate change adaptation.

Mainstreaming DRR in the project cycle

This component focuses on building understanding of how good practice DRR is mainstreamed in the project cycle and what tools and approaches can be used for this. The module focuses on the key elements that need to be integrated throughout the project cycle, and introduces tools and approaches for doing this. It also addresses what this looks like in practice.

Field visits

Coming soon

Review of projects

In the final session, participants will evaluate their own projects in light of the knowledge gained through the training. To do this, they will work in project teams to identify areas of improvement to strengthen the design and implementation framework, using the guiding principles as a basis. Small group reflections will result in the identification of concrete changes to be made in projects. These will be shared in plenary and will represent a commitment to action.